IMPACT OF STUDENT ASSESSMENT ON QUALITY OF EDUCATION:

A CASE STUDY OF TOANGOMA WARD SECONDARY SCHOOLS

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE OF MASTER DEGREE IN PROJECTS MANAGEMENTS OF THE OPEN UNIVERSITY OF TANZANIA

2015

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania titled: *"The Impact of Student Assessment on the Quality of Education: A Case Study of Toangoma Ward Secondary Schools in Temeke District Dar es Salaam",* in fulfillment of the requirements of the Master Degree in Projects Managements of the Open University of Tanzania.

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Dr. S. Macha

Supervisor

……………………………………

Date

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DECLARATION

I, **Neema Calviner Augustine,** do hereby declare that this research report is my own original work and that it has not been and will not be presented to any other university for a similar or any other degree award.

…………………………………

Signature

…………………………………

Date

DEDICATION

This work is dedicated to my family, especially my son Dennilson who missed mother attention during all the time of my study, and to my beloved husband David Assey who has financed studying in every point.

AKNOWLEDGEMENT

This study involved a number of people who have participated in one way or another to make it successful to this point. Though it is difficulty to name each of them in full, but the author presents her cheerful and thankful heart to everyone who has his/her contribution on this work being it positive or negative.

I specifically acknowledge a great contribution of my supervisor who assisted me closely and offered a helping hand whenever things seemed not to work in accordance with schedule. Not only that but also I thank Dr Macha for supervision and moral support during the study activities.

I will not be comfortable if I will not pass my thankful greetings to all the lecturers of the faculty of business management at the Open University of Tanzania and the faculty in general.

Lastly my heart-felt thanks to the teachers of Toangoma, Stanley, St George and Malela secondary schools for their great support during my study.

ABSTRACT

This study was on the investigation of the impact of students' assessment on the quality of education. The case study was Toangoma ward secondary schools in Temeke district Dar es Salaam. The researcher wanted to examine the types of assessment used in secondary schools, student's perception on assessment as well as the effects of assessment on quality of education. Literature review was done on the theories and educational policy in Tanzania. Data collection was done through question and observation as well as documentary review from NECTA records. The findings indicate that majority teachers in secondary schools use three types of assessment which are diagnostic, formative and summative. Also the findings show that students understand why they are assessed. Not only that but also the impact of assessment on education is revealed.

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LIST OF ABBREVIATIONS

MSU   Michigan State University

CV   Cognitive Factor

SF   Social Factor

GPA   Grade Point Average

CGPA   Cumulative Grade Point Average

ETP   Educational and Training Policy

SPSS   Statistical Package for Social Science

IQ   Intelligent quotient

NECTA   National Examination Council of Tanzania

CA   Continuous Assessment

FR   Final Results

CHAPTER ONE

INTRODUCTION

1.1   Background of the Study

Tanzania is at the moment facing one of its greatest development challenges. It is among the countries in the world with the fast growing population with the annual growth rate of 2.7% however there is a slow decrease in the annual growth from 1967 to 2012 Census. This growth in population has to go hand in hand with the development and good quality of education. Assessment is one among the important tools used to measure how quality the product or service is.

In organizations, assessment has been used as a tool to control worker's performance on various sectors. It is believed that assessment can have direct effect on the quality of education in a country, depending on what, how and when it is done. Assessment can also increase efficiency, effectiveness, morale and profitability in the organization. When accompanied with reward, assessment can arose a sense of seriousness in performance and hence improve the quality of products or services offered.

A well performing organization pays attention to the mode of assessment used and equips their resources used so as to meet the assessment criteria. Being the key element in the national economy, education quality should be taken as something not to associate with politics but something that must be guaranteed so as to ensure stability in economy. Education as potential tool provides desirable and worthwhile broad and depth modes of thought, skills, attitudes and understanding needed for the

full development of the human thinking and action (ETP 1995). Also basing on the National educational vision which says focuses on building a nation with high quality of education at all levels; a nation which produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve the societal problems, meet the challenges of development and attain competitiveness at regional and global level. We require working hard on improving the quality of education so that we will be able to fulfill the vision.

