
The Position of Social Studies Curriculum Assessment Methods in Developing Responsibility in Early Learning Centres in Nairobi, Kenya

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Abstract: Assessment provides practical information for gathering data to determine extent to which learners demonstrate desired learning outcomes in line with 21st Century skills. As demonstrated by sustainable development goals, education system aims at developing informed and functional citizens for survival in modern society. In this regard, this study examined effect of social studies curriculum assessment methods and development of responsibility among pre-primary school learners in Nairobi City County, Kenya. Specific objective was to determine influence of observation, oral questions and portfolio assessment on development of responsibility among learners. Descriptive survey design guided the research process while primary data were sourced from 98 teachers who were purposively selected from 211 pre-primary schools. A questionnaire, observation schedule and documentary analysis were used as data collecting tools. Data was summarized and organized according to research variables and arranged in themes for analysis. Multiple Intelligences theory was used to explain ways in which assessment strategies impact on development of responsibility. With appropriate assessments, learners, teachers and parents remain informed about depth in learning achievement, rate of progress and decision to undertake. Findings of the study showed that portfolio was most efficient assessment method used in determining responsibility which was closely followed by observation and lastly oral questions. Learners demonstrated responsibility through interdependence, active stewardship, respect for diversity and self-reflection. The study recommends alignment of social studies curriculum pedagogy to authentic assessment methods for realization of Vision 2030 and sustainable development.

Keywords: Assessment Modalities, Impact, Social Studies Curriculum, Value Education

1. Introduction

The goal of social studies curriculum is to develop informed citizens capable of coping with rational decisions for defending human dignity and appreciating diversity in society. Informed citizens demonstrate interdependence, support life-long learning are mindful and active stewards in maintaining a functional democracy. Recognition of social values is acknowledged Kenya Institute of Curriculum Development (KICD) through Basic Education Curriculum Framework of 2017 for development of responsible learners in order to create a sustainable society [23]. This is based on contention that social standards account for stability and value systems which act as indicators for continuity of

democracy. Anchored on this premise, County Early Childhood Education Bill of 2018 framework emphasizes establishment of coordinated assessment modalities and appropriate practices which support development of knowledge, self-confidence, freedom of expression and appreciation of diversity. In addition, Ministry of education stresses adoption of effective assessment modalities for tracking social values and promotion of sustained learning opportunities for all [26]. Therefore, authentic assessment in social studies curriculum should reveal overall performances of learner behavior including growth and learning, reflection and decision making which creates an impetus for determining development of societal ethics. In instances where assessment is appropriate, teachers, parents and

learners remain informed on capabilities and depth of learning achievement.

Assessment as an autonomous stage of learning process with definite educational purpose is anchored on aspirations and standards of content within curriculum for interpreting learning outcomes. In the view of Kenya Institute of Curriculum Development, assessment of learning creates natural settings for documenting learner behavior, efforts, ability, achievements and progress over time for sustainability [22]. While advocating for values education, it is noted that social ideals developed during early years' education (EYE) assist learners to progress to adult life as efficiently functioning citizens [29]. This implies that by assessing responsibility during early year's education the learner is likely to appreciate diversity and connect with peers as concerned member of the school and beyond. However, a study on relevance of social studies curriculum, indicates that in many instances assessments by teachers evaluates limited abilities with inadequate and authentic progress in value education [13]. Drawing from this concern, competency-based curriculum (CBC) encourages valuable feedback resulting from assessment on behavioral outcome with emphasis on establishment of social values for shared cohesion and citizenship.

