

**APPRAISING ASSESSMENT TOOLS' POTENTIAL
FOR FOSTERING CHILDREN'S HOLISTIC
DEVELOPMENT IN DODOMA CITY PRE-PRIMARY
CLASSES**

LOVENESS FELIX KILASI

MASTER OF ARTS IN EDUCATION

THE UNIVERSITY OF DODOMA

OCTOBER, 2019

**APPRAISING ASSESSMENT TOOLS' POTENTIAL FOR
FOSTERING CHILDREN'S HOLISTIC DEVELOPMENT IN
DODOMA CITY PRE-PRIMARY CLASSES**

BY

LOVENESS FELIX KILASI

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
IN EDUCATION**

THE UNIVERSITY OF DODOMA

OCTOBER, 2019

DECLARATION

AND

COPYRIGHT

I, **Loveness Felix Kilasi**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar award or any other degree award.

Signatur L. Kilasi

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any other form or by any means without prior written permission of the author or the University of Dodoma. "If transformed in any other format shall be acknowledged that, this work has been submitted for degree award at the University of Dodoma".

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the University of Dodoma a dissertation entitled: *Appraising Assessment Tools' Potential for Fostering Children's Holistic Development in Tanzanian Pre-Primary Classes* in partial fulfilment of the requirements for the degree of Master of Arts in Education of the University of Dodoma.

Dr. Daniel M. Mngarah

Signature.



Date.....

04/11/2019

(Supervisor)

ACKNOWLEDGEMENTS

First, I would like to thank God Almighty for giving me strength and capability to accomplish this work. I also express my deepest gratitude to my supervisor, Dr. Daniel M. Mngarah for his academic advice, guidance and unlimited patience since the earliest stages of this study up to the end. Without him, I would not be able to accomplish it.

I would also like to thank my parents Mr. and Mrs. Felix Kilasi for their parental care since childhood and their willingness to educate me. May God bless you my wonderful parents!

Furthermore, I would like to acknowledge my brother and his wife Mr. and Mrs. Frank Kilasi for their support during the whole period of my studies. I would further like to thank my other family members: Mr. Peter Kilasi and Daria Kilasi for their support and appreciation during the whole process of doing this dissertation.

I extend my special thanks to all administrators of UDOM and the College of Education for granting me permission to conduct this study and their support in undertaking my studies. Again, I would like to acknowledge my colleagues Anna Julius, Gloria Hezron, Rahma Majumba and Mr. Philbert Komba who played a great part in the whole period of our studies at the University of Dodoma.

DEDICATION

I would like to dedicate this work to my parents Mr. and Mrs. Felix Kilasi and the rest of my family in general since they have been very patience and willing to support me in all ways so as to enable me to finish my studies successfully. Through this journey they all took time to make sure that I am doing it well and they made many efforts to make sure that I fulfil my dreams. This work is the product of their encouragement and understanding of the important of education. I love you all.

ABSTRACT

The present study intended to appraise the potential of the assessment tools for fostering holistic children's development among pre-primary schools in Dodoma, Tanzania. The study was guided by four specific objectives. These were: first, to assess pre-primary school teacher's understanding of assessment tools' potential for promoting child holistic development; second, to appraise the role of assessment tools in the promotion of children's cognitive development; thirdly, to determine the extent to which the assessment tools in pre-primary schools were used to foster children's physical development and fourthly, to assess the potential of the assessment tools in enhancing children's social development. The study was governed by the cognitive development theory of Jean Piaget (1936), Social learning theory by Albert Bandura (1977), psychomotor theory developed by Reigeluth (1999) and Vygotsky socio-cultural theory developed by Vygotsky (1978) as its theoretical framework. The study employed a case study research design within the qualitative research approach. The data were collected through semi-structured interviews, observation and documentary review. The study employed the qualitative research approach. A total of 15 informants were involved in this study. These includes heads teachers, academic teachers as well as pre-primary teachers. All informants were purposively selected on the basis of the roles and positions they held in the schools. Data were analyzed through the thematic analysis. The findings of this study revealed that assessment tools have been of major importance in children's holistic development in schools in terms of cognitive, physical and social development. The study recommends that in-service teacher preparation should be encouraged, the government should allocate fund for pre-primary education and there is need for providing teaching and learning materials to mention a few in schools so as to ensure effective use of assessment tools in assessing children's holistic development.

TABLE OF CONTENTS

DECLARATION AND COPYRIGHT	i
CERTIFICATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
LIST OF ABBREVIATIONS	xiii
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Introduction	1
1.1 Background to the Problem.....	1
1.2 Statement of the Problem	4
1.3 Purpose and Objectives of the Study	5
1.4 Research Questions	6
1.5 Significance of the Study	6
1.6 Scope of the Study	6
1.7 Limitation of the Study	7
1.8 Definition of the Key Terms and Concepts.....	7
1.9 Conceptual Framework of the Study.....	8
1.10 Organization of the Study	12
CHAPTER TWO	13
LITERATURE REVIEW.....	13
2.0 Introduction	13
2.1 Theoretical Framework	13
2.1.1 Piaget theory of cognitive development.....	13
2.1.2 Social learning theory	14
2.1.3 Vygotsky socio-cultural theory	15

2.1.4 Psychomotor theory	16
2.2 The Concept of Holistic Development.....	17
2.2.1 Domains of child development	19
2.2.2 Assessment in relation to children’s development.....	21
2.3 Empirical Studies	23
2.4 Studies from Tanzania.....	27
2.5 Knowledge Gaps	29
2.6 Summary and Review of Chapter	30
CHAPTER THREE	31
RESEARCH METHODOLOGY	31
3.0 Introduction	31
3.1 Research Approach	31
3.2 Research Design.....	32
3.3 Location of the Study	32
3.4 Targeted Population	33
3.5 Sample Size and Sampling Procedures	34
3.5.1 Sampling techniques	35
3.6 Data Collection Methods	36
3.6.1.1 Interview	36
3.6.1.2 Observation	37
3.6.1.3 Documentary review	38
3.7 Data Analysis Plan	39
3.8 Trustworthiness	39
3.9 Ethical Issues and Considerations.....	41
3.10 Administration of Research Instruments.....	42
3.11 Chapter Summary.....	42
CHAPTER FOUR.....	43
PRESENTATION OF FINDINGS	43
4.0 Introduction	43
4.1 Understanding of Assessment Tools in Children’s Holistic Development.....	43
4.1.1 Head teachers’ understanding of assessment tools’ potential	44

4.1.2 Academic teachers’ understanding of assessment tools’ potential	47
4.1.3 Pre-primary teachers’ understanding of assessment tools potential	49
4.2 Role of Assessment Tools in Promoting Children’s Cognitive Development.....	54
4.2.1 Head teacher’s views on assessment tools’ promotion of cognitive skills	54
4.2.2 Academic teachers’ views on assessment tools promotion of cognitive skills.	56
4.2.3 Teacher’s views on assessment tools’ potential.....	58
4.3 Assessment tools’ Potential for Children Physical Development.....	61
4.3.1 Head teacher’s views on assessment tools’ potential.....	61
4.3.2 Academic teacher’s views on assessment tools’ potential.....	63
4.3.3 Teachers’ views on potential of assessment tools for physical development ...	64
4.4 Potential of the Assessment Tools in Social Development.....	67
4.4.1 Head teachers’ views on assessment tools in enhancing social development ..	67
4.4.2 Academic teachers’ views on assessment tools potential	69
4.4.3 Teachers’ views on assessment tools in enhancing social development.....	71
CHAPTER FIVE.....	73
DISCUSSION OF THE FINDINGS.....	73
5.0 Introduction	73
5.1 Teachers’ Understanding of Assessment Tools’ Potential.....	73
5.2 The Role of Assessment Tools in Children’s Cognitive Development	77
5.3 Assessment Tools’ Vs Children’s Physical Development	81
5.4 Assessment Tools Vs. Children’s Social Development.....	84
CHAPTER SIX	88
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	88
6.0 Introduction	88
6.1 Summary of the Study.....	88
6.2 Conclusion	91
6.2.1 Teachers’ understanding of assessment tools Vs. holistic development.....	91
6.2.2 Assessment tools’ Vs. children’s cognitive development.....	91
6.2.3 Assessment tools Vs. children’s physical development.....	92
6.2.4 Assessment tools’ promotion of children’s social development.....	92
6.3 Recommendations	93

6.3.1 Recommendations for policy	93
6.3.2 Recommendation for action	93
6.3.3 Recommendation for further studies	95
REFERENCES	96
APPENDICES	106

LIST OF TABLES

Table 1: Sample Composition of the Study	35
--	----

LIST OF FIGURES

Figure 1. Conceptual framework for exploring assessment tools' potential	9
Figure 2: Map Showing Dodoma City Council	33

LIST OF APPENDICES

Appendix I: Interview guide for head teachers.....	106
Appendix II: Interview guide for academic teachers	108
Appendix III: Interview guide for the pre-primary teachers	109
Appendix IV: Documentary Review	111
Appendix V: Observation checklist guide: classroom teaching and learning progress.....	113
Appendix VI: Introduction Letter from the University of Dodoma	114
Appendix VII: Permission Letter from Dodoma district	115

LIST OF ABBREVIATIONS

EFA	Education for All
IQ	Intelligence Quotient
MOEVT	Ministry of Education and Vocational Training
SLT	Social Learning Theory
TIE	Tanzania Institute of Education
T/L	Teaching and Learning
UDOM	The University of Dodoma
UK	United Kingdom
UNICEF	United Nation International Children's Emergency Fund
USA	United State of America
ZPD	Zonal of Proximal Development

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study was designed to assess the effectiveness of the assessment tools in fostering young children's holistic development. The first chapter includes background to the problem, statement of the research problem, purpose of the study, objectives of the study, research questions and significance of the study, scope of the study, definition of key terms and the conceptual framework of the study.

1.1 Background to the Problem

Generally, the assessment tools for pre-primary education are used as a systematic process to evaluate the characteristics of the individual child TIE (2016). The aim of making assessment in early child education is to determine the quality of early childhood education. Therefore, assessment in early years allows for an understanding of a child's learning and development and how to create environments that would help a child to grow as a whole in terms of intellectual, physical, social and emotional areas of child development.

In the early childhood education, the most commonly assessment tools used include authentic (informal) assessment techniques. In this method, an individual child's growth and development is evaluated by using real life events (Demircan & Olgan, 2011). Wortham (2008) analyzes different assessment procedures that are to be used by teachers when assessing young children in early childhood education. These are such as checklists, portfolios, interviews, observations, narrative report and technology-based assessment. In the context of Tanzania, TIE (2016) recommends

several assessment tools that are to be used to assess children in early years these include observations, checklists, portfolios, documentations forms and anecdotal records. Therefore, these tools provide room to assess the children's development in a variety of settings that lead ascertaining the children's growth in all developmental domains such as cognitive, physical, social and emotional aspects.

Assessment tools in pre-primary education are important in learning and for the development of children in all domains in terms of intellectual, physical, social, and emotional development. Scholars who support this idea include Morrison (2008), who showed the importance of assessment tools in helping teachers to make decisions about children when teaching and caring for them. Snow and Van Hemel (2008) further showed that pre-primary assessment tools are commonly responsible for fostering holistic child development in terms of physical, social and cognitive development. Therefore, assessment tools in early childhood education have a positive impact in foster holistic child development.

In the Tanzanian context, TIE (2016) contends that pre-primary education is among the basis of education which lays a foundation of a child's learning which is essential in developing a child physically, mentally, socially and ethically. Further, the pre-primary education curriculum suggests practical based teaching and learning in pre-primary education so as to effectively involve children to participate in teaching and learning process. This is because children in pre-schools learn through play which eventually helps them to grow mentally, physically, socially and emotionally (Mligo, 2015).

On the other hand, early childhood education curriculum in Tanzania is directly associated with the ages and stages of a child (Mligo, 2015). Children need familiar context in pre-primary education to demonstrate abilities rather than using things like pencil and paper (Kuzenza, 2010). Therefore, the assessment tools used in assessing pre-primary children's holistic development need to be shown clearly by recognizing all the domains and ensuring appropriate balance of children's development.

Despite the age and context of children's development, assessment tools also must always focus on holistic development of a child. Thus, assessment is needed to evaluate the whole child's progress on learning and developmental domains (TIE, 2016). Assessment of young children requires the use of tools which are responsible in increasing effort for learning and for occasion in pre-primary education programme. Hence, TIE (2016) recommends that in pre-primary education, assessment tools that are to be used by teachers in assessing young children may include naturalistic observation, portfolio, checklist, documentation form and anecdotal records.

Apart from those assessment tools that have been suggested by different early childhood educators, still there is a problem for the teachers since they failed to match with the curriculum guidelines on the use of those targeted assessment tools thus causing them to use inappropriate assessment tools such as standardized tests. However, TIE (2016) opposes the use of any kind of test or examination as tools for assessing young children's progress. Therefore, the aim of using these recommended tools is to assess individuals' children's progress and prepare them for later life.

It is evident that, assessment tools for young children in pre-primary school have a lot of challenges in promoting holistic child development in Tanzania. For example, most of the teachers are reluctant to use them to assess children's progress in schools. Moreover, the holistic child development emphasizes on the use of assessment tools targeted for pre-primary education so as to improve the pre-primary pupils' cognitive, physical and social intelligence.

Therefore, due to the fact that what is intended for the pre-primary education in preparing pupils for their journey of lifelong learning through preparing their minds for upper education is not what is implemented, it is difficult for a child to develop holistically TIE (2016). It is on these grounds, that the researcher is motivated to conduct this study to appraise the assessment tools potential for fostering holistic child development among the pre-primary schools in Tanzania.

1.2 Statement of the Problem

Pre-primary education is one of the bases of education as it lays a foundation of a child's learning which is essential in developing physically, mentally, socially and ethnically (TIE, 2016). The pre-primary education policy of Tanzania stipulates that pre-primary pupils should study through playing and not write or read, but rather, come to school, play and familiarize with the environment of the school (Mligo, 2015). The assessment tools are to be used in determining the child's holistic development in recognizing growth of a child cognitively, physically and socially. According to Nah and Kwak (2011), some of the teachers do not effectively implement those tools systematically when assessing children in pre-primary

schools. Similarly Tanzanian pre-primary education pupils are not well assessed due to poor implementation of the pre-primary education curriculum.

Despite that pre-primary education curriculum provides assessment tools for assessing the holistic development of children in primary schools, still the pre-primary education encounters challenges in the use of assessment tools for assessing the children's holistic development in schools. Thus, this study focuses on the appraising of the assessment tools' potential for fostering children's holistic development among pre-primary schools.

1.3 Purpose and Objectives of the Study

The purpose of the study was to appraise the potential of the assessment tools in fostering holistic child development among the pre-primary schools in Tanzania.

Specifically, the study was guided by the following specific objectives namely to:

1. appraise pre-primary school teachers' understanding of assessment tools' potential for promoting child holistic development;
2. identify the role of assessment tools in promoting children's cognitive development;
3. determine the extent to which the assessment tools in pre-primary schools are used to foster children's physical development;
4. assess the potential of the assessment tools in enhancing children's social development.

1.4 Research Questions

1. How do pre-primary school teachers understand the assessment tools' potential for promoting child holistic development?
2. How assessment tools can be used to promote children's cognitive development?
3. To what extent do the assessment tools in pre-primary schools' foster children's physical development?
4. How can the assessment tools be used to enhance children's social development?

1.5 Significance of the Study

This study will help to bring awareness to the government, teachers and curriculum developers on the reality of the outcomes on the use of assessment tools in pre-primary education. It will also help to guide pre-primary school teachers, heads of pre-primary schools and educational administrators to obtain the key issues of concern which are related to pre-primary education children's assessment. This will help to improve assessment strategies of crucial to facilitate child's holistic development. Moreover, the study will provoke other researchers to study the assessment tools and their usefulness in other contexts. Finally, finding of this study will be useful in the improvement of the use of pre-primary assessment tools so as to conform to the goals of intended curriculum.

1.6 Scope of the Study

The study will be delimited to pre-primary school level, focusing on how the assessment tools promote holistic development of the children who start their

education journey. The decision to focus at this level of schooling follows the fact that when holistic development of children is emphasized from the lowest level onwards, the possibility of producing holistic and rounded people for the growing nation is great. Hence, it is imperative that the idea of emergent curriculum starts at early learning levels.

1.7 Limitation of the Study

During the process of collecting data in the field, the researcher encountered numerous challenges. Firstly, the informants were not as cooperative as per the reader's expectation. Most of teachers were busy with their teaching roles. Because of this, the researcher spends adequate time in the field in order to build more rapport with teachers. Consequently, informants expressed their experience and perceptive about issues under investigation. Secondly, the informants were reluctant to be observed while teaching and assessing the children. To overcome this, the researcher initially employed the non-participatory observation to obtain insights into how teachers' utilised assessment tools to young children.

1.8 Definition of the Key Terms and Concepts

Assessment: In the context of this study, this is defined as a systematic process to measure or evaluate the characteristics or performance of individuals, programmes or other entities for purpose of drawing inferences.

Assessment tools: In the context of this study, assessment tools represent the teacher's devices that guide the assessment of children's progress in the process of teaching and learning.

Holistic child development: refers to the human development that is meant to involve all faculties of a person. This development is designed to accommodate physical development, mental growth, emotional development and social development. In this study, holistic child development shows the growth of a child as a whole in terms of cognitive, affective and psychomotor domain.

Cognitive development: This involves knowledge and the development of intellectual skills. In this study cognitive development help the teacher to assess ability of a child in thinking, counting and others.

Physical development: This is a child's ability to create manual or physical functioning involving movements. In this study, a teacher assesses a child's ability to employ the motor skills in performing activities.