1.2   Statement of the Problem

Assessment is one essential component of curriculum practice that has great contribution for effective curriculum operation and implementation. Assessment is process for obtaining information in order to make decision about students learning. Also, assessment evaluates the progress of learners and improves their performance and it helps in determining if the student has completed the required grade or course successfully.

Students have been assessed time to time, but still no vivid improvement on quality of education that has yet been revealed. The government has been trying to improve the quality of education with no success as the quality keeps on dropping day after day. This has been experienced in education in Tanzania, especially in the years 2010s. Is it true that assessment has any impact on quality of education? This is still a question.

 Rutasingwa (2013) in his research the effects of community participation on access to quality secondary education and post ordinary level education in Tanzania reveals

that a high percentage of community members do not take part in the development of education sector as required. Instead, they only take part in the construction of school infrastructures and contributing money for various school needs. Not only that, but also Ivambi V M (2014) revealed that in order for quality of education to be assured, the challenges ahead of schools are to be eliminated if not, minimized to a manageable level. This study has found that, no matter what system is employed, the problems which bring about inefficiency are to be critically addressed if the system is to bear the intended fruits.

1.3   Research Objectives

1.3.1   General Objective

The purpose of the study was to study the impact of assessment on quality of education service.

1.3.2 Specific Objectives

(i)   Finding out the types of assessment used in schools

(ii)   To evaluate student perception on assessment

(iii)   To find out if assessment can affect quality of education

1.4   Research Questions

1.4.1   General Research Question

To study the effects of assessment on quality of education

1.4.2   Specific Research Questions

  (i)   What are the modes of assessment that teacher use to assess students?

(ii)   How do the students perceive the process of assessing them?

(iii)   Does assessment have any effect on quality of education?

1.5   Relevance of the Research

This research has impact on the following areas

Students: the study helps to improve the mode assessment so as to improve the quality of education on the students who are the output of the process.

Teachers: The study helps teachers to select good mode of assessment basing on the time and the level of learners.

Government: The research has revealed the cause of dropping on the quality of education hence measures to rescue the situation and improvement procedures can be adopted.

Society: due to changes in the mode of assessment, quality of education will be improved leading to improvement in different sectors that the graduates will work inn. This will affect the society in general.

1.6   Scope of the Study and Limitations

This study was conducted in Dar es Salaam, Temeke, involving four secondary schools in Toangoma ward. The study also intended to address The National Examination Council which is the biggest and the final assessor of students in the formal settings. Since the study has been done in Temeke district, the results may not be the same to other districts' schools. They may differ due to different factors like

financial position of the parents, educational awareness and district support on education. The study was faced by the following challenges, financial support was the first challenge since the financial source come from the author's family, media of communication which is English is not well understood by a large number of secondary school students hence leading to time consuming during the filling of questionnaire. Not only that but also poor support from some teaches due the belief that filling of questionnaire is a hard task to perform.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

The chapter reviews the related literature available on the problem under study according to selected themes that are related to the study. It ends with a conclusion that high lights the research gap. Focus is on student assessment in general, learning as a lifelong process that requires good modes of teaching and assessing so as to enable the country reach to the desired educational quality. In addition to that, definition of different terms used in the study will be given.

2.2   Conceptual Definitions

Assessment: is the act of making judgment about something (free Merriam Webster). It is the evaluation of a student's achievement on a course.

Impact: is the measure of the tangible and intangible effects (consequences) of one thing's or entity's action or influence upon another (on line business dictionary).

Quality: Is the standard of something as measured against other things of a similar kind; the degree of excellence of something (oxford online). It is the degree to which a set of inherent characteristics fulfill requirement.

2.3   Theoretical Literature Review

2.3.1   Introduction

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades,

placement, advancement, instructional needs, curriculum, and, in some cases, funding. Assessment inspires us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?"

2.3.2   Why Assessing Student

Students are assessed so as to know their knowledge base, to get their performance base, to find out their educational needs, and to get a base on what has to be taught to them basing on their educational level and requirements. Assessment and feedback are crucial for helping people learn. Assessment should mirror good instruction; happen continuously as part of instruction; and provide information about the levels of understanding that students are reaching.   In order for learners to gain insight into their learning and their understanding, frequent feedback is critical: students need to monitor their learning and actively evaluate their strategies and their current levels of understanding.