In an effort to achieve citizenship ideals, CBC focus on competencies of real-world aspects of applying knowledge rather than grades or completed hours to determine successful achievement of academic course work. As a result, critical aspiration for paradigm curriculum shift is from knowledge acquisition to application anchored on societal values and citizenship. With a paradigm shift in curriculum so does assessment process change from emphasis on summative to formative evaluation criterion with focus on establishing competences for lifelong integration [32]. Similarly, assessment environment should present a motivating atmosphere where the learner feels respected, accepted, safe, challenged and encouraged to develop social values for democratic life [38]. In other words, a shift to support CBC with appropriate social studies assessment process could be accomplished through diverse types of alternative evaluation models to determine essential skills, attitudes, standards and societal values. On the other hand, it is observed that there seems to be a mismatch between the goal of social studies curriculum and development of responsibility among learners [28]. Similar views were expressed in a study which affirmed that even though social studies curriculum prepares individuals for meaningful and productive life, learners continue to display violence, social challenges and disrespectful attitudes which impede achievement of shared value [14]. Based on these views, there is need for a paradigm shift from evaluating academic achievement to examining values and competencies acquired during teaching-learning process for effective transition to adulthood. In this regard, establishing an enabling assessment environment is likely to allow the learner to demonstrate knowledge, skills, attitudes and values in practical and natural settings without prejudice or anxiety which in turn

creates social cohesion.

As such, social cohesion encourages open-mindedness, respect for diversity and sense of embracing common identity and values for participating effectively in a democratic world. [21]. In this regard, social studies curriculum assessment holds an evaluative rationale which assists teachers to nurture responsibility as a behavioral change for learners to integrate in society. [2] Study on early childhood education revealed that appropriate assessment methods continuously track learner progress in providing feedback for improving instruction. Further still, in evaluating social studies content and respect among learners in Nairobi City County, it was revealed that assessment assists teachers to focus on how value education impact on learner behavioral change and integration in society [11]. As an ongoing process, assessment of social studies should use multiple sources of information integrated within instructional process for communicating with families about learner achievement and social values. Comprehensive and integrative assessments ensure that learning achievement is aligned to curriculum goals for invoking high value systems as noted by [25]. In this regard, BECF of 2017 lay emphasis on integration of formative and summative assessment modalities such as; rating scales, questionnaires, project method, journaling, portfolios, performances, presentations, checklists, oral tests and discussion focusing on individualized competencies. This study therefore focused on how observation, oral questions and portfolios are integrated assessment methods for tracking learner responsibility during social studies instruction.

As much as evaluation instruments focus on curriculum goals, it was observed that social studies assessments are anchored on traditional norm referenced practices designed to identify learner acquisition of content and knowledge based on memorizing and recalling facts [38]. As a result of ineffective assessments, studies show that fluency in application of abstract concepts becomes evident whereas demonstration of social values remains invisible while learners navigate through the education system [5]. In view of this, inadequate assessment modalities in identifying responsibility among learners create a gap between social studies goal and behavior dispositions exhibited in society. On the same note, studies show that assessment of social studies curriculum have focused on academic achievement with inadequate body of knowledge identifying development of responsibility among learners [4]. This calls for in-depth knowledge of the learning realm anchored on appropriate assessment methods and curriculum implementation in tracking social values for societal cohesion. In an attempt to fill such gaps, the current study focused on observation, oral questions and portfolios assessment methods in social studies curriculum (SSC) for tracking responsibility among learners in Nairobi city County, Kenya.

1.1. SSC, Observation Assessment and Responsibility

Observation as a formal assessment tool for documenting evidence is based on what is examined or noticed among

learners for providing insights and understanding situation under investigation. Effectiveness of observation assessment requires daily surveillance and paying attention to learners' opinions, mind-set and thought processes for generating learning outcome. In the view of these, ability to observe and sustain coherent social relationship is critical for helping learners develop as responsible, informed and self-reliant citizens for functioning independently as noted by [3]. This view is supported by studies which acknowledges that sufficient observation enables teachers to plan and formulate learning outcomes based on tracked pattern of behaviors or progress towards expected learning outcomes [6]. On the other hand, it was contented that inability of teachers to integrate direct observation to determine behaviors exhibited by learners during instructional management result in low social values [8]. Observing and assessing behavior begins by monitoring learner conduct, reaction to challenging circumstances and formation of relationships with peers and adults. By tracking values among learners, studies suggest that social studies instruction should develop responsible citizens whose words, actions, and appearance reflect modesty of style and genuineness of purpose [13]. In addition, when learner's behavior is monitored and tracked, sense of community begins to develop therefore encouraging learning of social values required for effective citizenship [19]. In assessing responsibility through observation, this study focused on how learners use courteous words, dress in school uniform and identify with classmates during social studies instruction.