Social development: is a child's ability to understand the feelings of others, control their own feelings and behaviors, and get along with peers. In this study, social development in relation to learning assessed children's ability to interact with peers and teachers in the learning processes.

Pre-primary education: pre-primary education implies education that enables children to learn, realize their full potential and participate meaningfully in the society this level involves children at the lower ages (3-5 years old).

1.9 Conceptual Framework of the Study

The study employed Stufflebeam CIPP model in creating the conceptual framework that was governed the study. CIPP model is a programme evaluation which was

developed by Daniel Stufflebeam in 1983. CIPP stands for Context, Input, Process and Product.

According to Cohen and Manion (2015) a conceptual framework should support the researcher to carry out the research in an organized manner. It guides the researcher in understanding the whole process of how one variable affects the other. Therefore, the researcher opted this model because it is normally used in making assessment and evaluation of educational programmes. The topic under investigation includes aspects which are almost the same with those aspects described in this model, such as contextual issues, inputs involved in education, processes teaching and assessment and product with reference to students' outcomes.

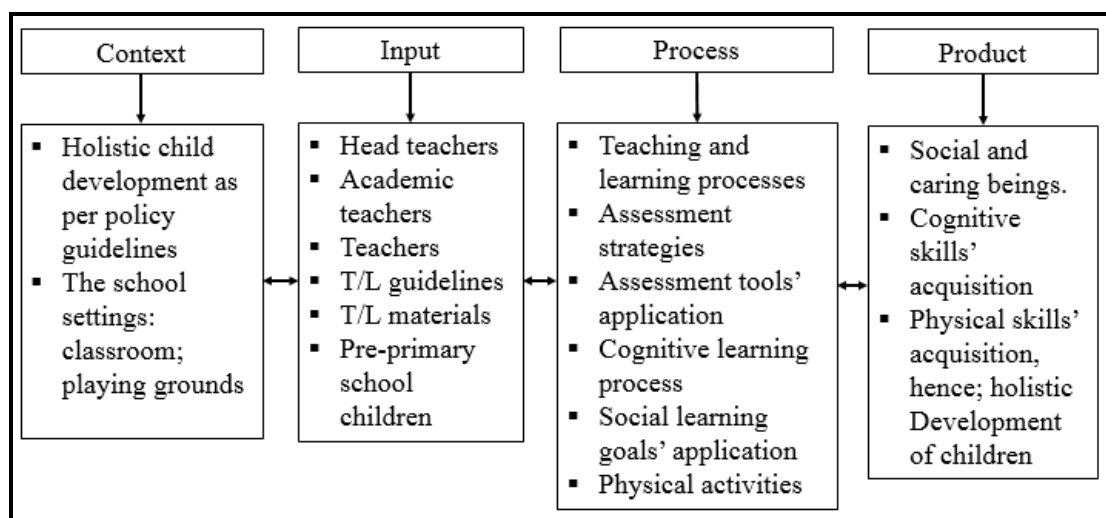


Figure 1. Conceptual framework for exploring assessment tools' potential

Modified from Daniel Stufflebeam's (1983) curriculum evaluation model

Figure 1 above shows that, child's holistic development in pre-primary classrooms is a function of context, input and processes. Pre-primary classrooms located in conducive context with sound policies and non-congested classrooms take inputs such as teachers' understanding, learners' guidelines and teaching/learning materials.

Through processes such as teaching/learning and assessment strategies, a transformation process takes place to produce a holistic development of a child.

However, there is a two-way interaction between the context, input, process and product. Context affects the quality of input as teachers, learners and teaching /learning materials are outcomes from the environment. Conducive classroom environments and policies can be affected by the kind of inputs the pre-primary classrooms take from the environment. In addition, input such as learners and teachers' understanding affects the quality of teaching/learning processes and assessment strategies. These processes on the other hand, may affect the inputs such as teachers' understanding and teaching/learning materials. Processes such as teaching and learning and assessment strategies affect child's holistic development while the status of child's holistic development may call for the need to reform the processes (teaching/learning and assessment strategies).

Context: with regard to this study, context refers to the child's environment which is very important in pre-primary education. Child's context includes children's learning environment, families, surrounded society or community as well as child's developmental domains. TIE (2016) recommends that pre-primary environment should involve good classrooms arrangement, good play grounds, different plays material like toys, string, and children are to be sitting in mats instead of benches/ desks. But in the reality to Tanzanian context pre-primary classrooms lack all of this things due to lack of fund and support from the government.

Input: refers to the things which help education to be practiced. In order for the education to take place there is a need of having infrastructures such as; classrooms,

and playground. In pre-primary education the most important things that we consider the most is play, teaching and learning materials, teachers as well as children themselves. TIE (2016) recommends that, during the process of teaching and learning pre-primary teachers are suppose to use pictures when teaching so as to make a clear understanding to the children's from the things that they are taught. Having a well organized classroom with indicated pictures that helps the process of learning easily helps children to understand well the lesson though not all of the pre-primary classrooms have these things to their classess.

Process: refers to the way education practices take place. In this study appropriate assessment procedures for pre-primary education are concerned whereby those assessment tools which are used by pre-primary teachers in assessing pupils should be considered. These tools include observation, portfolios, anecdotal records and form of documentation. All of these tools are used in assessing children progress in pre-primary education. Through these procedures teachers will be able to assess their pupils in relation to the needs and goals of intended curriculum.

Product: this has the purpose to know the result of what has been achieved from implementation of the assessment tools. Therefore, in this study product means the outcomes or results of the child being under a certain educational process. Assessment procedures of pre-primary children are suppose to adhere to the main goal of pre-primary education as guided in the intended curriculum. On the other hand, all these aspects of the model guided the researcher in studying how pre-primary teachers in Tanzania assessed the children's progress.

1.10 Organization of the Study

The study is organized into six chapters. The first chapter introduces the study problem by presenting background of the problem, statement of the problem, research objectives, and research questions, significance of the study, delimitation and limitations of the study and operational definition of key terms. Chapter Two covers the review of related literature, while Chapter Three deals with the research methodology. Whereas Chapter Four focuses on presentation of findings, Chapter Five makes a discussion of the major findings, and Chapter Six provides the summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of the literature. It starts with the theoretical framework and empirical review of the literature related to the study, while the last part is the knowledge gap.

2.1 Theoretical Framework

The study employed the Piaget theory of cognitive development by Piaget (1936); social learning theory by Bandura (1977); Vygotsky's socio-cultural theory developed by Vygotsky (1978); and psychomotor theory by Reigeluth (1999).

2.1.1 Piaget theory of cognitive development

This theory was introduced by Piaget in 1936. The theory focused on development and learning. Learners' capability focuses on the recognition of such capabilities. The theory further states that behaviour reflects different psychological structures, organized units or patterns of intelligence that influence how children interpret the information. Further, the theory stated that all children go through the same sequence of development, but they do so at different rates. Thus, teachers' teaching must make a special effort in classroom for individuals and small groups but not the whole class. Piaget went further stating that assessment of children should base on individual's progress rather than on the normal standards of same age. Piaget (1936) added further that individuals do build their own knowledge during the course of interaction with the environment.

The theory was relevant to this study because pre-primary school children need to be assessed individually so as to see the holistic development of each child, and holistic development cannot be assessed in totality. Further, children grow cognitively as they interact with the surrounding environment. The major strength of the theory is that, theory succeeded to employ the cognitive development of a child in a way that children abilities were measured. However, in this point the cognitive development is not satisfactory on itself because it fails to explain the other domains of child development as it is only based on cognitive development that is way in this way social learning theory is applied.

2.1.2 Social learning theory

The Social Learning Theory (SLT) was proposed by Albert Bandura in 1977 (McLeod, 2016). SLT states that learners learn from other members of a community through observation, imitation and modeling (Bandura, 1977). People always learn from the actions of others and the reactions for those actions by observing the behavior of other people and imitate that behavior. In SLT, the behavior is explained in terms of mutual interaction between cognitive behavior and influence upon each other (Bandura, 1977). This theory was used by Bandura to study adolescent aggression. He found out that behavior and environment affect each other and personality is a function of the interaction of the environmental behavior and one's psychological process (Bandura, 1978).

The social learning theory was relevant to this study because in pre-primary education, among the assessment tools used in fostering a child's holistic development is observation, seeing as to how pupils become environmentally

friendly with their fellow pupils, teachers and school environment. It is known that the aim of pre-primary education is to make pupils become aware of the environment and its principles. Thus, through interacting with friends, teachers and school environment, the pupil learns various things that affect their cognitive, physical and social development. A major strength of social learning theory is during the process of teaching and learning, teachers' can be able to assess children's progress through observation. On the hands the theory seems to fail because it lacks interaction for the childrens thus in this point the social cultural theory by Levy Vygosky cover this crucial aspect concerning assessment of child's leaning based on his or her context.

2.1.3 Vygotsky socio-cultural theory

The theory was developed by Vygotsky in 1977. Vygotsky's theory of human learning describes learning as a social process and the origin of human intelligence being society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a basic role in the development of cognition. Vygotsky believed that, everything is learned on two levels. First, through interaction with others, and second, it is combined into the individual's mental structure. This means that how learners interact with others during the learning process of a certain phenomenon is a crucial process in the development of cognition.

The second aspect of Vygotsky's theory is the idea that the potential for cognitive development is restricted to a 'zone of proximal development' (ZPD). This "zone" is the area of study which the leaner is cognitively prepared but need help and social interaction to easily develop (Briner, 1999). A teacher or more experienced peer is able to impart the learner with 'sustenance' to support the pupil or learners

developing an understanding of knowledge domains or development of complex skills. How pupils are supported in any social environment can determine their performance. Collaborative learning and scaffolding are strategies for supporting the intellectual knowledge and skills of learners and facilitating intentional learning and therefore improve performance.

The theory was relevant to this study on the ground that children's holistic development is categorized into three domains that are cognitive, physical and social development. Thus, a student to succeed in all the development domains needs to interact with the teachers through learning in and outside of classroom environment. However social cultural theory seems to be weak in way that it is only based on interaction so as children to develop holistically as there is no physical element that is to be drawn in this theory that is why psychomotor theory of development was applied to cover the gap.

2.1.4 Psychomotor theory

Psychomotor theory was developed by Reigeluth (1999). The theory is mainly focusing on multiple physical and cognitive skills acquired in ability with each other, thus the theory has all elements of physical, emotional, cognitive and social aspects of learning. The major aim of the theory is to provide the development of psycho-motor skills for all conditions. The advantage of the theory is that it deals with all kinds of physical skills for all kinds of situation in learning.

The theory is relevant in this study on the ground that children to develop holistically must attain psychomotor skills that have direct linkage with all other development such as cognitive, physical, emotional and social respectively.

2.2 The Concept of Holistic Development

Holistic development is obviously based on the human development that affects whole parts of a person. Holistic Approach in an Education means engaging and developing the whole person through education. Holist Approach helps to carry the development of the different levels for the learners. It covers physical, emotional, cognitive, language and spiritual. It's the concept that the human being is multi-dimensional. We have conscious and unconscious aspects, rational and irrational aspects (Flohr, 2010).

Physical development is based on the development of a child control over his own body. This generally includes the aspects of muscles, physical coordination, and capability to sit or stand. This is directly based on the growth such as in height, length and mass (Claros, 2008). Physical skills, body and spatial awareness contribute to a child's personal and social development by enhancing confidence and self-esteem. Young children are active learners who enjoy learning through play and physical activities. During play, children engage in learning experiences that require them to use a variety of physical skills whether playing indoors or outdoors. Physical activities can be incorporated into every area of learning, from simple action rhymes and games in mathematical development to large movements in response to creative music. The development of children's physical skills should be developed holistically across all areas of learning.

Social development is directly based on the process in which a child learns to interact with other children around. A child gets required skills to communicate with other children. This may eventually end in the development of friendships and other relationships. This facilitates the ability of a child to develop language skills, which is the major means in the interaction. This increases chances for a child to gain learning skills. This enables ability to learn various skills in the course of teach (Kim, 2010). A child may also increase ability to communicate with other children. Communication also can be comprehensive for teachers and children in the learning process. This emphasizes the better relationship between learners and teachers mainly to help them in the learning process (Omari, 2011).

Cognitive development is basically exposed to thinking and brain development. This is directly linked to knowledge, comprehension, application, analysis, synthesis and evaluation (Pessoa, 2008). The cognitive development of pupils in pre-primary education stage develops their cognitive skills through observing and playing. This is why the pre-primary curriculum is play-based. Playing mind games, playing sport games, interacting with friends, observing new things makes children/pupils grow in terms of knowledge. Furthermore, during the class sessions, pupils tend to be asked questions and through their answers, teachers can assess their memory capacity.

Emotional development is commonly based on the children's growing ability to understand and identify own feelings. The child may extensively understand the feelings of others in the aspects such as the way they feel, the way they behave, and develop empathy for others (Jensen, 2008). This can be experienced when a child sees a person is crying and tries to comfort that person or sometimes it can be observed that when a person cries, then a child can also cry. This reveals that a child

feels the suffering that is felt by the other person. Emotional development can also be observed to children when they help others with things that they do not have, like sharing food and sharing playing materials.

2.2.1 Domains of child development

Cognitive development is clearly needed to understand information in such a way that one acquires, organizes, remembers and apply the information in reality. This is actively organized in the learning process, under the influence of observation. Child recorded information affects mental activities, under the interaction between a child and knowledgeable teachers (Beck, Livne & Bear, 2005). Mental process is required to develop thinking of the child in the learning process. A child may manage to think and develop a though activities as a result of particular interaction (Kim, 2010). Therefore, through cognitive development a child can be able to develop thinking capacity in the learning processes.

Physical development is commonly based on the skills under the motor and fine motor skills (URT, 2008). It is clear that physical problems may be related to some side- effects in the mental functioning that may affect a child's learning activities. Physical development is generated in the physical skills across a child's life. Observation as an assessment tool is generally used in assessing the ability to effective physical development (Plant, Addysg & Sgiliau, 2008). Thus, in physica development a child can improve his or her body through play and even exercises as a part of learning. This also helps to fit up their body in a way that a child became strong and perform well all the physical activities.

Social-emotional development there is a clear association between learning objectives in the feelings tone that is based on the acceptable system of organizing ideas. The relevance of affective domain in holistic child development is based on the facilitating communications, in such a way that, a child develops the in ability to communicate with others in the social system (Jensen, 2008).

A child sometimes feels to be loved or being accepted based on the feelings and emotions such as fear, hungry and bad feelings. These are promoted in the emotional domain, which promotes the child's development in terms of self, with the ability to distinguish self with other children. This is evidently present in school settings, where a child needs to be viewed in terms of these emotions which may affect learning in one way or another especially in early years of primary schools (DeLuca & Hughes, 2014).

The ability of a child to interact with more experienced individuals in the learning process is viewed under the social domain. Tthe social aspects may begin to develop in the form of some sort of relationship. Those children, who fail to build up relationship, are termed as having low social interaction. The relationship may be positive with teachers or other children. Relationship is an indicator of development of a child once they are supported in learning various tasks and social skills (Barrett, 2007).

There is a positive development under moral aspects which is connected with ability of a child to distinguish between right and wrong in the social context. A child may eventually make decisions in the right choices in the learning sphere. The moral

development may increase special attention for a child in understanding norms which are acceptable (Bayley, 2006).

According to Valadi and Gabbard (2018), motor skills development of a child is frequently influenced by body maturation and brain development respectively. A brain activity furthermore improves children's ability to do activities in a more complicated way like playing an instrument. Thus, it is observed that cognitive development and physical development have direct impact in the holistic growth of a child.

2.2.2 Assessment in relation to children's development

Children's development is essentially assessed on the ability to make connection of ideas in the portfolio consideration. Children who finally manage to connect ideas in a manner that are well understood are importantly captured through portfolio tools. A learner may directly make confirmation for learning process especially under the early grade children in preprimary settings. It is directly measured on the high level of critical thinking under a child in which ability to examine every level and aspects of development is required (Heward, 2013).

The major aim of the assessment tools in child holistic development is making of the records on the progress of pupils in major aspects such as cognitive, physical and social development. The assessment tools then give the care givers the clear picture on the progress of children and if there are any constraints then follow up can be made based on the records obtained through the assessment tools (Snow, Van & Hemel, 2008).

A child development may be directly measured through the use of checklist as among of assessment tools in fostering child's holistic development, a teacher can get the clear progress of a child in all aspects of remembering capacity, body growth and how a child socialize with other children also with community members (Wortham, 2008).

Under the use of documentation, every aspect is captured under child development, the aspects are measured based on quality designed in early child learning guideline. It considers the child development such as physical, social, emotion and moral development through clearly stated aspects that are used to assess child ability. The guideline may clearly state aspects to be covered and respective measurement in a child development domain (Glazzard et al., 2010).

Also, assessment of a child development may be captured through observation, which is directly provided valuable information in a manner that could relate to respective child development domain. The physical development in this aspect may directly be captured through observation, since it provides valuable information for child development (Hatch, 2010).

In addition, Morrison (2008) argues that, assessment of the whole child in terms of cognitive, physical and social need the use of observation, checklist, anecdotal record, portfolio and documentation. This enables to assess a child in various domains of holistic development.

2.3 Empirical Studies

According to UNESCO (2007), the developed world has enough arrangements for pre-primary education, as most of OECD countries have at least two years of free primary education. Furthermore, the data reveal that in the year 2004, about 124 million children were enrolled in pre-primary education (UNESCO, 2007). Regardless of the enrollment rate worldwide, participation of pre-primary education is unevenly disseminated in the world. The provision of pre-primary education is highly provided in the developed countries and in a proper manner while in developing countries the provision of pre-primary education is provided with lots of challenges. Among of the challenges that developing countries faces in the implementation of pre-primary education are such as inadequate fund, lack of teaching and learning materials, lack of playing facilities in schools and even unavailability of breakfast and lunch in schools due to poverty. The study has explained on challenges that hinders effective implementation of pre-primary education but has not acknowledge the issue of assessment tools used in such schools in fostering holistic development of pupils. Thus, this study focuses on that gap.