2.3.3   Modes of Student Assessment

In education, there are various modes which can be used to assess students. The Michigan state university (2015) states that Assessment can be based on writing an individual paper, preparing a group presentation, class participation, attendance, homework problem sets, exams (essay, short answer, multiple choice, true/false), and so on. Alternatively, when a student performs a task rather than taking a test, it is called performance assessment. Examples of performance assessment include:

debating a topic; demonstrating a skill; conducting an experiment and writing the results; doing a project; or compiling a portfolio of work. not only that but also students can assess themselves because self- assessment encourages students to think about their purposes in writing and to reflect on what and how much they are learning, also students can evaluate each other's writing through peer assessment, this involves the students in evaluation of writing of each student, it is not necessary to rate or grade everything. Each student produces but it want to ensure that students receive some form of regular feedback. There are various modes which can used to assess students in educational settings. The modes are:

Pre-assessment /diagnostic assessment: This is a type of assessment given at the beginning of the school year, or the beginning of a new unit of study (http/edudemic.com). It attempts to quantify what students know about the course. MSU also adds that before beginning a new topic or a new level of education, concept or subject in a course, accomplished faculty members find out what students already know about the topic. Even though their knowledge may be partial or incorrect, finding out what their understandings are and adjusting teaching strategies to build on or correct misperceptions will enhance student learning. Strategies for determining what students know can be quick, simple and timely. This mode of assessment is normally used to test students' capability on the respective course or subject.

Some instructors offer self-assessment pre-tests prior to the beginning day of class and offer students ways to catch up before the first day. Others provide time during the first week for students to do such things. Alternatively, you could pre-test prior to

each module, week or topic (MSU 2015). This bases on the fact that students are never tabula rasa but they have something that they think or know regardless of its being right or wrong. New faculty members who utilize pre-assessment strategies will better meet the learning needs of their students.

Formative assessment: -Is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment (online Wikipedia 2015). This is one type of assessment that is being during the course or topic or lesson to assess understanding. This gives students the ability to know where are they doing well in the course or subject matter and where there are weak. It is given throughout the program to monitor students' progress.

This is also supported by John Cowan of Michigan University. In his article, John says that formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

Summative assessment: - Is a type of assessment used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period-typically at the end of a project, unit, course, semester, program, or a school year (edglosary.com). This type of assessment evaluates learning by comparing it against a set of standards or benchmark. Normally this type of assessment evaluate if students have learnt what they were supposed to learn during

the entire course. Not only that but also assessment can be termed as The Methods of Continuous Assessment Continuous assessment has certain methods to evaluate students. Teachers should have a sound knowledge about appropriate methods for assessing their students that provide a range of opportunities for students to demonstrate knowledge, skills. Moreover, assessment methods relate to the procedures the teacher wishes to follow in order to assess the students, these procedures include self and peer assessment which are key strategies to involve students in taking more responsibility for their own learning and involve them in monitoring and making judgment about aspects of their own and peer's learning.

Miker (2010) argue that when the students participate in peer and self- assessment it helps to involve student to explicit what is implicit, not just checking for error or weakness. 2.4.1 Self-Assessment self- assessment is process of involving students in assessing their own performance and students are guided to take responsibility of their own learning. Harris (1997) mentions that self-assessment seen as one of the pillars of learner autonomy one of the fundamental elements of self-directed language learning is the opportunity for learners to assess their own learning. O'Malley and pierce (1996) argue that self- assessment is an effective assessment which involves students and enables them to see their possibility for redirection of their own learning efforts.

In addition, the primary objective for self -assessment is to improve the capacity of the individuals to understand and what and how they are learning and take responsibility for their own learning, also increase the understanding of the students of the subject matter being studied. 18 Through self-assessment method students can

learn from their previous mistakes, identify their strengths and weakness and monitor their progress.

Moreover, self-assessment can help learner to locate their own strengths and weakness and then get them to think about what have to do in order to improve their level. Through self –assessment method, students become more effective independent and confident learners. 2.4.2 Peer Assessment Peer assessment refers to the process of involving students in assessing the performance of their other colleagues. It is a form of innovation assessment which aims to improve the quality of learning and empower of learners, peer assessment helps students to making judgments on the work of the other students.