1.2. SSC, Oral Questions Assessment and Responsibility

Oral questioning technique is an essential part of assessment, which allows the teacher to monitor learner competence and conceptualization of issues for construction of knowledge. In support of this contention, constructivist highlight that learning is successful when the learner is actively involved in creating knowledge which in turn lead to increased motivation and improved interpersonal skills [1]. This is based on premise that oral assessment reflects world situations in which the learner demonstrates abilities to apply skills in understanding of concepts. The act of questioning therefore stimulates independent learning for learner to develop social skills and emerge as responsible citizens through critical thinking. In concurrence, assessing responsibility as an appropriate practice in early year's education assists in conceptualizing how learners think and discover ways of becoming members of the society beyond class as observed by [30]. This view makes oral questioning strongest tool at teacher's disposal, which allows the learner to clarify matters through responses and distinguish between inner emotional states and personal satisfaction. In the same vein, probing questions and listening to learner responses provides feedback, which allows creative thinking for stimulating discussion and fostering an interactive and democratic class atmosphere, [9]. Further still, oral questions imbedded in dialogue with peer groups act as motivational stimulants which arouse associative

outcomes of responsibility for learner to openly express ideas and thoughts in an inclusive environment as argued by [15]. In this regard, act of questioning assists learners to be actively involved in the instructional process which encourages problem solving, investigation and evaluation of concepts. This study used oral question technique to determine how learners demonstrate responsibility through identifying family and work done in the community as well as behaviors considered acceptable during play activities with peers.

1.3. SSC, Portfolio Assessment and Responsibility

Portfolios are collections of work over time for evaluation of abilities and progress, which result from going through learner's developmental processes. Ideally, portfolio assessment provides teachers with myriad of information for supporting instructional decision and evaluation of learner progress. By tracking social values, portfolio allows teachers to keep records of observed behavior and collection of learner's works for supporting conclusions drawn over time [10]. For effective portfolio assessment, studies suggests four basic steps, which include; collection, selection, reflection and projection of learners' work focusing on expected learning outcomes [20]. Such steps support portfolio assessment by laying emphasis on individual competence in conceptualization of ideas which allows learners to focus on personal work and make own evaluation and judgments as dependable members of class. This is based on the view that development process is the heart of successful portfolios for transforming instruction and assessment for learners to share and comment on each other's work as peer educators [12]. When adopted effectively, portfolio function to illustrate range of assignments, goals and audiences for which learners share information, produce written materials for assessment and encourage cooperative teamwork as acts of responsibility. In tracking learners' progress, portfolios facilitate learning representations of class-based performance for integrating in curriculum implementation [33]. Anchored on this, this study focused on how portfolio assessment was used in tracking learner's behavior with focus on appreciating work done by family members, consistently in hand washing and observation of table etiquette.

2. Statement of the Problem

Assessment in social studies curriculum reveals overall performances of learner behavior including growth and learning, reflection and decision making which creates an impetus for determining development of social values. Beyond core knowledge and concepts that basic education provides, 21st century demands learners with problem solving skills, effective communication and creativity anchored on socio-cultural context for efficient cohesion. Such competencies combined with attitudes, ethics and value education demonstrate explicit aspirations of a democratic society. However, though social studies curriculum prepares learners for meaningful and productive life, in many

instances assessments by teachers evaluates limited abilities which fail to provide authentic progress in value education. Despite global, regional and national aspirations toward 21st century skills, studies conducted focus on assessing academic achievement with inadequate concern for value education. This is why Competency Based Curriculum (CBC) advocates for valuable feedback resulting from assessment on behavioral outcome with emphasis establishment of social values for societal cohesion and realization of Vision 2030.

