

KENYA - High-Stakes Testing and its influence on Classroom Instructional Practices: A Sub-Saharan Africa Perspective, N/A

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Report generated on: September 20, 2024

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Overview

Identification

ID NUMBER

DDI-KEN-APHRC-TEACHINGANDASSESSMENT-2023-V10

Version

VERSION DESCRIPTION

PRODUCTION DATE

2024-04-04

Overview

ABSTRACT

Background: Tests are known to influence instructional practices in the classroom. However, most literature on this phenomenon is from the Global North, with gaps in knowledge from the Global South.

Objectives: The broad objective of this study is to generate evidence that improves our understanding of the influence of assessments on teachers' teaching behavior inside the classroom with a focus on sub-Saharan Africa.

Methods: The study will collect data from primary school teachers in Kenya through exploratory surveys to examine their perceptions of the influence of assessment and assessment data on their teaching decisions. The study design will be an exploratory survey. The sample will consist of 200 primary school teachers. Data collection methods will include a structured interview using closed-ended questions to collect quantitative data. These data will be analyzed using statistical techniques that employ small sample sizes to explore relationships/correlations. Nonparametric tests will also be used to examine the possible non-normal distributions likely to be encountered with the small sample size.

Results: The study findings are likely to inform policy and practice on testing as it relates to classroom instructional practice in Kenya and other jurisdictions that are adopting new educational approaches in sub-Saharan Africa. Such evidence is useful in designing teacher professional development programs that use students' learning outcomes to inform classroom instructional strategies.

UNITS OF ANALYSIS

The unit of analysis was teacher

Scope

NOTES

Quantitative data will be collected to answer our research questions. As this is an exploratory study, survey questionnaires will be administered to 200 teachers spread across Grades 5, 6, and 8. This sample size is chosen conveniently based on budgetary and time constraints. While the sample size is relatively small, the intention of this study is not to generalize, but to understand what is happening in regard to the phenomenon, in order to inform the design of a larger study that will be representative of the larger population of teachers in Kenya. Grade 5, 6, and 8 are purposely selected to allow for comparisons on how teachers' classroom instructional practices are influenced by assessments (grade 5: no high stakes test, grade 6: there is the new KPSEA based on CBC, and grade 9: there is the old high stakes KCPE).

The targeted teachers will be those teaching English and Mathematics in schools located in counties where APHRC conducts education research. Specifically, three counties will be selected: Nairobi, Kajiado and Embu.

Coverage

GEOGRAPHIC COVERAGE

Approximately 50 public primary schools will be targeted for this study (inclusive of possible non-response): 20 from Nairobi, 15 from Kajiado and 15 from Embu.

UNIVERSE

Approximately 50 public primary schools will be targeted for this study (inclusive of possible non-response): 20 from Nairobi, 15 from Kajiado and 15 from Embu.

Producers and Sponsors

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FUNDING

| Name | Abbreviation | Role |
|-------------------------------|--------------|------|
| Center for Global Development | CGD | |

OTHER ACKNOWLEDGEMENTS

| Name | Affiliation | Role |
|------------|---|------------------|
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Metadata Production

METADATA PRODUCED BY

| Name | Abbreviation | Affiliation | Role |
|---|--------------|-------------|-------------------|
| African Population and Health Research Center | APHRC | | DDI Documentation |

DATE OF METADATA PRODUCTION

2024-04-04

DDI DOCUMENT VERSION

Version 1.0 (April 2024)

DDI DOCUMENT ID

DDI-KEN-APHRC-TEACHINGANDASSESSMENT-2023-V10

Sampling

Sampling Procedure

the study population will be all primary school teachers who are teaching English and Mathematics in Nairobi, Kajiado, and Embu counties in Kenya. The following inclusion and exclusion criteria will be used to select the sample of teachers.

Inclusion criteria

- Primary school teachers teaching in public schools in Nairobi, Kajiado, and Embu counties in Kenya.
- Primary school teachers teaching English and Mathematics.
- Primary school teachers teaching grades 5, 6, and 8.
- Male and female primary school teachers (to include different gender perspectives).

Exclusion criteria

- Primary school teachers who have a known history of cognitive or mental impairment that could affect their ability to provide accurate responses.
 - Primary school teachers who are currently on leave or are expected to be absent during the data collection period.
- Primary school teachers who are not currently employed as full-time primary school teachers (they may not have the same level of experience and exposure to the current teaching practices and assessments as full-time teachers).

Questionnaires

Overview

Teacher questionnaire which was used to collect data on teacher perception on tests and how they affect their delivery in the classroom.

Data Collection

Data Collection Dates

| Start | End | Cycle |
|------------|------------|-------|
| 2023-08-07 | 2023-08-30 | N/A |

Data Collection Mode

Face-to-face [f2f]

Questionnaires

Teacher questionnaire which was used to collect data on teacher perception on tests and how they affect their delivery in the classroom.

Supervision

Each of the 3 study sites had a field supervisor in charge of logistics, ensuring quality checks, and reporting back to the research team at APHRC. Furthermore, 2 of the project research team members at APHRC were in charge of the overall data collection. They provided technical support and overall oversight of data collection and backstopping while in the field. The team leads also held weekly briefing sessions with the APHRC research team to share the progress of data collection and any challenges from the field.

To ensure high-quality data collection, the research team accompanied the teams in the field during data collection.

The data analyst run the data daily to check on completeness, correctness and consistency on 100% of the collected data. A discrepancy report were then generated to enable resolution of any inconsistencies or errors in the data with the responsible interviewer.

Data Processing

Data Editing

Data quality monitoring processes and checks were implemented throughout the data collection process, during the time of developing the data collection tools (through built-in quality control in the tablet-based platform), during training of fieldworkers using mock interviews and inter rater reliability tests (IRR), in real time during data collection (routine monitoring by the research team and periodic cross-checks against the protocols), and during the data cleaning process. During fieldwork, data quality was enhanced through regular spot checks and sit-ins by supervisors to verify the authenticity of data collected. Data were then reviewed and certified by the field coordinator before they were transferred to the server.

The quantitative data were collected using SurveyCTO, a survey platform for electronic data collection that has in-built skips and quality checks. Using this software increased efficiency and reduced the time needed for cleaning the data. In addition, the platform supported offline data capturing for regions with slow or no internet connectivity and data transmission when the internet became available. Fieldwork was conducted by trained fieldworkers using digital tablets with the questionnaire loaded in SurveyCTO. Data was uploaded from the tablets onto a secure African Population and Health Research Center (APHRC) server after each day of data collection. Data were synchronized automatically to a server when the tablet was in a location with network coverage. The uploaded data were then checked for quality daily by a data manager and a team dedicated to coordinate field procedures and at the APHRC head office in Nairobi.

Data Appraisal

Estimates of Sampling Error

N/A