Elizabeth (2010) in USA terms assessment used in early childhood education as organized in the ability to provide real picture of a child holistic development, because a child needs to be assessed in terms of physical, mental, emotional, moral and social domain to come up with clear picture. Young children need to act, think and learn. Morrison (2016) in UK presented the experience of assessment of a child that takes various tools such as documenting and analyzing. It is important to note that assessment is used as a tool to reflect on the information available to support learning. Educators through own judgment in promoting a child's learning are based

on the information collected through observation and interaction in the considerable formative way of learning. This is considerable important in promoting children learning in early grade of primary school. The study has recognized the use of assessment tools in the United States but the study has not addressed the effectiveness of such in fostering the holistic development of pupils in schools and has based only on United States and has not addressed the position of other countries like Tanzania. This study aims to appraise the assessment tools in fostering child holistic development in pre-primary schools.

Bertram and Pascal (2016) in Germany found that, early childhood education is increasingly becoming important in promoting further child development in terms of social, cognitive and moral aspects. The policies which are relevant support education for young children and preparation for school. This emphasizes the implementation of policy reform to capture education demand and child development aspects. The review found special areas that needed attention on the holistic child development, such as guidance, learning content, standard which could be well needed for child development. There is a need of scope, guidance and standard improvement in learning content based on the goals and assessment. For a child to develop holistically, there needs a range of balance in learning areas to be covered in age phase. The nature of task and instruction needed to be covered are also paramount in the policy approach to improve and develop a child in early grades of primary education.

Adrian (2017) in Germany revealed that schools have a duty to help children to learn how to make moral decisions, to hand on the cultural legacy of previous generation,

to foster a sense of value and to prepare students for higher education and later employment. Thus, he argued that a child starts to learn from the moment he or she is in her mother's womb, where the mother tends to sing for the unborn child and making good wishes for the unborn child. According to Bronfenbrenner (1979) he revealed that when the child is born, the home environment and family members are the first educators of which the child will learn the behaviors of the family members and become aware of every member in the family. In this situation, a child grows cognitively by having knowledge of the home environment, names of family members and so forth, and also grows physically and socially by having balanced diet and playing with friends. The study has shown as to how children start to grow cognitively and physically from the moment the child is on his or her mother's womb but has not addressed after child attained school age, how does assessment tools are used in fostering holistic development of children of which this study is the main focus.

Adrian (2017) further revealed that pre-primary schools are meant to create new knowledge that a child lacks at home and to meet new people who they never saw before. This makes them grow socially by interacting with people, growing cognitively by learning new things in school and the same growing physically by engaging in sports and games provided in schools.

The educational achievement in New Zealand and globally indicate that childhood poverty has negative impacts on cognitive development and educational attainment (Biddulph et al., 2003; Duncan & Brooks-Gunn, 1994). Poverty impacts on learning in practical ways. Children who lack enough food have difficulty concentrating, have lower academic achievement and have poor performance, especially in numeracy and

literacy, and are more frequently absent or late to school than their peers (Yates et al., 2010). Thus, the study has failed to acknowledge of issue of assessment tools in fostering the holistic development of children but only based on how poverty affects the learning practices. Thus, this study appraises the assessment tools in fostering holistic development of children in pre-primary schools.

According to Bose, Monau and Masole (2007) in Botswana, despite of the ministry of education being responsible for coordinating early childhood services and training of early childhood education, teachers and establish a curriculum framework for pre-primary services, nothing has been done due to several constraints. It was observed in Botswana that pre-primary education to a large extent operating under private schools, NGOs or faith-based institution. The government has not been serious on the aspect of pre-primary education. The study also revealed that the pre-primary schools in Botswana lack trained teachers in their schools whereas it was observed that out of 174 teachers; nearly 85 teachers were not trained at all. Thus, the provision of pre-primary education in Botswana is being provided with incompetent and unskilled personnel. The study focused on the challenges facing the Botswana implementation of pre-primary education but failed to discuss on as to how assessment tools are being used in fostering holistic development of children as it is the focus of this study.

Kenya, R., O. (2017) found that Kenyan assessment tools are provided such as documentation in a procedural way to promote child development with special needs. Various assessment tools such as documentation and observation are well applicable to capture the needs of children with special needs in early childhood. This assessment has managed to capture children's capacity in learning especially in early

grades. The early grades children are difficult to assess because they are not in full school settings but are on their way to be introduced about schools. The study has shown as to how Kenya effectively employ assessment tools in promoting child holistic development, but has not tried to make comparison with other countries in East Africa of which Tanzania is among. Thus, this study appraises the assessment tools in fostering holistic development of pupils in pre-primary schools.

2.4 Studies from Tanzania

In Tanzania, the government started emphasizing the quality education ever since independence as it was motivated to change the colonial modes of delivering education into local environment (Mtahabwa, 2009). Pre-primary education policy in Tanzania was developed in 1995 in the Education and Training Policy (URT, 1995). Under this policy, the government mandated primary schools to establish pre-primary education in partnership with the community. By 1995, there were inadequate teachers and classrooms to educate all Tanzanian pre-primary school aged children. The policy of 1995 did not specify any pre-primary guidelines on group size, teacher-pupil ratio and size of available space. During that period, furthermore, there was no public education campaign to educate the community on the importance of pre-primary education to pupils and how it could prepare them for their life-long learning journey. This led to poor provision of pre-primary education since that period due to poor government arrangements on the pre-primary education. Further, the education has tended to be of a fairly low quality because of low levels of teacher academic and professional qualifications, large class sizes, and limited resources. For example, only 1426 (8.6%) of the 16,597 teachers in pre-primary schools were professionally qualified (MOEVT, 2008). As a result, “inappropriate”

teacher centered instructional approaches are very common and pre-primary teachers have tended to focus on academic skills (Kissassi, 1994) rather than promoting the holistic approach which is advocated for young children.

Moreover, Baker and Elmer (2009) argued that in Monduli district in Tanzania, the provision of pre-primary education is a great challenge due to number of shortfalls. Among of the shortfalls mentioned were such as distance from school to home, cultural attitudes, ignorance and negligence of the community on education and lack of infrastructures that contributed to a large extent in poor provision of pre-primary education. The study has focused on the challenges faced in the implementation of pre-primary education but failed to view the issue of assessment and how it is also challenging in the execution of pre-primary education in Monduli district. This study therefore appraises the assessment tools in fostering child holistic development in pre-primary school.

Moreover, Cosmas (2010) revealed that pre-primary education in Tanzania is encountered with various shortfalls such as lack of instructional materials, lack of chairs and tables or desks, high enrolment in some schools, low enrolment in some schools, absence of classroom(s)/buildings for pre-school pupils, low quality pre-primary education, shortage and untrained pre-primary education teachers. One may wonder how education is being provided in the presence of such challenges. The study also fails to show as to how assessment tools is effective or challenge in fostering child holistic development in pre-primary schools in Tanzania of which this study is the focus.

Marwa (2014) pointed out that early child development is reported to affect language based on the instruction provided to children especially in early grades. The assessment tools used as a means for evaluation includes portfolios, checklists, documentation and observation are evident in providing child development and reveal areas of weakness a child needs for improvement. For example, language development is traced from early childhood experience. The study also has failed to show as to how assessment tools are effective in fostering child physical, cognitive and social development in pre-primary school rather it only based language as it affects the early child development, Thus, this study aims to appraise the assessment tools in fostering the child holistic development in pre-primary schools.

2.5 Knowledge Gaps

Assessment tools are increasingly needed to effectively promote holistic development of a child. However, most of the studies reviewed do not clearly link the early childhood education with the holistic development of children. For example, studies such as that of Aysun (2014) focused on testing young children but could not focus on testing for holistic development. Other, studies such as those by (Kissassi, 1994; MOEVT, 2008; Baker & Elmer, 2009; Cosmas, 2010 and Marwa 2014) have shown that the implementation of pre-primary education in Tanzania is faced with numerous challenges such as budget deficit, lack of learning and play materials, lack of competent and trained teachers and so forth, also they have not linked the issue of assessment in fostering child holistic development This study attempted to fill the gap for the study conducted previously in Tanzania and outside Tanzania, to focus on the appraisal of assessment tools in fostering holistic child development among the pre-primary schools in Dodoma Tanzania.

2.6 Summary and Review of Chapter

In this chapter, various literatures were appraised to understand the assessment tools effective in fostering child holistic development. The theory of Cognitive developed of Jean Piaget in 1936 was discussed. The literature from developed and developing countries were addressed and reviewed. This chapter in addition showed the views of different scholars and theory that guided the study. In addition, the conceptual framework was drawn for the purpose of assisting researcher in determining of the research gap. The next chapter discusses the research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents methodology of the study. It covers aspects such as the research approach, research design, location of the study, population, sample size and sampling procedures data collection methods, methods of data analysis as well as ethical considerations.

3.1 Research Approach

This study employed the qualitative research approach. Johnson and Christensen (2017) define qualitative approach as a kind of research that seeks to go into particular places with particular individuals and learn about their unique world from their perspective. Similarly, Creswell (2012) argues that qualitative research is an approach in which a researcher seeks to explore and understand a central phenomenon. The justification of using this approach was due to the nature of the study as far as assessment of young children's holistic development was concerned.

The study considers the view that education of young children is culturally situated; that is why it makes the use of qualitative method in order to understand the situated nature of the assessment tools of pre-primary children. The use of qualitative research also helps the researcher to collect information from the informants in such a way that they are free to express their opinions and actions by giving a chance to explain their expression, actions and gestures (Kothari, 2004). Therefore, the researcher employed a qualitative research approach as it reflects all the aspect of the study as it is qualitative in nature.

3.2 Research Design

Research design refers to the actions for collecting, analyzing and reporting research in quantitative and qualitative research (Creswell, 2012). This study employed case study research design. Yin, (2011), explains a case study as an in-depth exploration of bounded system which includes: activities, individual's events or processes based on wide data collection. Case study is an in-depth study in which the researcher explores in depth a program, an event, an activity, a process, or one or more individuals. Thus, multiple case study design was employed in this study so as to allow wider exploring of research questions and theoretical evolution (Eisenhardt & Graebner, 2007). Therefore, the choice of this design is due to the fact that it helped the researcher to collect multiple data concerning assessment tools' effectiveness in early childhood education.

3.3 Location of the Study

The study was conducted in the Dodoma city. The reason for choosing this area of study was due to the fact that the study on assessment tools' effectiveness in children's holistic development has not been widely conducted in Dodoma city. The use of assessment tools in measuring of children's holistic development is also a problem to many of teachers in pre-primary schools in the study area. Thus, the study chose the study area so as to assess the effectiveness of assessment tools used by teachers in Dodoma pre-primary schools.

identify and study. Further, according to Etican, Musa and Alkassim (2016) a targeted population is also referred to as sample frame which has importance and interest to the researcher from which the sample of the study is drawn. The population of this study included head teachers, academic teachers and pre-primary school teachers. The population was important on the ground that they possessed useful information for the study.

Head teachers; they were involved to this study because they are responsible for setting teaching and learning goals and evaluate assessment tools designed by their teachers.

Academic teacher; these are responsible for ensuring that teachers within the school evaluate their students as frequently as possible.

Pre-primary teachers; they were involved in this study because they are the ones who influence teaching and learning including assessing their students.

3.5 Sample Size and Sampling Procedures

Hanlon and Larget (2011) define a sample as a subset of individuals in a population. Additionally, according to Kothari (2004) sample size is defined as a number of informants selected from the universe to constitute a sample. The sample targeted by the researcher included one head teacher (1) from each five selected primary school, one academic teacher from each five selected primary school and One preprimary school teacher (1) from each five selected primary schools to make a total of fifteen (15) sample size. This sample was arrived at as the researcher realized that the additional sample could not add any newer information as the point of saturation was

already reached. Yin (2010) argues that failure to reach data saturation has an impact on the quality of the research conducted and may hamper content validity.

Table 1: Sample Composition of the Study

Schools	Informants		
	HT	AT	PPT
School A	1	1	1
School B	1	1	1
School C	1	1	1
School D	1	1	1
School E	1	1	1
Total	5	5	5

Key:HT- Head Teachers, AT- Academic Teachers, PPT- Pre-primary Teachers

3.5.1 Sampling techniques

Being qualitative study, this study employed purposive sampling technique. Purposive sampling is the sampling method which involves deliberate selection of particular unity of the universe for constituting the sample which represents the universe (Kothari, 2004). Purposive sampling helped to choose cases which had detailed information concerning the purpose of the study. A total of 5 public schools were selected and they had unique characteristics in a sense that one of the pre-primary schools has been donated by some of the Germans tourist so it has a lot of things that are usefull for the pre-primary children education. It is deffer from other schools who claims not to have material for pre-primary children and they also lack fund.

The researcher visited the selected primary school which has an access of pre-primary school so that she can establish the actual number of the available teachers

who could be sampled for the study. The methods used to select those informants (teachers) were used purposefully because the informants had rich data on the issue at hand. Thus, in this study, purposive sampling helped the researcher to select the informants out of the targeted population like, head teachers, pre- primary teachers and academic teachers.

3.6 Data Collection Methods

According to Creswell (2003) data collection methods refer to the processes of obtaining evidence in a systematic way in order to ascertain educational and other problems. Data collection is concerned about collecting information from all relevant sources so as to find answers to the research questions. For this study, both primary and secondary data were collected. Therefore, this study employed different methods of data collection such as documentary review, interview and observation. Qualitative studies always require multiple methods so as to limit the risk of subjectivity.

3.6.1.1 Interview

During the data collection, interviews were used to access information from head teachers, academic teachers and pre-primary teachers.

Cohen, Manion, and Morison (2007, p. 64) posit that an interview is an interchange of views between two or more people on a topic of common interest, see the centrality of human interaction for knowledge, production and emphasizes the social situations of data. The study employed semi-structured interviews, whereby semi-structured interview refers to the qualitative approaches typically involving

interviews that have some explicit structure to them in terms of theory or method but are not completely structured (Blandford, 2013). The type of interview adopted in this study is individual interview and it was done face by face when conducted. Face by face interview is a specific strategy for separating impression, feelings, and early interpretations for descriptions during qualitative data collection (Hatch 2002). Therefore, this type of interview gave a room for freedom or openness in discussion so as to produce deeper information regarding the topic being studied.

Interviews were recorded through note taking by using researcher's note book. Head teachers and academic teachers were interviewed for almost 15 to 30 minutes while the pre-primary teachers took the longest time as he/she is the one who knows everything concerning the pre-primary education and how assessment tools in pre-primary are used.

3.6.1.2 Observation

Observation as a method of data collection refers to the course that offers an researcher the chance to gather live data from naturally occurring social situation (Cohen, Manion & Morison, 2007). On the other hand, Patton (2002) argues that observation can lead to deeper understanding than interviews alone because it provides knowledge of the context in which events occur. The use of observation methods in research helped the researcher to see things that the participants could not discuss. Therefore, in this study, data collection methods through observation were from the classroom observations. Whereby from this party the researcher was able to observe teachers activities and children activities during the process of teaching and learning, the researcher observed how teacher taught science subject and after taught

them the children were supposed to repeat what they have been taught by action. Outdoor activities observation the researcher was able to observe different activities that were done by the children and these include exercises, running, playing football and other hands activities like pottery. Therefore all of these activities were conducted inside and outside in pre-primary education, learning is taking place in both sides, inside and outside the classroom. The researcher observed all these activities done by teacher and children so as to get the result of how assessment has been done and which assessment tools are used to assess such activities during the process of teaching and learning.

3.6.1.3 Documentary review

Ary and Seronsen (2010), assert that, the documentary review is the systematic examination of document or records to investigate specific topics or themes related to the study. In this study, documents analyzed included;

- i. pre-primary syllabus for assessment methods that are recommended
- ii. text books, lesson plans and teaching and learning materials, teacher's guide
- iii. pre-primary guideline books which show how teachers are guided to assess pupils' learning progress in everyday activities
- iv. Children's learning report books or forms, and parent information were also reviewed.

The researcher chooses to review all this document used in pre-primary classes so that to get detailed information concerning the pre-primary education and how pre-primary school teacher do assess children by following all the instructions given from the guidelines by the ministry of education.

3.7 Data Analysis Plan

Creswell (2012) defines data analysis as a process of making sense of the data obtained from the field so as to establish answers to the research questions. The study findings were analyzed through thematic analysis. Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data (Braun & Clarke, 2006). The themes and sub themes were obtained through reading and re-reading of the collected field data to obtain accuracy of data and come up with themes that were used to analyze data. The choice of this method was due to its flexibility. It also helps to organize and describe data set in detail. Data were analyzed through stages that are suggested by Braun and Clarke, (2006) such as familiarizing the data through reading and re-reading of the findings from the field, generating initial codes such as coding schools as School A, B, C, D and E, searching for themes, reviewing themes, defining and naming themes and producing report.

3.8 Trustworthiness

Credibility is the equivalent of internal validity in research and is concerned with the aspect truth-value (Korstjens & Moser, 2017). On ensuring credibility the study measured what is intended to be measured by the study. Through participating in understanding the culture and practices of the school to which to which the study was conducted (Creswell, 2014). The researcher became one of the staff members within the school so as to build familiarity with the study area. On the other hand, the researcher was able to select few participants who helped the researcher to obtain information basing on different experiences and perspectives.