3. Purpose and Objectives

The study was intended to explore impact of social studies curriculum assessment strategies and value education among pre-primary school learners in Nairobi City County, Kenya with focus on responsibility. Specific objective was to determine influence of observation, oral questions and portfolio assessment on development of responsibility among learners. The study's purpose was to generate information that would support policy interventions, teacher training and motivate research in social studies curriculum and value education. Findings and recommendations of this study should inform various stakeholders in stimulating policy engagements as well as in designing effective interventions with the aim of improving assessments in social studies curriculum.

4. Theoretical Perspective

The study was anchored on theory of multiple intelligences, which differentiates human understanding in explicit perceptions rather than considering intellect as dominated by general capability [17]. When planning for assessment, multiple intelligences theory encourages teachers to recognize learners' linguistic, logical-mathematics, kinaesthetic, visual-spatial, musical, naturalistic, interpersonal and intrapersonal intelligences. Though theory of multiple intelligences suggests eight different types of intelligence, the current study focused on the interpersonal and intrapersonal perspectives in determining how assessment modalities strengthen responsibility through social studies instruction. While interpersonal intelligence focuses on how people relate to each other by creating social skills for effective communications and cohesion, intrapersonal intelligence develops awareness of inner world of self, emotions, values and beliefs for human reflective abilities. Thus the theory of multiple intelligences discourages labelling learners to a specific intelligence but rather advocates for diversified assessment strategies anchored on cultural orientations for creating problem solving environments as noted by [16]. This includes introducing assessment as routine orientation of class instruction and adoption of wide range of tools, which embrace multiple intelligences, skills and abilities for problem solving.

More still, interpersonal intelligence exposes learners to identify with motivations, intentions and desires, moods, feelings and temperaments for encouraging ability to cooperate in group work [18]. Adoption of such skills is likely to encourage learners to be socially responsible and communicate effectively, empathize without difficulty and show qualities of leadership at an early age which assists in strengthening social proficiency. Hence, teachers who are sensitive to individual difference assess each learner's personal intellectual ability for understanding situations and negotiating conflicts. Appreciating learner ability motivates teachers to plan assessment drawn from multiple intelligences for demonstrating mastery of content for long life learning. Drawing from this contention, teachers who adopt appropriate assessment methods, which evaluate learner progress in a broad meaningful manner, are likely to nurture interpersonal skills geared towards societal integration [16]. In concurrence, competencies such as communication and organizational skills; teamwork; collaboration; sociability; collegiality; empathy and compassion when adopted effectively results in responsible citizenry for survival in the 21st century [36]. Teachers can therefore enhance interpersonal intelligence through team work, class discussions and debates as well as creation of problem-solving activities for learners to manage relationships and emerge as dependable citizens. As a result, responsibility is nurtured when learners interact with peers and practice communication skills by listening, responding and providing feedback, delegating duties and resolving conflicts in a cohesive environment.

Developing intrapersonal intelligence strengthens sense of self-reflection, which allows learner to recognize own feelings and discriminate between inner emotional states for personal satisfaction [16]. Ability to act adaptively based on self-knowledge creates internal moods, intentions, motivations and capacity for self-discipline and freedom of choice. When learners experience autonomy, there is likelihood of taking pride in ownership of work for nurturing personality, interests and social relations for harmony in society. Authentic assessment would allow teachers to track depth of understanding as learners connect class work to real-life experiences within effective social settings. Therefore, learners with high intrapersonal intelligence are less likely to be influenced by external stimulus but show confidence in decision-making skills. In line with this, emphasis on development of intrapersonal competences including; self-discipline, ability to learn independently, self-awareness, perseverance, self-motivation, compassion, integrity and self-respect [35, 37]. Such competencies are likely to nurture responsible learners for attainment of sustainable development goals. Hence, when teachers provide a learning environment where learners explore and experience self-reflection there are high chances of forming social relationships for developing responsibility vital for surviving in a cohesive world.