Orsmond (2004) mentions that peer assessment can be useful in helping students to develop their ability to make judgment on the performance of the other students. Miker (2010) argues that peer assessment is an important component in assessment that helps to realize curricular targets for students' learning. In addition, peer assessment is a process that involves students grading or giving feedback on their students' work, and making judgment on what they made.

Peer assessment is an effective process in developing students' critical thinking, and communication among the other students. Through peer assessment method, students are encouraged to involve in assessing students and be responsible for learning, encourage students to reflect on their role and contribution to the process of the group work. Peer assessment focuses on the development of the student's judgment skills, also providing more relevant feedback to students. In addition to that, self-assessment encourages students to help each other in peer activities.

2.3.4 Impacts and Importance of Students Assessment

Assessment as the measurement of what students are learning has impact on achievement and also on how well do they master certain target skills. Assessments provide educators with both objective and subjective data in order to ascertain student progress and skill mastery.

Not only that but also student assessment according to Peterson et al 2015 has the following importance to students, educators, government and parents: Assessment results provide qualitative information that helps the school determine how they might improve courses and/or programs through changes in curriculum, teaching methodologies, course materials, or other areas. When integrated into the planning cycle for curriculum development and review, assessment results can provide a powerful rationale for securing support for curricular and other changes. Not only that but also Assessment may provide comparative data that can give you valuable information on how well your students are meeting the learning outcomes for your course or program, or may show how your students perform compared to those at similar institutions. An effective assessment program is required by the education system for continuing accreditation as evidence of the high school and College's efforts toward continuous improvement of effective teaching and learning. Most important, assessment is a tool that leads to a continuous cycle of improved student learning Also assessment is important because:

(i)   Assessment results provide qualitative information that helps educational sector determine how they might improve courses and/or programs through changes in curriculum, teaching methodologies, course materials, or other

areas. When integrated into the planning cycle for curriculum development and review, assessment results can provide a powerful rationale for securing support for curricular and other changes.

(ii) Assessment results provide qualitative information that helps educational sector determine how they might improve courses and/or programs through changes in curriculum, teaching methodologies, course materials, or other areas. When integrated into the planning cycle for curriculum development and review, assessment results can provide a powerful rationale for securing support for curricular and other changes.

(iii) Assessment may provide comparative data that can give educational sectors valuable information on how well students are meeting the learning outcomes for your course or program, or may show how students perform compared to those at similar institutions.

(iv) An effective assessment program is required by the educational sectors for continuing accreditation as evidence of the schools' efforts toward continuous improvement of effective teaching and learning.

(v) Most important, assessment is a tool that leads to a continuous cycle of improved student learning.

2.4 Empirical Literature Review

2.4.1 General Studies

Assessment is a dynamic and multi-faceted process with variable aims. It is used to in find out how much student has acquired in terms of knowledge and learning

skills. The assessment can be continuous, final examination or a combination of both. The method of assessment is not the target but its impact on student learning is the important.

Continuous assessment includes a range of different assessment strategies and techniques which are used in classroom in order to gather information about students' learning and used to measure students' performance or achievement. O'Malley and Pierce (1996) mention that different strategies of assessment can be selected by teachers to meet specific purposes and students' needs but when teachers do not use it in a formal way they cannot provide systematic information about the students' learning. In addition, the teacher needs to have strategies and activities for students in the same class in order to differentiate between the levels of the students by engaging them in project work. Miker (2010) 19 argues that different assessment procedures must be used by the teacher in any educational setting to help students attain learning targets in the course curriculum.

In addition, good assessment strategies provide students with opportunities to show what they have learned. Therefore; there are many different kinds of assessment strategies that can be given to the student to find out what they know and can do. The principal rationale behind the continuous assessment (CA) is to enhance the quality of education by ensuring that students do not wait for the end of the semester or term or form four courses to exert study efforts. It is designed with the aim of sustaining quality of learning throughout a period of semester or term. In this respect, the CA is more important than the final examination as it keeps students' learning as an on-going process and helps the retrieval of knowledge. The CA is supposed to relieve

the pressure of examination as it accounts for a percentage. This fact determines that the CA has an impact on the overall student's performance. Continuous assessment as a method of assessment has important advantages such as a guidance orientation, can diagnose areas of weakness, promotes frequent interactions between students and teachers, and it's a class room assessment. Disadvantages and problems of CA are associated with both the academic staff and the implementation in the universities. These problems include the staff skills in test construction and administration, their attitude toward CA and student's loss of interest as they are being examined continuously (Reziggalla, et al 2014).