Conformability refers to the degree to which the result of inquiry could be confirmed or corroborated by another researcher. Conformability is concerned with establishing that data and interpretations of the findings are not figments of inquires imagination but are clearly derived from data (Tobin & Begley, 2004). On ensuring conformability the researcher used auditing trailing method. Whereby this is the most popular technique used to establish conformability in qualitative research. An audit trail is used when a qualitative researcher details the process of data collection, data analysis, and interpretation of the data (Shenton, 2014).

Transferability is a type of external validity refers to the degree to which the phenomenon or findings described in one study are applicable or useful to theory practice and future research (Moon et al. 2016). Transferability is concerned with the extent to which the findings of one study can be applied to other situations, whereby the concern is demonstrating that the result of the work at hand can be applied to a wider population (Cohen & Manion, 2000).

Dependability refers to the consistency and reliability of the research findings and the degree to which research procedures are similar to credibility (Moon, et al, 2016). The researcher ensured dependability of the findings, this require that if the work was repeated in the same context, with the same methods and with the same participants, similar results would be obtained (Creswell, 2003) therefore in order to address the dependability issues more directly the process within the study was reported in detail, by enabling a future researcher to repeat the work if not necessarily to gain the same result.

3.9 Ethical Issues and Considerations

The researcher expected to obtain informed consent from all those who were directly involved in research. This principle adheres to larger issue of respect to the participants that they are not forced into participation. The researcher also ensured confidentiality so as to protect confidential communication during data analysis and presentation of findings ensuring informants that no part of the data would be disclosed out of the research purposes. Moreover, the researcher gave freedom to the research participants to withdraw from the study any time they felt to do so. On the other hand, this helped the researcher to conduct the study without fear so as to get reliable information. In addition to that, this helped the researcher to prove honest in his or her study by honestly reporting data, result, methods and procedures and publication status. Sometimes it offers carefulness to the researcher so as to avoid careless errors and negligence since the researcher was supposed to keep good record of research activities (Resnik, 2015).

In addition to that for the ensuring of this study to be conducted effectively and efficiently the researcher observed research ethics by seeking permission letter from the University of Dodoma (UDOM). The researcher also wrote a letter of acknowledgement to the place where the research was conducted.

Moreover, the researcher during the data analysis involved Kiswahili expert so as to interpreting voices of respondents so as to get the clear translation. This assisted the researcher in easy translating of respondent's voices from Kiswahili to English.

3.10 Administration of Research Instruments

During data collection the researcher made consultation with interviewees before conducting the study. The interviewees who were involved in interviews were Five Head teachers, Five Academic teachers and Five Pre-primary teachers respectively. All interviewees were interviewed in their offices and they were asked questions which were written in a guide form. The researcher carefully noted the answers given by interviewees. Each of the interviews took almost one hour. Documents such as textbooks, assessment tools, lesson plan were reviewed during the data collection to see as to whether they are competent enough in fostering child holistic development in school.

Moreover, the researcher conducted an observation in schools involves in the study to study on the key aspects that were recorded on the observation checklist. The researcher successfully completed the observation in one week.

3.11 Chapter Summary

This chapter discussed the methodology to be employed in the research which consists of study design, research approach, location of the study, study population, sample size and sampling procedures, study tools, trustworthiness issues, ethics clearance considerations and data analysis procedures. Chapter Four presents the study findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents the findings of the study on the assessment tools' potential for fostering children's holistic development. The presentation of findings was done by focusing on the four specific objectives that guided the whole study, namely to:

- i. appraise pre-primary school teachers' understanding of assessment tools' potential for promoting children's holistic development;
- ii. identify the role of assessment tools in the promotion of children's cognitive development;
- iii. determine the extent to which the assessment tools in pre-primary schools are used to foster children's physical development;
- iv. assess the potential of the assessment tools in enhancing children's social development.

4.1 Understanding of Assessment Tools in Children's Holistic Development

In the first objective, the study sought to assess pre-primary school teachers' understanding of assessment tools' potential of promoting children's holistic development. Data were collected using documentary review and semi-structured interviews from head teachers, academic teachers and pre-primary school teachers. The head teachers, academic teachers and pre-primary school teachers were purposively selected because they had direct impact on children's holistic development in pre-primary school settings.

4.1.1 Head teachers' understanding of assessment tools' potential

Findings revealed that the head teachers' understanding of the assessment tools for children's holistic development was inadequate. This is a setback because some of the heads of schools did not possess sufficient knowledge on the assessment tools and how those tools worked to promote the children's holistic development. For example, one of the head teachers from School 'B' stated that:

Kwa kiwango kidogo nina uelewa juu ya elimu ya awali na jinsi inavyotenda kazi kwa sababu elimu ya awali inajumuisha na kumlenga zaidi mwalimu wa darasa la awali na sisi walimu wakuu hatujahusishwa sana kwenye elimu ya awali. Ila ninachokielewa ni kwamba muda mwingi wanafunzi wa awali wanapimwa kwa maswali na majibu (Interview, Head teacher, School 'B', 27th February, 2019).

Researcher's translation:

To some extent, I have a little understanding of pre-primary education and how it operates because pre-primary education involves mostly the pre-primary teachers and we heads of schools are not involved much in the pre-primary education. Nevertheless, all I know is that most of the time the pre-primary students are being assessed through questions and answers (Interview, Head teacher, school 'B', 27th February, 2019).

On the other hand, the Head teacher for School 'C' had this to say:

Ninachoelewa ni kwamba elimu ya awali haina mitihani na hata njia zinazotumika kwenye usomaji wao ni michezo, kuimba, kujifunza kwa kuona, maswali na majibu na pia zinatumiwa kumpima mtoto mmoja mmoja. (Interview, Head teacher, School 'C' 4th March 2019).

Researcher's translation

What I understand is that pre-primary education does not have written examinations and even their way of studying is through sports and games, singing and learning by observing, questions and answers, and they are assessed individually (Interview, Head teacher, School 'C', 4th March 2019).

Moreover, the head teacher of school 'D' revealed that:

Wanafunzi wa madarasa ya awali husoma kwa muda wa mwaka mmoja. Kipindi cha miezi mitatu ya kwanza husoma kwa michezo na kusoma kwa kuona bila kuandika wala kufanya mitihani, baada ya miezi mitatu sasa wanafunzi huanza kusoma kwa kuandika na kupimwa kwa mitihani ya wiki, mwezi na muhula. (Interview, Head teacher, School 'D' 11th March 2019).

Researcher's translation:

Pre-primary children learn for one year before joining the standard one class. In the initial three (3) months, they learn through observing and sports and games so it is hard to assess them, but after the three months, then children start to be assessed using weekly, monthly and terminal examinations (Interview, head teacher, School 'D', 11th March 2019).

The head teachers also provided some of the challenges that faced the effective teaching of pre-primary education in their schools. One of the head teachers from school 'B' stated that:

Shule yetu inapungukiwa na zana za kufundishia na kujisomea kwa madarasa ya elimu ya awali kama vitabu ambavyo vingeweza kuwasaidia wanafunzi kujifunza kwa

kuona, pia shule yetu haina miundombinu mizuri ya michezo ya watoto wa awali, pia hakuna mipira na zana zingine za michezo ya watoto ambapo watoto wanapaswa kucheza kama muongozo usemavyo. Hili ni tatizo na serikali pamoja na wadau wasaidie ili lengo la elimu ya awali lifike mbali (Interview, Head teacher, School 'B' 27th February 2019).

Researcher translation:

Our school lacks teaching and learning materials for pre-primary school such as text books so as they assist pupils to learn by observing. Also, our school lacks playing pitch for children and lacks balls and other playing materials for the students to play as part of their curriculum. This is a problem and there is a need for support from government and stakeholders to assist the pre-primary education to reach its objectives (Interview, Head teacher, School 'B', 27th February 2019).

Moreover, the head teacher from School 'E' also stated that:

Ki ukweli, mazingira ya shule sio mazuri kutimiza lengo la elimu ya awali. Shule yetu haina uzio na hawa watoto wanacheza muda wote na kitu chochote kibaya kinaweza kuwakuta nje ya mipaka ya shule. Pia kuna wezi maeneo ya shule ambao wanaweza kuwadhuru watoto hawa kwa kuwaibia, madarasa pia sio rafiki kwa kuwa na ukosefu wa zana za kusoma na kufundishia. Pia, sehemu za michezo ya watoto wa awali ni adimu shuleni hapa (Interview, Head teacher, School 'E' 19th March 2019).

Researcher's translation:

Honestly, the environment of our school is poor to assist the pre-primary education. Our school has no fence and these

children play everywhere and anything can happen to them. Also, there are issues of thieves near school, the environment of school is not safe and can harm students. Furthermore, the class is not friendly to students to study, there is lack of teaching and learning materials, also playing pitches for pupils to play (Interview, Head teacher, School 'E', 19th March 2019).

Based on the findings from the head teachers, it is seen that the understanding of these head teachers is limited because they do not know how the children should be assessed so as to grow holistically. But they also provided the challenges that affect the teaching process of pre-primary school teachers to pupils.

4.1.2 Academic teachers' understanding of assessment tools' potential

The researcher interviewed the academic teachers of schools involved in the study so as to get them to sharing their understanding of the assessment tools used for children holistic development. The academic teachers were expected to provide clear understanding on how the assessment tools were being used on children's holistic development and how effective they were in children's holistic development. One of the academic teachers from School 'A' stated that:

Ki-ukweli, mimi kama mwalimu wa taaluma ninaelewa kwamba kuna zana za upimaji wa maendeleo ya ujumla wa mwanafunzi wa darasa la awali, lakini kwa uelewa wangu mdogo tunaona walimu wakisema wanafunzi wanaelewa na kuna mabadiliko tangu mtoto aanze shule na sasa. Watoto wamekuwa na heshima, na wamekuwa na uelewa wa mambo mengi wanayofunzwa darasani na walimu wao (Interview, Academic teacher, School 'A' 20th February 2019).

Researcher's translation:

Honestly, as the academic teacher, I do understand that there are assessment tools that are used in assessing pre-primary children's holistic development, but due to my little understanding, I see teachers saying that children are studying well and we can see changes in those children. Children become respectful and understand many things that they are taught in class (Interview, Academic teacher, School 'A', 20th February, 2019).

Also, the academic teacher of School 'C' had this to say:

Ninachoelewa ni kwamba zana za upimaji zinazotumika kutambua maendeleo ya ujumla ya mtoto zimetolewa na sera na muongozo wa elimu ya awali na hazihusishi mitihani au majaribio. Zana hizi ni kama hojaji, maswali na majibu, michezo, orodha hakiki, dodoso na fomu ya maendeleo ya mtoto. Pia zana hizi humjenga mtoto kukua kifikra, kijamii na kiafya kupitia masomo, mazoezi na maswali na majibu (Interview, Academic teacher, School 'C', 4th March 2019).

Researcher's translation:

What I understand is that the assessment tools used for a child's holistic development are provided by the policy and pre-primary education guidelines and do not involve examinations or tests. These tools include question and answers, sports and games, and conversation and discussions. These tools help to transform a child cognitively, physical and socially through lessons learnt in class, exercises and games played and also questions and answers (Interview, Academic teacher, School 'C', 4th March 2019).

Moreover, the academic teachers mentioned some of the shortcomings that faced pre-primary education in effective utilization of assessment tools for children's holistic development.

One of the academic teachers from School 'A' had this to say:

Mazingira ya shule sio mazuri kabisa, tatizo la kutokuwepo kwa uji shuleni kwa watoto ni tatizo. Watoto hawali shuleni mpaka warudipo nyumbani. Wanakaa na njaa muda wote wakiwa shuleni, wazazi pia hawapo tayari kuchangia chakula cha watoto wao kwa sababu elimu ni bure (Interview, Academic teachers, School 'A' 20th February 2019).

Researcher's translation:

The school environment is not conducive for the children. Children are also not provided with breakfast; they do not eat anything until they get back home. Parents are not willing to contribute anything because education is free (Interview, Academic teacher, School 'A', 20th February 2019).

Based on the above findings, it is revealed that the academic teachers have little understanding on the potential of the assessment tools in fostering children's holistic development in school, but also the academic teachers revealed the challenges in their schools that affected the holistic development of the children.

4.1.3 Pre-primary teachers' understanding of assessment tools potential

The researcher sought to assess the understanding of the pre-primary school teachers on the potential of the assessment tools for promoting children's holistic development. Pre-primary school teachers are the curriculum implementers through

teaching the pre-primary classes and assessing the pupils holistically. Furthermore, the pre-primary school teachers are the experts in the pre-primary education since they have lots of skills and attend regular trainings on pre-primary education. The pre-primary schools' teachers are the ones who directly utilize the assessment tools. The pre-primary school teachers were expected to provide their understanding on adequacy of assessment tools in enhancing children's holistic development. One of the pre-primary school teachers from school 'A' had this to say:

Zana za upimaji kwa mtoto ni zana zilizotolewa kwa ajili ya kutambua maendeleo ya ujumla ya mtoto kiafya, kijamii na ki akili muda wote wa ufundishaji na ujifunzaji. Mabadiliko yameonekana tangu mtoto aanze kusoma mpaka sasa. Wanafunzi wameonekana kuzoea mazingira ya shule, kusalimia walimu na wanakuwa vizuri kiakili, kiafya na kijamii. Hii inaonyesha zana za upimaji wa mtoto zinasaidia kwenye maendeleo ya ujumla wa mtoto shuleni (Interview, teacher, School 'A', 21th February 2019).

Researcher's translation:

The assessment tools for pre-primary school children are provided for the purpose of determining the children's holistic development in health, cognitively, and socially during the whole process of teaching and learning. Changes have been seen from the first day the children started attending school, and currently, children adopt the school environment, greeting habits have been developed and they grow well physically and mentally. This shows the assessment tools help in children's holistic development (Interview, teacher, School 'A', 21th February 2019).

Similarly, a teacher from School 'E' had this to say.

Zana za upimaji wa ukuaji wa mtoto shuleni zimesaidia kuonyesha matokeo chanya kwenye maendeleo ya mtoto kwani watoto wameonekana kuwa wabunifu, wamekuwa wenye furaha, wamekuwa na adabu na heshima kwa wakubwa. Pia wamekuwa wakijibu maswali kwa usahihi baada ya kufundishwa. Hii itasaidia hata wakijiunga na darasa la kwanza wawe na uzoefu na mazingira ya shule; pia watakuwa tayari akili zao zimekua kwa ajili ya kusoma vitu vikubwa zaidi (Interview, teacher, School 'E', 27th February 2019).

Researcher's translation:

The assessment tools for pre-primary school children help in showing positive results in development of children because children are seen to be creative, happy, respectful to elders, and they have been answering correctly questions asked. This will help them when they join Standard One to be environmentally friendly with school, and their minds will be ready to learn bigger stuff (Interview, teacher, School 'E', 27th February 2019).

Similarly, one of the pre-primary teachers in School 'C' had this to say:

Zana hizi za upimaji wa mtoto hujenga kujitambua kwa motto kupitia maswali na majibu. Pale mwanafunzi anapoulizwa swali na kujibu, hii inasaidia kujenga akili yake kwa kujibu maswali kwa usahihi na inasaidia kufikiri vizuri. Kujifunza na kupimwa husaidia sana wao kufanya mambo mengi peke yao kama kuoga wenyewe, kusalimia wakubwa na kujumuika na wenzao. Hii inaonyesha kuna maendeleo

kwenye uelewa wa watoto kupitia zana za upimaji wa maendeleo ya mtoto (Interview, teacher, School 'C' 4th March 2019).

Researcher's translation:

The assessment tools assist the children's to be self-aware through questions and answers. When a child is asked questions and answers them, this builds up their mind through responding to those questions. Assessing them assists them in doing some of the duties by themselves like bathing, greeting elders and helping others cooperatively. Thus, through this, it assists in improving the understanding capacity of children through assessment tools (Interview, teacher, School 'C', 4th March 2019).

Teachers, on the other hand expressed the following shortcomings that hindered proper assessment of students in pre-primary schools. One of the pre-primary teachers in School 'C' stated that:

Mazingira ya shule sio rafiki kwa watoto wa elimu ya awali: hakuna hata vyoo kwa ajili ya wanafunzi wa awali, wanatumia vyoo vinavyotumika na wanafunzi wa madarasa ya juu na hii hupelekea magonjwa kwa hawa watoto. Pia uhaba wa zana za michezo ya watoto wa awali ni changamoto kwenye utekelezaji wa sera hii ya elimu ya awali (Interview, teacher, School 'C', 4th March 2019).

Researcher's translation:

The school environment is not friendly at all: there are no even toilets for the children in school, hence they use the same toilets used by other older pupils. This results to diseases to these young children. Also, there are no playing

grounds, no playing instruments like balls, and this is a challenge in the implementation of the pre-primary education (Interview, teacher, School 'C', 4th March 2019).

Similarly, teachers from School 'D' stated poor provision of meals for children and overcrowded classrooms are factors that hindered effective utilization of the assessment tools to all children in the class. Also, the teachers said that the pre-primary school education lacked capitation grant from the government to run its activities, making it hard for the school to acquire all necessary resources for teaching and assessing children in pre-primary classes.

Based on the above findings, it was observed that pre-primary teachers had a clear understanding of the potential of the assessment tools in bringing about holistic development of children comparing with head teachers and the academic teachers. Also, the pre-primary school teachers addressed the challenges that they faced in school environment for effective use of assessment tools to children's in pre-primary classes.

A review of pre-primary guidelines provided the list of the assessment tools to include portfolios, checklist, questionnaire, questions and answers and documentation form. However, in all schools visited, the researcher found out that only three assessment tools were being used, not all six assessment tools reviewed through the documentary review. When asked why teachers did not use other tools, they claimed that the classrooms were overcrowded with large numbers of children, which made it difficult to assess all students in twenty minutes.