5. Conceptual Perception

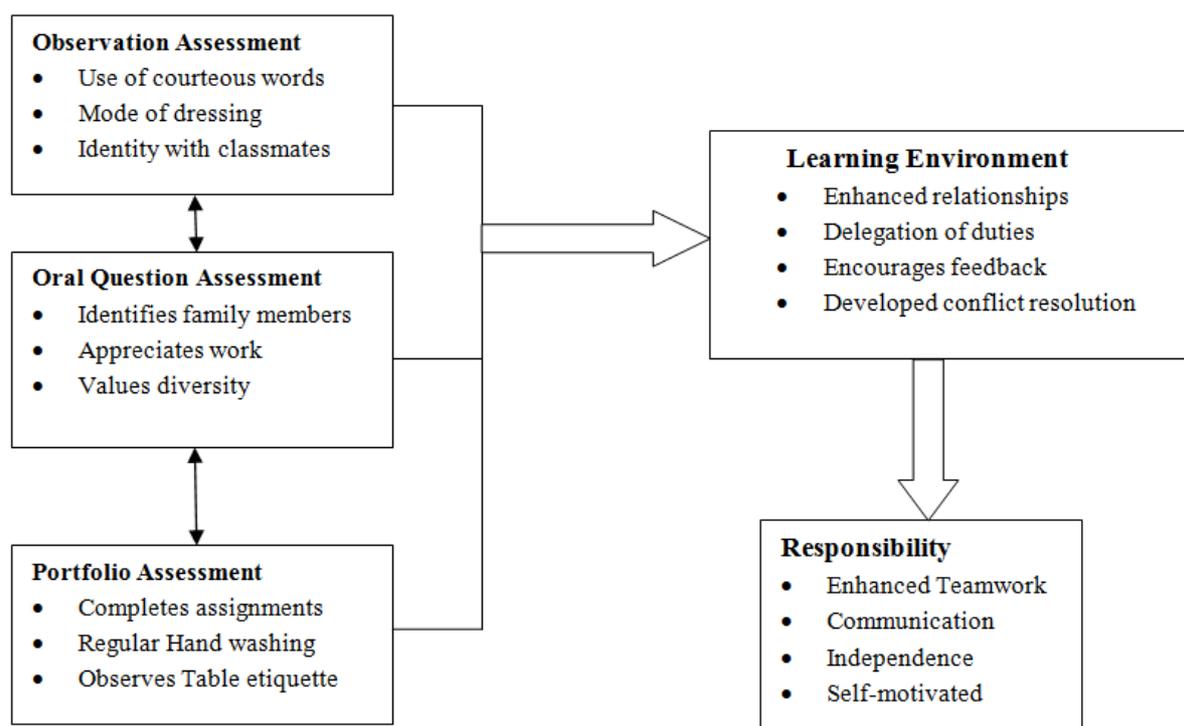


Figure 1. Perceived Conceptual Framework on SSC Assessment methods and Responsibility.

The conceptual perspective makes distinctions between variables of the study in explaining the nexus between social studies curriculum assessment methods and development of responsibility. In instances where teachers adopt appropriate assessment methods, there is a likelihood of development of responsibility demonstrated through teamwork, communication, independence and self-motivation among learners. This is anchored on enhanced relationships, delegation of duties, appropriate feedback and conflict resolution skill within class setting as shown in figure 1.