2.4.2   Studies in African Countries

In the research by Barret et al 2006 with the title concept of quality in education done in low income countries, the approaches to education quality reviewed covered three main educational goals namely:- human fulfillment, preparation for the world of work and contribution to social progress and social change. Also in this research the key dimensions of quality were elaborated which are effectiveness, efficiency, equality, relevance and sustainability.

2.4.3   Studies in Tanzania

A research done by Joseph (2005) on teachers' motivation and its impacts on the quality of primary education in the districts of Kinondoni and Kilosa revealed that late promotions and unsystematic training opportunities for teachers undermine their moral and commitment to their jobs which directly affect the quality of education. Another research done by Ivambi V M (2014) on effects of education decentralization on quality of education a case study of Morogoro municipal,

revealed that in order for quality of education to be assured, the challenges ahead of schools are to be eliminated if not, minimized to a manageable level. This study has found that, no matter what system is employed, the problems which bring about inefficiency are to be critically addressed if the system is to bear the intended fruits.

Also Rutasingwa O. 2013 in his research the effects of community participation on access to quality secondary education and post ordinary level education in Tanzania reveals that a high percentage of community members do not take part in the development of education sector as required, they only take part in the construction of school infrastructures and contributing money for various school needs. Also in his research he reveals a poor participation of community in educational matters due to unfaithfulness of local government leaders.

2.6   Research Gap

Considering the above reviewed empirical literatures, it is evident that a good number of similar researches have been done, but still there are gaps left which can be in terms of time or research area.

2.7   Conceptual and Theoretical Framework

Independent Variables   **Dependent Variables**

Students' assessment	Quality education
-Modes of assessment -Students perception	-Good performance -Human fulfillments -readiness for the world of work
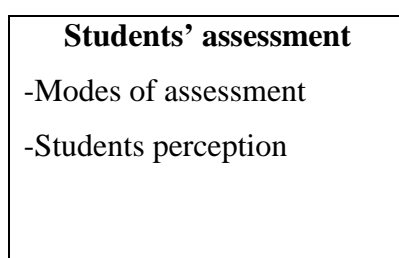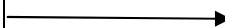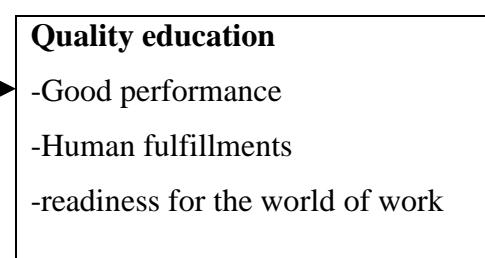
Figure 2.1: Conceptual and Theoretical Framework

Barret et al (2006) have done a similar research in low income African countries. This research has been done in an area with different culture, geographical location and covered a wide range. Ivambi V M (2014) did his research on the effects of decentralization on the quality of education taking a case study of Morogoro municipal. This research left a gap in area as well as time. This study will fill the existing gap left by previous literature specifically the impacts of assessment on the quality of education in Dar es Salaam.

2.8 Policy Review

The Education and Training Policy (ETP) of 1995 describes the main purpose of secondary education as to provide 10 opportunities for learners to acquire essential knowledge, skills and attitudes so that graduates can have sufficient qualities to join professional training and institutions of higher education. In this policy, the guiding philosophy is education for self-reliance. Education for self-reliance emphases meaningful learning in which three major aspects are underlined: cognition, psychomotor (skills), and attitudes.