The observation conducted in primary schools involved in the study revealed that during the teaching process, a teacher was seen to select some of the children and assess them on behalf of the whole class, and this was due to inadequate time provided for each lesson being twenty minutes. Due to this practice the teacher was unable to make assessment of the whole class and know the progress of each child in the class.

4.2 Role of Assessment Tools in Promoting Children's Cognitive Development

The second objective of the study sought to appraise the role of assessment tools in the promotion of children's cognitive development. The data of this research objective were obtained through documentary review and semi-structured interviews with the head teachers, academic teachers and pre-primary school teachers.

4.2.1 Head teacher's views on assessment tools' promotion of cognitive skills

The head teachers were interviewed to obtain their views on how assessment tools promoted children's cognitive skills in pre-primary class settings. The head teachers were expected to provide the insights on assessment tools' potential to promote children's cognitive skills. One of the head teachers from school 'A' stated that:

Maendeleo ya kiakili yana umuhimu kwa watoto kwa sababu watakuwa na kujiamini na uwezo wa kukumbuka mambo vizuri. Pale mtoto anapokuwa ameandaliwa vizuri kikakili, atakuwa na uwezo mzuri wa kukumbuka. Hii inaleta tofauti kati ya mtoto aliyeanza elimu ya awali na mtoto ambaye bado hajapitia elimu ya awali (Interview, Head teacher, School 'A' 20th February 2019).

Researcher's translation was as follows:

The development of the cognitive skills is of significance to pupils because they will be confident and able to remember things well. When a child is well prepared cognitively, he or she develops confidence and greater ability of remembering lots of things. This makes the difference between the children who attends pre-primary school from the one who does not. (Interview, Head teacher, School 'A', 20th February 2019)

Similarly, one of the Head teachers from School 'E' had this to say:

Walimu wa elimu ya awali wenye mafunzo na ujuzi wa elimu ya awali wanatakiwa kufanya kila wawezavyo na kuwa wabunifu kufundisha kama sera na muongozo unavyofafanua ili kuhakikisha uelewa wa watoto wa madarasa ya awali unafikiwa, kwa hivyo umahiri na ubunifu wa walimu hao unahitajika ili kuleta uelewa wa watoto. Kinyume chake elimu ya awali haitakuwa na umuhimu (Interview, Head teacher, School 'E' 19th March 2019).

Researcher translation:

The pre-primary teachers who received training and expertise of pre-primary education have to do all they can to be creative in teaching as instructed by the policy and guideline to ensure the understanding of pre-primary children is met. This is because when a teacher is not creative, those little children will never understand anything and pre-primary classes will be of no significance. Thus, the whole burden of pre-primary

children understands lies on their teachers (Interview, Head teacher, School 'E', 19th March 2019).

Moreover, the head teacher from schools' 'B' and 'D' had similar views from what was narrated from head teachers from school's 'A' and 'E' that the cognitive skills are of significance to the children. They argued that the teachers' teaching has to employ skills and techniques in ensuring pupils master what is being taught in class and improve their cognitive skills through the provided assessment tools applied by teachers during the teaching and learning process.

4.2.2 Academic teachers' views on assessment tools promotion of cognitive skills

The academic teachers were interviewed on the assessment tools potential of promoting cognitive skills. One of those academic teachers from school 'B' asserted that:

Elimu ya awali imesaidia watoto kiakili kwa sababu kabla ya hii sera kuanzishwa watoto walikuwa wanaanzishwa darasa la kwanza moja kwa moja ambapo watoto walikuwa wagumu kufundisha kwa sababu hawakupitia elimu ya awali, ikapelekea wengi wao kushindwa kusoma na kuandika mpaka walipohitimu darasa la saba. Kwa hivyo, elimu ya awali inasaidia kuandaa watoto kifikra na kuwapa ujasiri ili waanzapo darasa la kwanza wawe tayari vizuri kwa kusoma (Interview, Academic teacher School 'B' 27th February 2019)

Researcher's translation:

Pre-primary education helps the children in cognitive development because before this programme, children enrolled in standard one was difficult to teach because

they had not passed the pre-primary education. This led to some of the children to fail to read and write until they completed standard seven. (Interview, academic teacher, School 'B', 27th February 2019).

On the other hand, the academic teacher from school 'D' added that:

Maendeleo ya kiakili ya mtoto kupitia zana za upimaji wa mtoto yatakuja pale mtoto anapopata mahitaji yote muhimu shuleni ili aweze kuzingatia katika kujifunza. Hii ni pamoja na mwalimu mwenye weledi wa elimu ya awali na pia mazingira mazuri ya kimiundombinu ili kushawishi watoto kusoma kwa furaha na uhuru. Hii ni inamaanisha kwamba mazingira ya shule na walimu wazuri wanasaidia sana kwenye ukuaji wa mtoto kiakili kupitia zana zilizotolewa za upimaji (Interview, Academic teacher, School 'D', 11th March 2019).

Researcher's translation:

The cognitive development through the assessment tools emerges when children's get all necessary resources in school so as he/she can concentrate in the whole process of learning. This also includes competent teachers who are professional on pre-primary education and good school environment so that these motivate children in studying freely and happily. This implies that the school environment and competent teachers are necessary in the cognitive development of children through the assessment tools provided (Interview, Academic teacher, School 'D', 11th March 2019).

4.2.3 Teacher's views on assessment tools' potential

The teachers were also asked to provide views on assessment tools' potential in promotion of cognitive skills to pre-primary school pupils. One of the pre-primary school teachers of School 'B' had this to say:

Uuelewa wa watoto wa madarasa ya awali ni mgumu kwa sababu ya umri wao, kwa hivyo inahitajika nguvu ya ziada kuwafanya waelewe zaidi. Ndio maana tunapomaliza kufundisha tunatenga dakika tano za mchezo ili kuwafanya waelewe zaidi. Hii husaidia watoto kuyaweka kichwani yale yaliyofundishwa ndani ya dakika ishirini (Interview, Teacher, School 'B', 27th February, 2019).

Researcher's translation:

Understanding of pre-primary children is not easy due to their age, so there need for some extra effort to ensure they understand well the subject. That is why when we finish teaching; we set aside some five minutes for play so as to make them internalize what they have learned. This helps children to put in mind what has been taught in twenty minutes in class (Interview, Teacher, School 'B', 27th February 2019).

Similarly, another teacher from school 'E' added that:

Wanafunzi wanakuwa wabunifu na wenye uelewa kuhusu kile kinachofundishwa darasani na inaonekana kwamba watoto wanapopata uelewa wa jambo hutumia muda mwingi kwa kutengeneza vitu mbali mbali kama magari, nyumba na watu kwa kutumia udongo. Hii ni kwa sababu ya kufundishwa darasani katika somo la

Sanaa (Interview, teacher, School 'E', 19th March 2019).

Researcher's translation:

Students becomes innovative and knowledgeable after being taught in class, and it is seen that when a child gets knowledge of something taught, then he/she spends most of the extra time trying to figure out things out on what he or she has learnt in the class. This is evident as you can see the pupils using soil to mould different things like houses, cars, and people, which shows they understood the arts subject better (Interview, teacher, School 'E', 19th March 2019).

Contrary to other informants, one of the teachers from school 'D' stated that:

Zana za upimaji wa ukuaji wa mtoto kiakili zina changamoto yake katika utekelezaji kwa sababu darasa moja la elimu ya awali linakuwa na watoto wengi mno na muda wikipindi ni dakika 20, hivyo inakuwa ngumu kutumia zana hizo kupima ukuaji wa akili wa kila motto. Kwa hvyo, unakuta ni baadhi ya wanafunzi wanakuwa wanapimwa na wengine kuachwa bila kujua maendeleo yao. Kwa upande wangu naona muda ungekuwa mwingi zaidi ili tuweze kupima watoto wote ndio tuweze kusema kama zana zinasaidia kwenye ukuaji wa watoto wote au la! (Interview, teacher, School 'D' 17th March 2019).

Researcher's translation:

The assessment tools in enhancing the development of cognitive skills have challenges in implementation because one class of pre-primary education consists of many children and the period for teaching and assessing pupils is twenty minutes. This tends to be difficult to employ assessment tools to all children in assessing their cognitive development. It turns out that only a few children are being assessed and others are left without being assessed to know their cognitive development. What I can say is that time for teaching should be increased so the teacher could teach and assess all children so as we can state whether the assessment tools assist in the cognitive development of children's or not (Interview, teacher, School 'D' 17th March 2019).

The other teachers from school 'A' and 'C' revealed that the assessment tools have aided in cognitive skills to children so far. They added that children were seen to change from being illiterate to literate in various aspects taught in school. Some were able to count one to ten as well as developing ability to sing songs taught in school. When they were asked several questions, they were able to answer correctly, which signified the improvement of children's cognitively.

Through documentary review, the researcher reviewed the lessons taught in pre-primary classes and found out that there were six subjects taught in the classes. These included Health Science subject (Kutunza Afya), Environment Subject (Kutunza Mazingira), Mathematics (Kumudu stadi za kihisabati), Socialization (Kuhusiana) and Arts Subject (Kumudu stadi za kisanii). All these subjects were taught in class but the time of teaching each subject was 20 minutes which was not enough,

considering the teaching and learning activities and teaching and learning approaches needed.

Also, the researcher reviewed the textbooks that were used to teach pre-primary classes, and learnt that the teachers used all available textbooks to teach pre-primary children in class. The textbooks were appropriate, and if well used, they had the potential of advancing the cognitive skills of children because they are well prepared and cover all aspects needed to teach children in pre-primary level. Nevertheless, some of the lessons lacked text books but teachers used alternative materials in teaching students.

4.3 Assessment tools' Potential for Children Physical Development

The research objective three aimed at assessing the extent to which the assessment tools in pre-primary school are used to foster children physical development. The data of this research objective were collected through observation and semi-structured interview from head teachers, academic teachers and pre-primary school teachers. The informants were purposively selected because they have direct impact on children physical development in school. Children physical development of pre-primary pupils was among the concerns of the researcher, thus the extent of which the assessment tools assist in children physical development was measured.

4.3.1 Head teacher's views on assessment tools' potential

Head teachers were asked on their views on assessment tools in promotion of physical development of pupils in pre-primary classes. One of the head teachers from School 'C' added that:

Somo la kutunza afya linalofundishwa darasa la elimu ya awali limekuwa na faida kwasababu watoto wamekuwa na uelewa wa kutunza afya yao na vyakula gani wanatakiwa kula ili wakue vizuri, pia watoto wanafundishwa kupiga mswaki asubuhi na usiku kabla ya kulala pia wamekuwa wakifundishwa jinsi ya kujikinga na magonjwa, haya yote yamekuwa yakisaidia watoto kuwa na afya njema (Interview, Head teacher, School 'C' 4th March 2019).

Researcher's translation:

The health subject taught in class of pre-primary children's have been of importance since children's became aware of their health safety and nutrients needed for their body to be strong and healthy, also the children's are taught how to brush their teeth in the morning and evening after meal, also they are being taught different kind of food to eat and how to be safe from diseases, all this assist in improving the physical development of children's (Interview, head teacher, School 'C', 4th March 2019).

Similarly, the head teacher from school 'B' had this to say.

Watoto wa elimu ya awali huwa nawaona wakicheza michezo mbalimbali hapa shuleni pamoja na walimu wao kama sehemu ya mtaala wao, pia wanajifunza masuala ya kutunza afya wakiwa darasani ili wawe na uelewa wa lishe bora ya kuwasaidia kukua kiafya, hii kwa kiasi kikubwa inasaidia kukua kwao kiafya maana mazoezi kupitia michezo huifanya miili yao kuwa na nguvu na wanakuwa wakikua vyema (Interview, head teacher, School 'B' 27th February 2019).

Researcher's translation:

I always see pre-primary children's playing different sports and games here in school together with their teachers as part of their curriculum, also they learn subject of health science when in class so as they can have knowledge on balanced diet that will help them in growing well. To a large extent these have helped to grow physically because the sports and games make their body strong and they grow well (Interview, head teacher, School 'B' 27th February 2019).

The other head teachers from school 'A', 'D' and 'E' had similar views that the assessment tools have been assisting children in physical development through sports and games and health science subject taught in class.

4.3.2 Academic teacher's views on assessment tools' potential

The academic teachers were interviewed so as they can express their views on assessment tools as they promote physical development of physical development of pupils in pre-primary class. The academic teachers provided information based on the objective. One of the academic teachers from school 'D' stated that:

Shule yetu inafundisha michezo mbalimbali ili watoto afya zao ziwe nzuri na ni sehemu ya masomo yao, baadhi ya michezo hiyo ni kuimba, kucheza mpira na kuvuta Kamba. Michezo yote hii ina umuhimu kwenye maendeleo ya afya ya mtoto. Pia walimu hutumia zaidi orodha hakiki katika kupima maendeleo ya watoto pindi wanapokua kwenye michezo. (Interview, Academic teacher, School 'D' 11th March 2019).

Researcher's translation:

Our children are taught different sports and games so that their health can be well, and those sports and games are part of their lessons. Those sports and games include singing, running, playing football and rope pulling. All these sports and games are of significance in the child's physical development. Also, pre-primary teacher use checklist as an assessment tool to assess children progress when they are in playing ground (Interview, Academic teacher, School 'D', 11th March 2019).

Additionally, one of the Academic teachers from School 'A' had this to comment:

Changamoto ambayo shule yetu inakumbana nayo ni chakula kwa watoto wa elimu ya awali. Hili ni tatizo kwasababu watoto hawa ni wadogo na hawawezi kukaa muda mrefu bila kula kwa ajili ya ukuaji mzuri wa miili yao (Interview, Academic teacher, School 'A' 20th February 2019).

Researcher's translation:

The challenge our school encounters that of absence of school meals for the pre-primary children. This is a problem because those kids are too young and they cannot bear staying without eating for a long time for the sake of their health (Interview, Academic teacher, School 'A', 20th February 2019).

4.3.3 Teachers' views on potential of assessment tools for physical development

Teachers were asked on the views on assessment tools in promotion of physical development of pre-primary pupils in schools. The teachers provided relevant

information as to how assessment tools promoted the physical development of children in pre-primary classes. One of the teachers from school 'A' stated

Kwenye shule yetu tunasisitiza kuwapa mazoezi watoto wa darasa la awali ili waweze kukua vizuri. Huwa tunawaagiza waje na maji lita moja kutoka nyumbani kila asubuhi. Hii inawasaidia kuwapa nguvu na kadri siku ziendavyo wanaweza kubeba vitu vizito zaidi na kuwafanya wawe na nguvu na kukua vizuri (Interview, Teacher, School 'A' 21st February 2019).

Researcher's translation:

In our school, we insist on giving exercises to pre-primary children so that they can grow well. We ask them to bring one litter of water from home every morning. This helps to build up their bodies. Carrying things on basis make them strong and able to carry even heavier things. Through these the children's become strong and grow well (Interview, Teacher, School 'A' 21st February 2019).

Moreover, one of the pre-primary teachers of school 'B' also commented that:

Michezo kwa watoto wa elimu ya awali imekuwa ikisaidia kwenye afya za watoto kwa kuwafanya wawe na nguvu na wanakuwa wenye furaha, pia mazoezi huwakinga dhidi ya magonjwa na kuwafanya wenye afya muda wote (Interview, teacher, School 'B' 28th February 2019).

Researcher's translation:

Sports and games to pre-primary children has been improving their health by making them strong and happy. Further, sporting, exercises give the

children body strength to resist diseases and make them resistant to diseases all the time (Interview, teacher, School 'B', 28th February 2019).

Similarly, one of the pre-primary teachers from School 'C' had this to say:

Shule yetu inafundisha watoto wa elimu ya awali jinsi ya kutunza afya zao kwa kula milo sahihi ili kukua vyema. Kuna baadhi ya watoto wakiwa nyumbani hawataki kula chakula kingine zaidi ya kile walichofundishwa shuleni. Wazazi wamekuwa wakija shuleni na kulalamika juu ya watoto wao kutokula chakula chochote zaidi ya walivyofundishwa shuleni. Hii imethibitisha kuwa watoto wamekuwa wakielewa na kuwa na kumbukumbu kuhusu kile walichokuwa wakifundishwa (Interview, teacher, School 'C' 8th March 2019).

Researcher's translation:

Our school teaches the children on how they can protect their health by eating proper meals so that they can grow well. Some of the children do not want to eat any other food at home except those foods that are taught at school. Parents have been coming to our school complaining that their children do not eat any other food except those foods taught in school. This has proved that children understand what they are taught and they put it into practice (Interview, teacher, School 'C', 8th March 2019).

During observation conducted by researcher in the schools involved in the study it was observed that in all schools the health subject (Kutunza afya) was taught and the teachers were seen to teach children on the nutrient foods to be eaten, and the

importance of fruits in the body. Furthermore, the teachers taught children on how to do exercises and the importance of exercises in the well-being of the body. After class sessions children went outside and practiced exercises like running, jumping wrestling and playing football for boys. After the exercises the teacher assessed the pupils' feelings after they had made exercises and filled checklist useful in recording the progress of each children when they are doing exercises. This revealed that checklists as an assessment tool were used in assessing children's physical development in pre-primary classes.

4.4 Potential of the Assessment Tools in Social Development

The fourth research objective four aimed to assess the potential of the assessment tools in enhancing children's social development. The data of this research objective were obtained through observation and semi-structured interview with head teachers, academic teachers and pre-primary school teachers. The informants were purposively selected because they had direct impact on the children social development in school.

4.4.1 Head teachers' views on assessment tools in enhancing social development

Head teachers were interviewed with a view to express their views on the assessment tools potential of enhancing children's social development in pre-primary school classes. One of the head teachers from School 'A' stated that:

Imeonekana kwenye shule yetu kwamba watoto wa elimu ya awali wanakaa kwenye makundi na kupiga soga kwa kushirikiana na pia kucheza pamoja. Hii imeonesha kuwa watoto huwa na ushirikiano mzuri kitu ambacho ni kizuri (Interview, Head teacher School 'A' 20th February 2019).