6. Methodology

Research methodology procedures identify, select, process and analyse data about specific topics which answer the question on how data was collected and analysed. This study used mixed type of methods in determining impact of social studies curriculum assessment methods and values education. The study utilized structured questionnaire for teachers in pre-primary school and semi-structured interview to gather data from head teachers and parents. This was therefore a descriptive survey model anchored on context, input, process and product (CIPP) as indicated by [34]. Descriptive research offers investigators a profile of described aspects of phenomenon of interest from sampled population [31]. More still, context, input, process and product as key elements in evaluating programme effectiveness for decision-making, [34]. In order to address key thematic areas, this study utilized qualitative and quantitative paradigms and amalgamation of both primary and secondary sources of data.

Primary data is dependable and boosts confidence level of decision making with reliable investigation due to direct interaction with events [24]. Hence, primary data were sourced from teachers, head teachers and parents by use of questionnaire and interview schedules complimented by observation schedule and checklists. In addition, secondary data was sourced from documentary analysis, desk reviews, teachers' curriculum designs as well as school mission and vision.

The population of this study consisted of 108 teachers, 55 head teachers and 35 parents who were determined based on simple random sampling criteria. Simple random sampling ensures that each member of the population has an equal chance of getting a response, which can be more than equivalent to the chance depending on data analysis justification [27]. Reliability of data was determined through Cronbach's alpha value where coefficient of 0.70 and above was considered acceptable as noted by [7]. In determining validity of research instruments, teachers' questionnaire which anchored the study was administered to a similar pilot sample twice in an interval of two weeks. More still, the two-week period was appropriate for avoiding duplication by respondents [4]. Two sets of scores attained were used to calculate reliability coefficient of 0 to +1 and above which was satisfactory for this study. Data obtained from questionnaire were coded by use of SPSS excel 20.0 office word format for ease of analysis. The process involved identifying, classifying and assigning character symbols to data. Upon completion, data were entered to statistical analysis software package SPSS version 20.0.

7. Study Findings and Discussions

Assessment Methods and Development of Responsibility

Authentic assessment methods are integral part of instruction which determine whether goals of education are realized or not. Exploiting broad variety of assessment ensures that learners are evaluated across a range of activities which provides opportunities to gradually demonstrate knowledge, skills, values and competencies. This study considered continuous observation, oral questions and

portfolios as assessment methods which could be vital in tracking responsibility among learners in pre-primary schools within Nairobi City County as indicated in Tables 1, 2 and 3.

7.1. Observation Assessment and Responsibility

This study explored the manner in which learners use courteous words, dress in school uniform and identify with classmates by name as acts of demonstrating responsibility. The findings are indicated in Table 1.

Table 1. Observation Technique and Responsibility.

	Regular use of courteous words	Dresses in school uniform	Identifies classmates by name	Average
Agree	68.4%	83.6%	86.7%	79.6%
Uncertain	7.1%	2.0%	3.1%	4.1%
Disagree	24.5%	14.3%	10.2%	16.3%
Total	100%	100%	100%	100%

Assessment through observation in social studies instruction provides opportunities for monitoring behavior, skills and abilities in the natural context for understanding learner interactions. According to study findings in Table 1, 68.4% teachers agreed that they encourage learners to use courteous words regularly. The finding was supported by class wall hangings with “magic words” including “*Please, May I, excuse me, thank you, sorry, and forgive me*”. This suggests that when learners use courteous words and communicate effectively, they are likely to develop mutual understanding for sustaining social relationships. In concurrence with this finding, [19] confirmed that ability to sustain coherent social relationship is critical for helping learners become responsible, informed and self-reliant citizens for functioning independently. Moreover, practicing courtesy makes learners feel acknowledged and comfortable thereby forming interactive friendships. This is an indication that learners exposed to use of courteous words communicate effectively and are more likely to develop mutual understanding for sustaining social relationships. On the same vain, observation provides opportunities to monitor behaviors in the natural context which provides insights and understanding of events being evaluated [6].

More still, 83.6% teachers agreed that majority of learners dress in school uniform appropriately which depicts acts of self-skills and responsibility. In support of this finding, class observation revealed that learners had clean uniforms, appropriately zipped shirts and tied shoelaces. However, for few learners who did not dress in inappropriate uniforms, teachers indicated that they involve parents and school administration to ensure that every learner comes to school properly dressed. This analysis depicts that enhanced development of responsibility amongst leanness involves not only teachers, but also school administration and parents. In concurrence, studies reviewed established that skills and values imbedded in the social studies curriculum exposes learners to responsible

behavior, including dressing and good grooming activities [12]. Documents availed such curriculum design and lesson notes revealed learners were guided by teachers on good grooming and usefulness of dressing appropriately whether in school or at home.

Further findings showed that majority 86.7% teachers were in agreement that learners identify class mates by name which fosters social interaction through collaboration, critiquing and are accepting peers as members of the school community. This argumentation is premised on the fact that using observational data in an evaluation takes a logical and reliable approach to collecting and analyzing what has been gathered. More still, teachers pointed out that by watching learners identify classmate by name encourages appropriate socialization which minimizes confrontations in class. Consistence with this argumentation, earlier studies showed that social studies curriculum develops responsible citizens whose words, actions, and appearance reflect modesty of style and genuineness of purpose [3]. Similarly, sense of community develops when learners are identified and recognized by name therefore encouraging social behavior required for effective citizenship [6]. When learners are acknowledged by name, they feel appreciated which in turn boosts informal social control and reflect confidently on identities as building blocks for social life.

7.2. Oral Question Assessment and Responsibility

Oral questions allow direct feedback and provide teachers with incredible opportunity to establish immediate responses and reactions. Oral assessment stimulates recall to deepen understanding which develops imagination and encourages problem solving skills. In this study pre-primary school teachers were requested to explain how use of oral questions impacts on learners’ sense of responsibility. Results are shown in Table 2.

Table 2. Oral Question Assessment and Responsibility.

	Identify family members by name	Work done by people in the community	Identify acceptable behaviour when playing with peers	Average
Agree	82.7%	85.7%	73.4%	80.6%
Uncertain	3.1%	3.1%	9.7%	5.3%
Disagree	14.2%	11.2%	16.9%	14.1%
Total	100%	100%	100%	100%

Use of oral questions in assessing responsibility provides an opportunity for learners to assimilate and reflect upon information which encourages inclusivity in class. Table 2 shows that 82.7% teachers agreed with the view that identifying family members by name is the first step towards responsibility. Teachers confirmed that use of oral questions arouses curiosity, stimulates interest and motivates learners to seek new information given that there can be no plagiarism or forged reports. This implies that experiences learners attain through oral questioning could be used to develop responsibility supported by rationales and logic for understanding own beliefs and ideas. In the same vein, studies reviewed affirmed that oral questioning is an appropriate practice in early years education curriculum implementation which helps in understanding how learners think and learn to be members of the society beyond class, [8, 9]. More still, 85.7% teachers were in agreement that learners recognize work done by people in the community while 73.4% indicated that through oral questions, they are

able to tell whether learners identify appropriate social values during play. This analysis is an indication that oral questioning is an effective assessment method used in social studies curriculum for evaluating development of responsibility and how learners form relationships during play activities.

7.3. Portfolio Assessment and Responsibility

A portfolio is a collection of work sample which covers aspects of assignments learners have completed over time for competency development. As a learner-centered technique, portfolio assessment evaluates potential of producing, creating and improving complex tasks among learners. This study explored teacher's view on use of portfolios as assessment tool by gathering data on ways in which learners appreciate work done by family members, frequency of hand washing and observation of table manners. Results are shown in Table 3.

Table 3. Portfolio Assessment Modality and Responsibility.