Researcher's translation:

It is evidenced in our school that pre-primary children sit in groups and discuss and make stories, as well as playing together. This proves that children develop social skills such as cooperation and participation in group settings, which to me is a thing good (Interview, Head teacher, School 'A', 20th February 2019).

Similarly, one of the head teachers from school 'B' had this to say:

Walimu wetu wa elimu ya awali wanafanya kazi kubwa kuhakikisha kwamba watoto wanapata mafunzo muhimu. Tunaona kuwa sasa watoto wakikutana na wakubwa wanawaamkia kitu ambacho hakikuwepo walipokuwa wanaandikishwa. Hii ni moja ya kazi kubwa ya walimu wa elimu ya awali kuhakikisha watoto wanakuwa na uelewa wa mambo mbalimbali na tunawashukuru kwa hilo (Interview, Head teacher, School 'B' 27th February 2019).

Researcher's translation:

Our pre-primary education teachers play a significant role to ensure that children acquire basic social skills since we can see that now children greet the elders in the school and even out of school. We can see nowadays when children meet with elders, they greet them. This is just one of the great jobs our pre-primary school teacher do ensure children develop social value. We thank them for that (Interview, Head teacher, School 'B', 27th February 2019).

The other head teachers from 'C', 'D' and 'E' had similar views to how assessment tools promoted children's social development. This revealed that pre-primary education teachers have been doing a tremendous job of socializing children as those

children were made to learn how to greet elders; learnt to play together in a cooperative manner before starting the first grade of their schooling. This proves that there are changes in children's social development to a large extent and the assessment tools are useful as they show good improvement of children's social behaviors.

4.4.2 Academic teachers' views on assessment tools potential

The academic teachers were interviewed on their views on assessment tools in enhancing children's social development. The academic teachers expressed their views based on the research objective and one of the academic teachers from school 'C' stated that:

Wakati wa kuwa mstarini watoto wa elimu ya awali wanakutana na wanafunzi wa madarasa ya juu na kujuana na kutengeneza urafiki ambapo badaye watacheza pamoja na kufundishana mambo mbalimbali. Lengo la elimu ya awali ni kuhakikisha mahusiano mazuri ya watoto kwenye mambo mbalimbali. Hili limethibitika shuleni kwetu kwani wanafunzi wanacheza pamoja na kusaidiana mambo mbalimbali "Interview Academic teacher, School 'C' 8th March 2019).

Researcher's translation:

During the morning assembly, the pre-primary children and other pupils of higher classes meet and communicate and make friends who later help each other as they play together. The aim of this pre-primary education is to ensure there is cooperation and participation of these pupils in different activities so that they can learn how to work together as a team. This has been evidenced in our school as these

children and other pupils play together (Interview Academic teacher, School 'C', 8th March 2019).

Similarly, the academic teacher from school 'D' said that:

Zana za upimaji wa ukuaji wa mtoto shuleni zimesaidia kwa kiasi kikubwa kwenye maendeleo ya kijamii ya watoto wa elimu ya awali. Hii ni kwasababu watoto wamekuwa na hulka ya kusalimia, wametoa woga wa kuogopa watu na badala yake kushirikiana nao hata wakitumwa sehemu na wakubwa wanaenda na kurudi. Pia wanazungumzia yale wanayofundishwa shuleni kwa Rafiki zao huko majumbani. Hii imepelekea hata wazazi ambao bado hawakuwaandikisha watoto wao shule kutamani kuandikisha watoto wao ili nao wawe na uelewa wa mambo mbalimbali (Interview, Academic teacher, School 'D' 11th March 2019).

Researcher's translation:

The assessment tools for young children development in school have helped to a large extent in social development of pre-primary children. This is because children develop positive behaviors like greeting adults. They no longer have fear towards people and instead they socialize with people and even when they are sent somewhere by elders. They also speak of what they learn in schools to their friends who have not yet joined pre-primary education when at home and this has led those parents who have not sent their children to school to be interested in enrolling their children in pre-primary education. (Interview, Academic teacher, School 'D' 11th March 2019).

The other academic teachers from school 'A', 'B' and 'E' had similar views on as to how assessment tools have promoted the social development of children. They revealed that children have been respectful and cooperative to the community, their parents, their teachers and their fellow children.

4.4.3 Teachers' views on assessment tools in enhancing social development

Teachers also were interviewed to obtain their views on assessment tools in enhancing of children's holistic development in pre-primary schools. The teachers provided relevant information on the research objective since they are the ones employing the assessment tools to pupils during the process of teaching and learning of pre-primary children. One of the teachers from school 'A' stated that:

Kiukweli hawa watoto wa elimu ya awali kupitia zana za upimaji wa maendeleo yao kiujumla wamekuwa wakibadilika siku hadi siku. Wamekuwa wakisalimia yeyote mkubwa wanaekutana nae, hata nyumbani wamekuwa wakiwalimia wazazi wao asubuhi tu waamkapo (Interview, teacher, School 'A' 21st February 2019).

Researcher's translation:

Honestly, through assessment tools, we can see that these pre-primary education children have been changing day after day. They now a day's great elders when meeting them. Even at home they have been greeting their parents after waking up. (Interview, teacher, School 'A', 21st February 2019).

The other teachers had similar view as those of teacher from School 'A' where they revealed that the assessment tools have to a large extent improved the social

development of children in pre-primary classes. They claimed that children are being respectful and cooperative with their fellow children and the community at large. This is important because even when they join standard one, they will be already friendly with fellow pupils and they will have no fear since they have friends around to play and learn together.

During observation, the researcher observed how pre-primary teachers assessed children in their social environment. In School 'A' the teacher was observed assessing children's social skills in relationships by giving information to send it to other children. This action aimed to assess the children's ability of transferring information from the source to the receivers. In this school there was no record that teachers recorded any children's progress. In school 'D' the teacher was observed assessing how children greeted elders in the community by selecting 4 children to act as elders and others to greet them "shikamoo." Due to large number of children not all children could be assessed and at the end of the lesson, the teacher asked the children questions based on what was taught. Thus, it was observed that some of the subjects were seen not assessed correctly like this of socialization (Somo la kuhusiana) where time was not enough.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter discusses the major findings presented in Chapter Four. The discussion and interpretation of the major findings are organized based on the research objectives of the current study. Hence, the discussion begins with findings of the first objective which was assessing pre-primary school teachers' understanding of assessment tools' potential for promoting children's holistic development. The chapter further discusses findings of the second research objective that explored the role of assessment tools in the promotion of children's cognitive development, followed by discussion of the third research objective on determining the extent to which the assessment tools in pre-primary schools are used to foster children's physical development. Lastly, the chapter ends by making a discussion of the fourth objective of the study that was assessing the potential of the assessment tools in enhancing children's social development.

5.1 Teachers' Understanding of Assessment Tools' Potential

The findings of this study revealed that head teachers and academic teachers of primary schools had little understanding on the assessment tools in children's holistic development. This is because head teachers and academic teachers are not involved in anything concerning pre-primary education all the training and seminars conducted are for the pre-primary school teacher. The findings also revealed that pre-primary teachers had clear understanding on the assessment tools in children's holistic development.

The findings correlate with those of Doig et al. (2003) which revealed that teachers need to be competent in teaching pre-primary school children and understand what children know for them to provide the most appropriate learning environment. Thus, teachers need to have knowledge concerning pre-primary education that includes assessment tools so as to provide better education to children. Further, according to Mishra (2005), teachers have to well interact with students so as to be able to understand them and assess well the development of those children closely.

Moreover, the study findings correlate with those of Frost (2010) which asserted that the teacher's role is to provide relevant, adequate, safe and age appropriate play materials as well as conducive learning environment that will enhance effective learning. This can only be achieved if teachers have positive understanding of the pre-primary education and how to use assessment tools for children's holistic development. Furthermore, Frost (2010) added that the effective use of curriculum and understanding of the curriculum enhances the holistic development of children in pre-primary education.

Findings of this study also concur with those of Martin (2008) which revealed that in holistic education, a teacher is not seen as a person of authority who leads and controls but should be seen as a friend, a mentor, a facilitator who has knowledge and skills of pre-primary education and intends to ensure that children feel free and are able to learn well the contents and environment of the school.

Furthermore, according to Hasibe and Refika (2011) assessment tools should employ many sources of information and learning measures. Moreover, they should be

valuable to the child, and should be on daily basis so as to enable teachers to capture all the knowledge that a child has acquired and where the child needs more help of teachers for further understanding.

The findings of this study are also in line with those of Wortham (2008) and TIE (2016) that revealed that teachers are to be aware of the assessment tools that are to be used when assessing children in pre-primary education. Among of the mentioned tools are checklists, portfolios, interviews, observations, narrative reports and technology-based assessment. In regard to Tanzanian context, the commonly used assessment tools used in assessing pre-primary children include observation, checklists, portfolios, documentation forms and anecdotal records, which determine the children's holistic development.

But in a real sense pre-primary schools teacher failed to use all these suggested that that are recommended to be used by the guidelines due to different challenges they faced during the process of teaching and learning and these includes, overcrowded classroom and time. Therefore it is difficult for the teachers to accomplish the goal of assessment to the children because not all children are assessed in the class.

Furthermore, the findings of this study concur with the Federal Education and Professional Training (2017) which stipulates that teachers, curriculum implementers and policy makers have huge task to ensure that children who join pre-primary education are given a quality early childhood learning environment. It is also important to ensure that teachers have a fair level of understanding about different domains of development such as physical development, social and moral

development, emotional development, language development and cognitive development.

Based on this curriculum, it is quite important to teachers to have an understanding of the assessment tools so that the quality education is provided and ensure development of children in different domains. Furthermore, the teachers should use the assessment tools in order to ensure that children understood the lesson taught. In reality to Tanzanian schools it is difficult for the teachers to implement the use of all assessment tools in assessing children in pre-primary classes because they do not have enough knowledge on the use of these tools. On the other hands pre-primary teachers face some challenges on the use of assessment tools because not all pre-primary school teachers were able to attend seminars and training that is why it is too difficult for them to apply the use of assessment tools to assess children progress during the process of teaching and learning.

Moreover, the findings concur with those of UNICEF (2018) stating that teachers and early childhood educators are the heart of delivering quality pre-primary services. The study went further by stating that teachers need to understand the importance of play and child-centred pedagogy in early learning and be equipped with all necessary skills put into action play-based learning. This proves that teachers as educators need to have an understanding, skills and competence in early childhood education and be able to employ the assessment tools in assessing the children's holistic development. Furthermore, the UNICEF (2018) study added that teachers should not only act alone in ensuring the children's holistic development, but also parents and guardians have to play part at home in assisting children in learning and

playing different games that will assist the children's physical, social, and mental development.

5.2 The Role of Assessment Tools in Children's Cognitive Development

The findings of this study revealed that the assessment tools have been effective in the provision of children's cognitive development. The findings concur with the study conducted by Otieno, Aloka and Odongo (2015) who stated that the cognitive development of children in pre-primary schools can be effectively assessed when the learners are observed while performing an activity. Thus, it was observed in their study that most of the respondents reported that the observation method was among the assessment tools useful in assessing the cognitive development of pre-primary school learners.

Therefore using observation as an assessment tool in assessing children progress in school have an positive impact to both teacher and children because it is an easy technique which do not need much time and give the chance to the teacher to see how much children understand the lesson and who does not understand the lesson. That is why most of the pre-primary teacher avoids the use of other tools when assessing children because they are time consuming and due to this situation there is a need for the ministry of education to revise the guidelines and suggests simple tools that are too be used in assessing pre-primary children that will go together with the situation

The study is in line with the study conducted by Grantham-McGregor et al. (2007) which revealed that most of children in pre-primary schools in developing countries

fail to reach their potential in cognitive development due to poverty, poor health, nutrition and deficient care. Thus, based on this finding, attempts to ensure cognitive development of children in schools need to ensure that there is adequate food provision in schools and even at homes so that children are provided with nutritional food that would develop their mental capabilities. Therefore the provision of food in school helped children's to be active when studying the children stay in school without eating anything it will be difficult for them to understand the lesson taught.

In reality to Tanzanian school this seems to be the problem because most of the schools do not accommodate food to the children hence children are to stay hungry till they go home and this made the children to go home early before time as the time shows that the end of their lesson is 11:15 am and instead of going home in that time that is arranged in the time table most of the school pre-primary periods end at 10:00 am and this is because the school did not provide porridge for these children so they have to go home early because they cannot stay in school for long time without eating anything.

Therefore the government and the ministry of education in Tanzania should make sure that they do support the provision of food in schools because children need to eat well when they are at school so that they can be able to stay in school for the long time without problem this will also help them to be active in classroom and concentrate on what they taught by their teachers.

Findings of the present study are also in line with those of the Federal Education and Professional Training (2017) where it was seen that cognitive development is the development of mental process and capabilities and it aims on how children learn

and process information. The process involves language, imagining, thinking, exploring, reasoning, problem solving, developing and rejecting ideas and concepts and applies what they learn from school. Thus, the assessment tools are being employed in such situations to see how children are able to use the information obtained in solving the problems and use the information for intellectual purposes.

Furthermore, the findings of this study relate with the Piaget's (1936) theory of cognitive development which stipulates that thinking processes develop through stages until a child can think logically. Thus, Piaget's theory of cognitive development states that from birth to two years old, the child experiences the world through senses and action such as looking, hearing, touching, mouthing and grasping. In the age of 2 years old to 6-7 years old, the child develops ability to represent things with words and images. From the age of 7 to 11 years old, a child thinks logically and begins performing arithmetic operations (such as mathematics). From the age of 12 years old to adulthood, then such person develops formal operational and abstract reasoning. Thus, based on the Piaget's theory of cognitive development, it is seen that pre-primary children need to be assessed so as to see whether they develop cognitively in terms of reasoning, thinking and applying what is taught in real world.

Furthermore, the findings of this study correlate with the Vygotsky's (1978) theory of social-cultural development, where he revealed that children are entrenched in different socio cultural contents through which their cognitive development is advanced through social interaction with more skilled individuals. This proves that children in pre-primary schools need supervision of skilled individuals who are pre-

primary school teachers who teach children through the required curriculum and access them through assessment tools so as to know how those children develop cognitively through the tools used in assessing them.

Thus, teachers understand how children are thinking at a given time in their cognitive development and know how to help them move to the next level of reasoning and this is through the assessment tools employed by teachers in the teaching and learning processes. Through assessment tools, teachers understand children's learning potentials, where some are primary visual learners (learn through observation), others learn best through auditory means and others learn best in multiple modalities. Thus, through their skills and competences, teachers have to ensure that all pupils are being taught in all modes so that all pupils can develop cognitively.

The findings of the present study also concur with the studies of Adebessin (2010) revealed that most of children these days do not develop well cognitively due to lack of early childhood education which is mainly given to children first by their parents and secondly by their teachers in their pre-primary schools. They added that in Nigeria, majority of children do not pass through pre-primary schools, something that affects their learning abilities in primary schools. It is seen that pre-primary education is of vital significance in preparing pupils cognitively for their primary education and, as such, those children who did not attend pre-primary education have proven to have difficulties in learning in Nigeria.

Moreover, the findings of this study are in line with those of Bala (2005) and Papalia, Feldman and Olds (2009) which revealed that pre-primary education encompasses the care, development and educating children below the age of six years. Further, pre-primary education assists children to gain confidence and self-esteem; develop listening skills, gain knowledge and skills through play. All these enhance the children's cognitive development.

Moreover, the findings of this study are in line with those of Melhuish et al. (2002) who revealed that cognitive development in pre-primary school children includes skill development, language skill competence, problem solving skills, and creative skills. Thus, it was observed that cognitive development occurs throughout daily activities, routines and plays that children engage in and out of the school environment. Thus, based on the discussion made here, it is clear that assessment tools have strong relationship in the cognitive development of pre-primary pupils.

5.3 Assessment Tools' Vs Children's Physical Development

The findings of this study revealed that assessment tools assist children in pre-primary schools in physical development. This happens through assessing children when playing games, and making pupils carry heavy objects like water from home to school. All these assist the physical development of children. The findings of this study further concur with views of EFA (2000) where it states that the general purpose of pre-primary education is to prepare children physically, emotionally, socially and mentally to enter grade one of primary school education. Moreover, Lemos, Avigo and Barela (2011) add that physical development is based on the child's control over his/her own body. This generally includes the aspects of

muscles, physical coordination, and ability to sit or stand. This is directly based on the growth in height, length and mass.

The findings also concur with UNICEF (2012) views which claim the physical well-being checklist as a tool that assesses the physical and emotional well-being of children in school. The content of the checklist were whether child had basic test for hearing and eye-sight; whether children had health insurance cards; whether children had regular dental check-ups; whether the children experience underweight; stunted growth, bruises if any; whether children had chronicle illness and whether children with disabilities had assistive devices that will assist them in learning. UNICEF (2012) prepared the checklist as assessment tools for physical development of pupils in early education in South Africa.

The findings of this study also correspond with Smith and Visscher (2015) which revealed that physical development of a child in school focuses on increasing the skills and performance of the body. They further revealed that both growth and development depend most on the suitable nourishments including balance of the right foods and sufficient water to drink. Thus, they also revealed that in pre-primary education children mostly learn through play, and through play, children grow their muscles and become confident and develop self-esteem that allows them to learn other things after their bodies are physically fit.

Moreover, the findings correlate with those of Litjens, Makowiecki and Taguma (2010) who revealed that health education and hygiene practices taught in school have positive effects on children and their parents. These scholars also argue that

children in early childhood education have improved their hygiene habits, which often results in health, weight and being in comparison to children who have not attended early childhood education.

Moreover, the findings of this study are in line with the study conducted by Kambugu (2014) on the role of play for on childhood development in Kinondoni. Kambugu (2014) revealed that physical development of children in pre-primary schools has been neglected as schools have no playgrounds, no play materials and only concentrate on script teaching and standardized assessment. This affects the growth of children physically since even the curriculum stipulates the need of children in pre-primary education to study through playing. The unavailability of playing materials and playing ground in pre-primary schools has been a challenge in fostering the child physical development in schools of which is the curriculum requirement.

Furthermore, the findings of this study concur with those of Millicent (2009) on the influence of playing materials on pre-school children's performance, which found out that most of the teachers put more emphasis on equipping the indoor environment with play materials as opposed to the outdoor environment. They viewed the classroom to be more important as opposed to the playground. Thus, based on these results, it is evident that teachers teaching tends to neglect outdoor playing in playgrounds and emphasizes the indoor playing. This affects the physical development of pupils. According to Hymes (2004), toys and playing materials are meant to stimulate the total physical growth and development of the children.

Playing materials can be grouped into two broad categories namely fixed equipment such as swings, slides, sea saw, rocket framed, tunnels, tyre climbers and step ladders and movables or loose materials such as tyres, balls, bean bags, containers, ropes and hopes. Therefore all these have direct impact in physical growth and nourishing the children's bodies by growing their muscles and the body becomes stable. Based on the findings presented, it has been seen that assessment tools are of vital importance in the physical development of children in pre-primary education. Thus, within school, teachers need to ensure that there is availability of play resources and play grounds that will facilitate the physical development of pupils when in and out of class.

5.4 Assessment Tools Vs. Children's Social Development

The findings of this study revealed that the assessment tools have assisted to a large extent in the social development of children in pre-primary schools. The findings of this study concur with SCAN (2019) which revealed that social development is the process by which children learn to interact with others around them; the situation where a child gains skill to communicate with other people; and process their actions by developing friendship and other relationships and how children handle conflicts with peers.

Furthermore, the findings of this study relate with those of Bukowski, Buhrmester and Underwood (2011) which revealed that children develop their social skills through interaction with other children who are similar in age and skills. In this kind of relationship, it is clearly observed that children learn how to manage conflict by discussing and playing together different games.

Moreover, the findings of this study are in line with the study of Buljubasic-Kuzmanovic (2007) which revealed that family, teachers and peers are of extreme importance in developing social skills among children. The teachers have a significant role of preparing children for future professions and prepare them in a way that they can work in the community with different kinds of people. Thus, based on this, it is important for the pre-primary school level to start preparing children by assessing how they extend their social development and how they interact with community in a positive way.

Furthermore, the findings of the study correspond with the social learning theory developed by Bandura (1977) which stipulates that the environment has impact on social development of children, as children learn new behaviors by observing other people including parents, teachers and peers. In way, they develop new skills and acquire new information. This means that children learn through interacting with people, and, through interaction, they develop new social skills and knowledge.

Further, Piaget's (1936) theory of cognitive development reveals that a child cannot become successful in mental and physical development without exposing him/herself to the environment. Thus, the teacher has to become the supporter of the children in attaining social development through the lessons and practices.

The findings of this study concur with Buljubasic-Kuzmanovic (2007) which revealed that the importance of today's school is reflected in a sense that the school should be a community of growing up in which children feel successful and satisfied. The school needs to be a place where they can show their knowledge, skills and

capabilities, non-violently solve conflicts, learn in an interesting and creative way, develop cooperation and more successful relations with others, to be more tolerant, and to use acquired knowledge and experiences in everyday life. Thus, schools have been the first places where children learn to socialize and interact with peers and elders in a respectful manner.

The findings of this study further concur with those of Cunha and Heckman (2007) who revealed that an important lesson to learn from children's education is that social skills of the children are more important to focus on rather than IQ. These social and emotional skills affect the performance in school and at the workplace, thus most of intellectuals believe that only cognitive skills are of fundamental importance to success in life than other aspects. Thus, it is clearly seen that most of academic institutions like schools focus most on cognitive development leaving behind social and emotional skills which teaches pupils to learn how to cooperate, interact, socialize with different kind of people and being respectful to elders. Thus, the pre-primary education has to ensure that social development of children is attained so as to create pupils that are respectful in the community.

Moreover, the study conducted by Awour (2015) on the influence of holistic child development programme on children livelihood in Siaya County (Kenya) revealed that children consider the parents/caregivers 63.7% in their social development, while considering teachers 20.7% as important caregivers thus playing part in their social development, while 11.2% of children mentioned pastors and 4.4% of the children mentioned friends to play part in their social development. Thus, it is clearly

seen that parents and teachers play the important role in enhancing the social development of children in home and at school.

Based on the findings it is clearly seen that parents and school teachers play the major role in social development of the children. Furthermore, the assessment tools in schools have been seen to assist in children's social development whereas pupils become interactive, respectful and be able to make new friends and communicate well with elders and peers.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter presents a summary of the study. It presents a summary of the study objectives, the conceptual framework, theoretical framework, research and knowledge gaps, and methodological issues, Summary of the major findings, conclusions and recommendations.

6.1 Summary of the Study

The study intended to appraise the assessment tools' potential for fostering holistic child development among pre-primary schools in Tanzania. The study was guided by four specific objectives. These were:

1. appraise pre-primary school teacher's understanding of assessment tools potential for promoting child holistic development;
2. identify the role of assessment tools in the promotion of children's cognitive development;
3. to determine the extent to which the assessment tools in pre-primary schools are used to foster children's physical development and;
4. assess the potential of the assessment tools in enhancing children's social development.

The study was governed by the cognitive development theory of Jean Piaget (1936) as its conceptual framework. To answer the required research questions, the researcher employed a case study research design within the qualitative research approach. The data were collected through semi-structured interviews, observation

and documentary review. Interviews were administered among the head teachers, academic teachers and pre-primary school teachers respectively, while the observation method was used to see as to whether pre-primary school teacher effectively employs the use of assessment tools in the process of teaching and learning in and outside classrooms. Further, the documentary review included reading of primary sources such as scheme of work, lesson plans, text books used for teaching pre-primary syllabus and secondary sources like dissertations, internet journals and reports. The study employed the qualitative research approach as it focused on obtaining meanings that were generated in the field by the study informants who were directly involved with the education of the pre-primary school children. It involved a total of 15 informants in the form of heads of schools, academic teachers as well as teachers. These informants were purposively selected on the basis of the roles and positions they held in the schools.

Data were analyzed through the thematic analysis where themes and sub-themes were identified through coding to obtain the main ideas that were emerging more often. The study considered the issue of trustworthiness and ethical issues and considerations.

The main findings of the study in relation to the objectives are summarized as follows: the first research objective assessed the pre-primary school teachers' understanding of assessment tools' potential of promoting children's holistic development. Findings revealed that head teachers and academic teachers had poor understanding of assessment tools in fostering children's holistic development, while

the pre-primary class teachers had a better understanding of assessment tools in fostering children's holistic development.

The second objective explored the role of assessment tools in the promotion of children's cognitive development, and revealed that assessment tools such as observation checklists, question and answers, documentation forms, and anecdotal records were used in assessing the cognitive development of pupils in and outside the class environment. The study further revealed that there were challenges in utilizing the assessment tools due to shortage of time as only twenty minutes were used per period. Therefore, not all children were assessed and due to this, it was difficult for teachers to understand properly the progress of all children in the classes.

The third objective aimed to determine the extent to which assessment tools in pre-primary schools were used to foster children's physical development. The findings revealed that through health science subject taught in class, children became aware of nutritional foods that support them in growing. Further, through sports and games, children built their body muscles hence improving their physical development. The challenge observed in assessing the physical development of pupils in school was lack of playing materials, lack of play grounds in some of the schools, thus making it hard to employ the play-based curriculum. Furthermore, the government does not provide money for pre-primary education, the situation that hindered availability of learning materials for pupils in pre-primary schools.

The fourth objective aimed at assessing the potential of the assessment tools in enhancing children's social development. The findings revealed that children grow

socially due to the efforts made by their teachers through the subject of socialization, which is taught in the class. It was revealed that students had been improving through greeting elders, playing together; making friends and helping each other when walking back home after school. This proved that the assessment tools had been effective in fostering children's social development in schools.

6.2 Conclusion

Based on the findings of this study, the researcher concludes the study as follows:

6.2.1 Teachers' understanding of assessment tools Vs. holistic development

The first research objective aimed to assess pre-primary school teachers' understanding of assessment tools potential of promoting children's holistic development. The study revealed that head teachers and academic teachers had limited understanding of assessment tools used in fostering children's holistic development, while the pre-primary class teachers had understanding of assessment tools in fostering children's holistic development.

6.2.2 Assessment tools' Vs. children's cognitive development

The second objective aimed at assessing the role of assessment tools in the promotion of children's cognitive development. It was revealed that the assessment tools used included observation checklists, question and answers, documentation forms, and anecdotal records, which were used in assessing the cognitive development of children in and outside the classroom environment. The informants further revealed that there were challenges in utilizing the assessment tools due to shortage of time and huge number of children in classes. Informants raised the view

that there was need to provide teaching and learning materials in pre-primary schools so that children can gain new skills and knowledge and grow mentally. They also argued that the class or lesson time needed to be extended per each period so that every lesson could at least have enough time for learning and for assessment.

6.2.3 Assessment tools Vs. children's physical development

The third objective aimed to determine the extent to which assessment tools in pre-primary schools were used to foster children's physical development. The findings as revealed through a review of the health science subject showed that children became aware of nutritional foods that supported their growth. Further, sports and games were realized to be important in building children's body muscles and all these were used to improve the physical development of pupils in schools. The challenge observed in assessing the physical development of pupils in school was lack of playing materials, lack of playgrounds in some of schools thus making it hard to employ the play-based curriculum.

6.2.4 Assessment tools' promotion of children's social development

The fourth research objective aimed to assess the potential of the assessment tools in enhancing children's social development. The findings revealed that children grow socially due to the efforts made by their teachers through the subject of socialization that is taught in class. It was learnt that students had been improving their social skills as witnessed when greeting elders, playing together, making friends and helping each other even when walking back home after school. This proved that the assessment tools had been effective in fostering the social development of children in schools.

6.3 Recommendations

Based on the research findings and conclusion, three types of recommendation are made namely recommendations for action, policy and for further studies.

6.3.1 Recommendations for policy

Based on the findings of this study, it is recommended for the policy that:

- i. The policy for pre-primary education has to emphasize the in-service training of teachers so that they become competent enough in using assessment tools in fostering the children's holistic development.
- ii. The policy has to address the issue of recruiting competent and professional teachers for pre-primary education in pre-primary schools. This will enable children to be well trained and well educated with experts of that specific level of education.
- iii. The policy has to address the issue of funding the pre-primary education and provide capitation grants for the pre-primary education level. This will help all children to have textbooks, playing materials and food during the school hours.

6.3.2 Recommendation for action

- i. The government has to fund the pre-primary education in all public primary schools so as to ensure the effective preparation of pupils for further classes. This is due to the fact that pre-primary education prepares pupils cognitively, physically and socially in a way that makes it easy for the children to understand and cope with environment when they join subsequent classes.

- ii. The government and educational stakeholders have to improve the school facilities such as playgrounds, classrooms, toilets, and even libraries. This will make the children to feel more comfortable being in school. The school environment should also be made to be supportive for the learning processes for pre-primary children.
- iii. There is a need to introduce school breakfast for pre-primary children so that they can grow well. This is because the public schools that the researcher involved in the study had no breakfast for children, thus making the children starve until they returned back home.
- iv. There is need for in-service trainings and seminars for head teachers, academic teachers and pre-primary teachers so that they become aware and knowledgeable of the pre-primary education curriculum. This will reduce their poor understanding on the use of assessment tools in fostering children holistic development.
- v. There is a need for teachers and parents to work together in ensuring that children learn well eat well and socialize well in school and at home. This is because when children are at home, they are not motivated to study. This makes it hard for teachers alone to accomplish the holistic development of a child. With the assistance of parents at home, children will become skilled and knowledgeable to a larger extent.

6.3.3 Recommendation for further studies

Based on the findings of this study, the researcher presents the following recommendations for further studies:

- i. The same study has to be undertaken in rural primary schools in other regions for the purpose of comparing the understanding of assessment tools to teachers in rural primary schools.
- ii. The other study should be conducted to make a comparative analysis on the assessment tools usage in fostering the children's holistic development in public primary schools and private primary schools.
- iii. The other study has to be made to measure the effectiveness of education and training policy of 2014 and the reality of public schools in supporting pre-primary education.

REFERENCES

- Adebesin, F., Kotze, P., & Gelderblom., H. (2010). *The complementary role of two evaluation methods in the usability and accessibility evaluation of a non standard system*. Pretoria, South Africa.
- Adrian, F. (2017). *The holistic development of a child. The real purpose of education*. Retrieved from; <http://medium.com/holistic.developmenton1/7/2017>.
- Arndt, S., & Tesar, M. (2015). Early childhood assessment in Aortearoa New Zealand: Critical perspectives and fresh opening. *Journal of Pedagogy*, 6(2), 71-86.
- Awuor, M. E. (2015). Influence of holistic child development programmes on children's livelihood in Siaya county: A case of compassion international. *Unpublished doctoral dissertation*, University of Nairobi.
- Ary, D., & Sorensen, C. (2010). *Introduction to research in education* (8th ed.) Wadsworth: USA. Belmont Publisher.
- Aysun, T. (2014). *Observation as an assessment tool in early childhood education: A phenomenological case study of teachers' views and practices*. Ankara, Turkey. Published master's thesis. Middle East Technical University.
- Babbie, E. (2010). *The practice of social research*. (12th ed.) Belmont: Wards Worth.
- Baker, B. D., & Elmer, D.R. (2009). The politics off-the-shelf school finance reform. *Journal of Educational Policy* 23(1), 10-66.
- Bala, A. N. (2005). *Early childhood education and sustainable functional educational in Nigeria*. Keffi: Nasarawa State University.
- Bandura, A. (1977). Self-efficacy: Towards a unifying theory of behavioural change. *Psychological Review*, 84(2), 191-125.

- Bandura, A. (1978). Social learning theory of aggression. *Journal of communication*, 28(3), 12-19
- Barrett, F., L., Kristen, A., & Gendron, M. (2007). Language as context for the perception of emotion. *TRENDS in Cognitive Science*, 11(8), 328-332.
- Bayley, N. (2006). Bayley Scales of Infant and Toddler Development (3rd ed.), San Antonio, TX: Pearson.
- Beck, R. J., Livne, N. L., & Bear, S. L. (2005). Teachers' self-assessment of the effective of formative and summative electronic portfolio on professional development. *European Journal of Teacher Education* , 28(3), 221-244.
- Bellman, M., Bryne, O., & Sege, R. (2013). Developmental assessment of children. *Children Cognitive Development*. Retrieved from <https://doi.org/101136/bmj.e8687>.
- Bertram, T., & Pascal, C., (2016). *Early childhood policies and system in Eight countries*. New York: Amber Publication.
- Biddulph, F., Biddulph, J., & Biddulph, C. (2003). *The complexity of community and family influences on children achievement in New Zealand*. . Wellington: Ministry of Education.
- Blandford, A. E. (2013). *Semi-structured qualitative studies: The encyclopedia of human-computer interaction*. New York: Interaction Design Foundation.
- Bose, K., Monau, R., & Masole, M. (2007). *The current status of early childhood care and education (ECC & E) programmes of Gaborone Botswana (A Research Project Report Submitted to the Office of Research and Development Unit)*. Botswana: University of Botswana.
- Brinner, B. (1999). Cognitive and interpersonal dimension of listening in Javanese gamelan performance. *The World of Music* 4(1), 19-35.

- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge: Harvard University Press.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Journal of Qualitative Research in Psychology* 3(2), 77-101.
- Bukowaki, W. M., Buhrmester, D., & Underwood, M. K. (2011). *Peer relations as a context for development: Social development*. New York: Guilford.
- Buljubasic-Kuzmanovic, V. (2007). Symptoms of violence in children and emotional literacy of parents. *Napredak: Casopis za Pedagogijsku Teoriju Ipraksu*, 148(1), 23-36.
- Claros, M. S. (2008). Psycho-linguistics and social-cultural approaches to language learning: A never-ending debate. *Colombian Applied Linguistic Journal*, 10: 142-154.
- Cohen, L. M., Manion, L., & Morrison, K. (2015). *Research methods in esducation* (7th ed.), London: SAGE Publisher.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methodology in education* (5th ed.), London: SAGE.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed). London: SAGE.
- Cosmas, J. (2010). *Challenges facing primary school heads in managing pre-primary school units subsumed within established primary school structures in Tanzania*. Unpublished master's dissertation. The University of Dodoma.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative researches* (4^h ed.), London: Pearson.
- Creswell, J. W. (2014). *Research design of qualitative, quantitative and mixed methods approaches* (4th ed.) London: SAGE.