	Appreciates work done by family members	Washes hands consistently	Observes table manners	Average
Agree	79.5%	77.6%	70.4%	75.8%
Uncertain	8.3%	9.3%	9.5%	9.0%
Disagree	12.25	14.1%	20.1%	15.2%
Total	100%	100%	100%	100%

Portfolios demonstrate individual progress, achievement and self-reflection which encourage autonomy, independence, decision making for enabling learners to take charge of individual work. Analysis in Table 3 shows that 79.5% teachers consented to the fact that portfolio assessment modality has an impact in assessing learner's appreciation of work done by family members. The teachers revealed that they provide opportunities for learners to collaborate with peers in development of portfolios which encourages responsibility. This illustrates that portfolios allows learners to develop critical thinking skills based on cooperation in finding solutions through appreciating work done within the surrounding. In addition, teachers argued that portfolios motivate learners to promote self-assessment and self-conceptualization of issues which helps in developing responsibility. These findings are an indication that portfolios are appropriate in assessing responsibility at early years for effective integration in society. The analysis collaborates with studies which showed that portfolios are adequate in examining and documenting learners' behavior and perceptions by allowing learners to take pride in the ownership of work and be accountable for own actions [20].

Additional analysis in Table 3 indicates that for 77.6% teachers, portfolios are adequate in assessing consistency in washing hands among learners. This revelation by teachers implies that consistency in hand washing evaluated through use of portfolios depicts responsibility for learners to develop autonomy which fosters reflection and increases accountability. This is in agreement with [12] who deduced that portfolios are useful in tracking learners' progress and facilitates learning of responsibility which encourages autonomy and independence among learners. Responsible learners take charge of learning, make decisions, participate in self-awareness programmes and process own work. In concurrence with this contention, 70.4% teachers agreed that portfolios are appropriate in assessing the extent to which learners observe table etiquette. Hence, [33] argue that portfolios are effective in tracking responsibility among learners. This argument implies that portfolios are assessment modalities that are comprehensive and integrative enough to track responsibility as behavior among early learners. Therefore, learners develop responsibility from an awareness of the processes and strategies involved in solving issues, researching on a topic, analyzing information and describing own observation.

8. Conclusion

Assessment provides information regarding effectiveness of instructional management for improving learning outcomes. The core purpose of assessment is to improve teaching-learning as both teachers and learners respond to data gathered whether formal or informal. Without assessment, learners, teachers and parents remain uninformed about depth in learning achievement, rate of progress and decision to take. Teachers noted that there was an impact of assessment modalities in enhancing responsibility among learners. Specifically, use of oral questions was most popular assessment modality in establishing responsibility when compared to observation and portfolios. The teachers indicated that through oral questions, learners articulated ideas, expressed views by speaking out and demonstrating confidence, which assisted in making judgment on ideals exhibited through communication. Furthermore, oral questions assisted teachers in affirming learners' feelings about peers and community members through articulation of issues, attitudes and beliefs which reduced the likelihood that judgment is made on inappropriate information. Responsibility is a visible social value and assessment modalities should consider collecting appropriate information and provide authentic feedback to establish value education among learners.

9. Recommendations

The study makes recommendations for practice, policy and for further research.

- 1) Assessment modalities used in SSC should be structured adequately to measure learning outcomes of responsibility for learners to effectively coexist in society. Teachers should also use appropriate assessment modalities to measure impact of SSC in developing responsibility for learners to emerge as functioning citizens.
- 2) Assessment provides information on effectiveness of instructional process for benefiting learner outcomes. This may be achieved if policy makers strengthen assessment modalities employed in social studies curriculum. In cases where policy is effectively enacted there are chances of teachers adopting effective assessment modalities for determining responsibility among learners.
- 3) SSC is intended to assist learners acquire knowledge, skills, attitudes, and behaviors required for the 21st Century. For this to be achieved there is need for further research on impact of assessment modalities in enhancing responsibility for learners to progress to adult life as concerned and informed citizens.

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