- Creswell, W. J. (2003). *Research design: qualitative, quantitative and mixed methods approaches* (2nd ed.) London: SAGE Publication Inc.
- Cunha, F., & Heckman, J. (2007). The technology of skills formation. *The Economic of Human Development*, 97(2), 31-47.
- DaLuca, C., & Hughes, S. (2014). Assessment in early childhood education: An empirical study of five schools contexts. *Journal Research in Childhood Education*, 28(4), 441-460.
- Demircan, H. O., & Olgan, R. (2011). Assessment in early childhood education: Commonly used curriculum model. Turkish Curriculum. *The Online Journal of New Horizons in Education*, 1(3), 16-22.
- Doig, A., M'crae, M., & Rowe, K. (2003). A good start to numeracy: Effective numeracy strategies from research and practice in early childhood.
- Duncan, G., & Brooks-Gunn, J. (1994). The Effects of Poverty on Children and poverty. *The Future of Children*, 7(2), 55-71.
- Eisenhardt, K. M., & Graebner, M. E. (2007). Theory building from cases: Opportunities and challenges. *The Academic Journal of Management*. 50(1), 25-32.
- Elizabeth, D. (2010). Assessing early learning through formative assessment: Key issues and considerations. *Irish Educational Studies*, 29(1), 41-56.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive Sampling. *Journal of Theoretical and Applied Statistics*, 5(1), 1-4.
- Federal Education Training Pakistan. (2017). *Curriculum for early childhood care and education*. Pakistan: Government of Pakistan.
- Flick, U. (2013). *Qualitative data analysis*. Los Angeles: SAGE.

- Flohr, J. W. (2010). Best practices for young Childrens' music education: *General Music Today*. 23(2), 13-19.
- Frost, J. L. (2010). *A history of childrens' play and play environment towards a contemporary child-saving movement*. New York: Taylor and Francis.
- Glazzard, J., Chadwick, D., Webster, A., & Percival, J. (2010). *Assessment for learning in the early years foundation stage*. London: SAGE.
- Gonzalez-mena, J. (2001). *Foundations of early childhood education education in a diverse society (2nd ed.)*, New York: Mc-Graw-Hill Companies Inc.
- Grantham-McGegor, S., Cheung, Y. B., Cueto, S., Glewwe, P., Richter, L., & Strupp, B. (2007). Developmental potential in the first 5 years for children in developing countries. *International Child Development Steering Group-sally*, 369(9555), 60-70.
- Hanlon, B., & Larget, B. (2011). *Sample and population*. Madison: University of Winsconsin.
- Hasibe, O. D., & Refika, O. (2011). Assessment in early childhood education: Commonly used curriculum models. Turkish Curriculum. *The Online Journal of New Horizon in Education*, 1(3), 16-22.
- Hatch, A. J. (2010). Rethinking the relationship between learning and development: teaching for learning in early childhood classrooms. *The Educational Forum*. 74(3), 258- 268.
- Heward, L. W. (2013). *Exceptional children: An introduction to special education*. Boston: Pearson Education Inc.
- Hymes, J. (2004). *Teaching the child under six years*. Columbus, OH: Merrill Publishers.
- Jensen, E. (2008). *Brain-based learning: The new paradigm of teaching*. New York: SAGE Publication.

- Jonhson, B., & Christensen, L. (2017). *Educational reseach: qualitative, quantitative and mixed approaches* (6th ed.) London: SAGE.
- Kambugu, N. (2014). *The role of play for ealy childhood development in Kinondoni*. Dar es Salaam: Unpublished master's thesis, The Open University of Tanzania.
- Kim, Y. (2010). Scaffolding through question in upper elementary ELL learning. *Literacy Teaching and Learning*. 15 (1), 109-136.
- Kissassi, G. M., (1994). *The analysis of the pre-school curriculum in Tanzania:Implications for a national curriculum.:* Unpublished master's disertation. University of Dar es Salaam.
- Korstejns, I., & Moser, A. (2017). Practical guidance to qualitative research. Trustworthness and publishing. *European Journal of General Practices*. 24(1), 120-124.
- Kothari, R. (2004). *Research methodology: methods and techniques;* (2nded.) New Delh: New Age International.
- Kuzenza, L. (2010). *Pre-primary teachers' assessment strategise: Focus on holistic development of a child*. Unpublished master's Dissertation. University of Dodoma.
- Labanca, F. (2010). Trustworthiness in Qualitative Research. *Journal of Scientific Research*, 1(2), 7-13.
- Lemos, A. G. (2011). How physical education in kindergaten promotes fundermental motor skills development. *Advances in Physical Education*, 2 (1), 17-21.
- Litjens, I., Taguma, M., & Makowieck, K., (2010). *Quality matter in early childhood education and care*. New York: OECD.
- Martin, R. (2008). *What are school for? holistic education in America Culture*. Brandon, VT: Holistic Education Press.

- Marwa, A. R. (2014). The association between corporate social responsibility disclosure and corporate Governance. *Research Journal of Finance and Accounting* , 5 (1), 93-98.
- Mcfarland, L. (2008). Anecdotal records: Tools for assessing young children's development. *Dimension of Early Childhood*, 36 (1), 31-35.
- McLeod, S. (2016). Bandura's social learning theory. *Simply Psychology*, 1(1) 1-5.
- Melhuish, E., Quinn, L., Sylva, K., Sammons, P., & Siraj-Blatchford, I., (2002). *Pre-school experiences and cognitive development at the start of primary school*. Belfast, Northern Ireland: The Stranmills Press.
- Millicent, A., S. (2009). *Impact of learning materials on children's performance in ECE centres Suba East, Migori District*. Published Masters Dissertation, University of Nairobi.
- Ministry of Education Kenya (2017). *Basic Education Curriculum Framework*. Kenya: Republic of Kenya.
- Mishra, R. (2005). *Early childhood care and education*. New York: APH Publishing.
- Mligo, I. R. (2015). *Implementation of early childhood curriculum and pedagogy in Tanzania: Issues and experiences of teachers in urban and rural schools*. Hamilton News Land: Published thesis. University of Waikato.
- Ministry of Education and Vocational Training. (2008). *Basic education statistic in Tanzania 2004-2008: National data*. Dar es Salaam, Tanzania.: Government Press.
- Moon, K., Brewer, T. D., Januchowski-Hartley, S. R., Adams, V. M., & Blackman, D. A. (2016). A guideline to improve qualitative social science. *Ecology Conversation Journals* , 21 (3), 17.
- Morrison, G. S. (2008). *Fundamentals of early childhood education* (5th ed.), USA: Pearson Education Inc.

- Morrison, J. (2016). Perceptual confidence. *Analytic Philosophy*, 57(1), 15-48.
- Mtahabwa, L. (2009). Pre-primary education in Tanzania: Observation from urban and rural classrooms. *International Journal of Educational Development*, 1-9.
- Nah, K. & Kwak, J. (2011). Child assessment in early childhood education and care settings in South Korea. *Asian Social Science*, 7(6), 66-78.
- Omari, I. M. (2011). *Concept and method in education reserch*. Dar es Salaam : Oxford University Press (T) Ltd.
- Otieno, V. R., Aloka, P. J., & Odongo, B. C. (2015). Teacher's perceptions on oral questioning as a method of assessment of holistic development among Kenyan lower primary school. *Mediterranean Journal of Social Science* , 6(3), 137-144.
- Owens, R. E. (2008). *Language development: An introduction*. New York: Peason Education.
- Pattom, M., Q. (2002). *Qualitative research and evaluation methods*. (3rd ed.) SAGE Publicatuion.
- Papalia, E. D. (2009). *Human development*. New York: McGraw-Hill.
- Pessoa. (2008). Opinion on the relationship between emotion and cognition. *Nature of Publish Group*, 9(2), 148-155.
- Piaget. (1936). *Origins of intelligent in the child*. London: Routledge & Kegan.
- Piaget. (1954). *The construction of reality in the child*. New York: New York Basic Books.
- Plant, Y. Addysg., & Sgiliau, G., D. (2008). Physical development. *Children Education, Lifelong Learning and Skillls*. 1(3), 11-39.
- Reigeluth, C M., & Carr-Chellman. (2009). *Instruction-design theories and models*. New York: Taylor and Francis, Publishers.

- Resnik, D. B., Rasmussen, L. M., & Kissling, G. E. (2015). An international study of research misconduct policies. *Accountability in Research*, 22(5), 249-266.
- Rwanda, R. O. (2015). *Competence-based Curriculum: Summary of Curriculum Framework Pre-primary to Upper Second*. Kigali, Rwanda: Word Core Communication Limited.
- SCAN. (2019). Social development in children. *Children Education*. 1(2), 33-39.
- Shenton, A. (2014). Strategies for ensuring trustworthiness in qualitative research. *Education for Infomation*. 22(2), 63-75.
- Smith, J., & Visscher, C. (2015). The relationship between motor skills and cognitive skills in 4-16 years old. Typically developing children; A sytematic review. *Journal of Science and Medicine in Sports* , 18(6), 697-703.
- Snow, C. E., & Van Hemel, S. (2008). *Early childhood assessment: Why, what and how*. Washington, DC: National Council of Research.
- Stufflebeam, D. L. (1983). The CIPP model for program evaluation. *Open Access Library Journal*, 2(9), 117-141.
- Tanzania Institute of Education. (2016). *Mtaala na muhtasari wa elimu ya awali*. Dar es Salaam: Taasisi ya Elimu Tanzania.
- Tobin, G. A., & Begley, C. M. (2004). Methodological rigour within a qualitative framework. *Journal of Advanced nursing*. 48(4) 388-396.
- United Nations Educatinal Scientific and Cultural Organisation. (2007). *Strong foundations: Early childhood care and education; EFA GLOBAL Monitoring Report*. Thailand: UNESCO.
- United Nations International Children's Emergency Fund. (2018). *Progress for every child in the SDG Era*. USA: UNICEF.

- United Nations Internatinal Children's Emergency Fund. (2012). *The state of the world's children: Children in an urban world*. NEW YORK and USA: UNICEF.
- United Republic of Tanzania. (2014). *Education and training policy*. Dar es Salaam: Ministry of Education and Culture.
- United Republic of Tanzania. (1995). *Educational and training policy*. Dar es Salaam: Ministry of Education and Culture.
- Valadi, S., & Gabbard, C. (2018). The effect of affordance in the home enviroment on children's fine and gross motor skills. *Early Child Development and Care*, Doi:10.1080/03004430.2018.1526791.
- Vygotsky, L. S. (1978). *Mind in society: the development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wortham, S. C. (2008). *Assessment in early childhood education*. New Jersey: Pearson.
- Yates, D., & O'Brien, M. (2010). *Evaluation of the food for kids*. Massey University. Palmmerston North:
- Yin, R. (2010). *Qualitative research from start to finish*. London: SAGE.
- Yin, R. (2011). *Qualitative research from start to finish. (1st ed.)* London: Guilford Press.

APPENDICES

Appendix I: Interview guide for head teachers

1. How do you understand about the assessment tools in children's holistic development?
2. How do your teachers and you consider the role of assessment in child's development?
3. How do you emphasize the holistic development in your school?
4. How does your school environment and facilities support holistic development of the children's under your care?
5. How do you relate the assessment tools with the cognitive development of children's?
6. Why do you think the cognitive development of children's in your school is important?
7. How can the assessment tools be used in determining a child physical development?
8. Why in your opinion, is the child's physical development important in education?
9. How can the assessment tools promote children's physical development?
10. How can assessment tools used in this school enhance social development of child?
11. Why is it important for assessment tools to enhance child's social development?

Appendix II: Interview guide for academic teachers

1. How do you understand about the assessment tools in children's holistic development?
2. How do teachers in this school assess pre-school children's?
3. How the assessment tools used foster children holistic development?
4. Why is it important for assessment tools to assess children holistically?
5. How are assessment tools used in this school foster children cognitive development?
6. How do you encourage teachers in pre-primary classes to assess children cognitive development?
7. Why do you think it is important to assess children's cognitive development?
8. How does teacher in this school assess children physical development?
9. How are school environments in this school foster children physical development?
10. Do you think assessment tools used in this school enhance children's social development?
11. How you and your pre-primary teachers in this school emphasize children's social development?
12. Why do you think it is important for the assessment tools' in enhancing children's social development?

Appendix III: Interview guide for the pre-primary teachers

1. How do you understand about the assessment tools in children's holistic development?
2. How do you consider the role of assessment tools' in child development?
3. How do you enhance child's holistic development through assessment tools'?
4. Why are assessment tools important in enhancing child's holistic development?
5. How are assessment tools' potential in promoting child's cognitive development?
6. In your opinion, why it is important for assessment tools to enhance child's cognitive development?
7. How are prepared to assess children's cognitively?
8. How far are the used assessment tools foster children's physical developments?
9. Why it is important for pre-primary classes to enhance child's physical development through assessment tools?
10. How are you prepared to enhance child's physical development through assessment tools?
11. How the environments in this school emphasize children physical development?
12. How does assessment tools used in this school enhance children's social development?
13. Why do you think assessment tools used in this school helps in foster children's social development?

14. Why do you think it is important for you pre-primary teachers to use assessment tools which are helpful in enhancing children's social development?

Appendix IV: Documentary Review

NO	DOCUMENT	INFORMATION	RATIONALE
1	Syllabus	Assessment tools suggested to pre-primary children	-it helps to understand all the attached things which are suppose to be considered in pre-primary education
2	Text book	How teachers are guided to assess children in each activity	-helps the researcher to be aware of the lesson that are to be taught in pre-primary classrooms
3	Time table	How time table are prepared	-helps the researcher to know the time used in pre-primary education
4	Scheme of work	Method of assessment used in each activity	-helps the researcher to know how the work is organized and how the assessment is done
5	Lesson plan	Assessment procedures analyzed for each activity	-helps the researcher to understand the assessment procedures conducted to each lesson
6	Children's everyday learning progress report	Record on everyday children's learning progress	-helps the researcher to know the children's progress in each activities

7	Teachers guide and pre-primary guide book	How teachers are guided to assess children in each activity	-helps the researcher to understand the guidelines for pre-primary education
---	---	---	--

**Appendix V: Observation checklist guide: classroom teaching and learning
progress**

NO	Observation	Applicable	Not aplicable
1	-mathematics subject		
2	-science subject		
3	-socialization subject		
4	-recording what children has been able to do		
5	-recording children progress within the classroom		
6	-recording children progress outside the classroom		

Appendix VI: Introduction Letter from the University of Dodoma



THE UNIVERSITY OF DODOMA

DEPUTY VICE CHANCELLOR ACADEMIC, RESEARCH & CONSULTANCY
OFFICE OF GRADUATE STUDIES AND CONTINUING EDUCATION

P.o. BOX 259, DODOMA, TANZANIA.

Tel: +255 26 23 10173; Fax: +255 26 23 10005; Email: graduate@uodom.ac.tz; website: www.uodom.ac.tz

REF: UDOM/GRF/13 Vol V/96

Wednesday, 06th February 2019

Director,
Dodoma City Council,
P.O. Box 1249,
DODOMA.

RE: INTRODUCING MS. KILASI, LOVENESS F.


The above named candidate is enrolled at the University of Dodoma for the degree of Master of Arts in Education with registration number HD/UDOM/420/T.2017

As an essential requirement of the study programme, each candidate is required to submit a dissertation report on a research undertaken within an industry and supervised by a member of the University's academic staff. Where possible the research should relate to a practical situation in an organisation or firm selected by the candidate. Candidates are expected to use their own initiative to identify a possible research and negotiate access with a local firm or organization.

The above named candidate has developed the proposal titled "ASSESSMENT TOOLS' EFFECTIVENESS IN FOSTERING CHILDREN'S HOLISTIC DEVELOPMENT IN DODOMA TANZANIA" which has been approved for data collection. The work may take the form of a survey, ethnography, case studies, etc. Where the research may contain confidential information and its publication could be harmful to the organization, confidentiality is assured by the University. Such reports will be seen only by the Supervisor and Examiner for examination purposes.

I would be grateful if you would provide the candidate with this opportunity to facilitate her studies while at the same time gaining some useful inputs for your own organization through the results of the research report.

Sincerely,


R. O. Hom
For: Director, Graduate Studies and Continuing Education
C.c: Director, GS&CE

Appendix VII: Permission Letter from Dodoma district

JAMHURI YA MUUNGANO WA TANZANIA
HALMASHAURI YA JIJI LA DODOMA
(Barua zote zipelekwe kwa Mkurugenzi wa Jiji)

MKOA WA DODOMA
Tel.: 2354817
Fax: 2354817/ 2321550



MKURUGENZI WA JIJI
S.L.P. 1249
DODOMA

Barua pepe: md@dodomamc.go.tz

Unapojibu tafadhali taja

Kumb. Na. HMD/F.20/26/14

Tarehe: 18, Februari 2019

Walimu Wakuu,
Shule za Msingi Nghong'onha, Amani, Makole,
Dodoma makulu, Uhuru, na Dodoma Mlimani
DODOMA.

YAH: UTAMBULISHO.

Rejea kichwa cha habari hapo juu.

Namtambulisha kwenu Ndugu **Kilasi Loveness F** ambaye ni mwanachuo kutoka Chuo Kikuu cha Dodoma amekuja kufanya utafiti wa **ASSESSMENT TOOLS EFFECTIVENESS IN FOSTERING CHILDREN'S HOLISTIC DEVELOPMENT IN DODOMA TANZANIA**. Utafiti huu utachukua muda wa wiki mbili kuanzia tarehe 20 Februari, 2019 hadi tarehe 20 Machi, 2019

Kwa barua hii, naomba mumpokee na kumpa ushirikiano.

Nawatakia kazi njema.


Selina Shirati

Kny: AFISA ELIMU MSINGI
JIJI DODOMA.

Appendix VIII: Internal and External Examiners Comments

SN	Area of Correction	Extarnal Examiners Observation	Internal Examiners Observation	Candidate Resonse
1	Backgound	To add citation	Add citation	Do as per examiners comment
2	Literature Review	To add missing word and correct spelling	Add reasons in theories	Do as per examiners comment
3	Methodology	To add justification on research design	To correct spelling and missing word	Do as per examiners comment
4	Data Presentation	Grammatical error		Do as per examiners comment
5	Discussion		To put more argument	Do as per examiners comment
6	Summary, conclusion and Recomendation	Grammatical error	To correct recommendation for action	Do as per examiners comment