This type of learning is identified by the following indicators: participation, involvement of theory and practice, integrity, confidence, self-development, acquiring Life Skills, appreciation of equity, developing entrepreneurship skills, creativity, curiosity, initiative/discovery, and the ability to analyze and make assessments. Assessment methods for the Secondary Education Curriculum shall emphasize the competence based teaching and learning. These methods shall probe students' understanding, reasoning and critical thinking rather than their ability to

return memorized facts. The methods shall include: Portfolios, Rating scales and rubrics Checklists, Oral presentations, Project work, Practical tasks to demonstrate performance skills, Written essays or reports, Analysis, for example of texts.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Overview

This chapter present research methodology that have been employed in the study, research approach, research design, area of the study, study population, sample and sampling techniques, instruments for data collection that have been used, validity and reliability of the instruments for data collection and data analysis.

3.2   Research design

According to Kothari (2010) research design is the arrangement of conditions for collecting and analysis of data in the manner that aim to combine relevance to the research purpose with economy in the procedure. The study was designed to show the plan, approach and strategies of investigation by following format of the respective objectives of the study. The research prepared questionnaires whose data were quantitative. The data were interpreted from the responds' opinions and attitudes and the responses were recorded in numerical form. Also the researcher used quantitative research technique to present arithmetical data.

3.2   Research Strategies

For the purpose of this study both research philosophy have been used that is quantitative and qualitative. The researcher has used quantitative design to obtain different measurements of data and qualitative design to obtain different views and opinions from people.

3.2.1   Area of Research

This study have been conducted in Toangoma, Temeke- Dar es salaam, the ward Toangoma has been selected because it has a good number of secondary schools both government and private schools. Not only that, but also the area is suitable for the researcher since is working in one among the secondary schools in the same ward hence making budgeting easy as well as data correction becoming easy. The findings will be used to generalize the education situation in Dar es Salaam.

3.2.2   Survey Population

Population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study (Frankel 2000). The population under this study comes from four secondary schools in Toangoma ward Temeke, Dar es Salaam. This has included teachers and students in the respective schools.

3.3   Research Designs

Research design is the conceptual structure within which research was conducted. The function of research design is to provide for the collection of relevant information with minimal expenditure of effort, time and money (Ranjit, 2005).The key respondents on this study are the teachers and students from the four Toangoma ward secondary schools which are Toangoma, Stanley, St George and Malela secondary school. Teachers have also been included since they are the ones assessing the students.

According to Kothari (2204) p56 sample size refer to the number of items to be selected from the universe constituent a sample. In this case a total of 50 students and

10 teachers will be involved which is suitable sample for collecting information about the impact of student assessment on the quality of education. The sample has been selected randomly from the population. Due to time factor and trying to minimize errors, only this sample has been worked through.

3.4 Variables and Measurement Procedures

Two key variables were measured in undertaking this study as presented in the Table below. The variables are students' assessment and quality education.

Table 3.1: Variables and Measurement Procedures

variable	Unit of analysis	Measurement
Student assessment	teachers	Modes of assessment
Quality education	students	-students' performance -human fulfillment -readiness for the world of work.

3.4.1 Methods and Instruments of Data Collection

Data sources refer to all information a researcher gathers for his or her study. The researcher has used two types of sources which are primary and secondary data (Mugenda 2003). The study used primary data which have been collected using questionnaire and the secondary data are information obtained from already prepared material which includes documentaries, records, books, and researches done by others. The primary data is important because it is the one carrying the current information. The data will be captured directly from the respondents using questionnaires.

3.4.2 Validation of Instrument

Since research requires a proper instruments to be used in and information collection, the researcher was duty bout to validate his instruments before going to the field to start conducting interview and send questionnaires to the respondents. The instruments in question form were given to five people and the supervisor before they were put in use and where there were corrections and amendment, all were accommodated before they were employed for data collection process.

3.5 Data Processing and Analysis

Questionnaires which have been filled by the respondents have been edited for errors and inconsistencies that might occur during data collection process. Data of qualitative nature have been transcribed, sorted and coded while data of quantitative nature have been entered, cleaned and analyzed using descriptive analysis with the help of statistical package for social science (SPSS).

3.6 Reliability and Validity of Data

Data reliability is a state that exists when data is sufficiently complete and error free to be convincing for its purpose and context. It is the ability of data to repeat when the research is done more than once (Morgan L S 2004). It is the extent to which results are consistent overtime. Validity implies applicability and usefulness of the data obtained through such reliable design and all the way to conclusive findings (Kothari, 2007). It is the extent to which data, conclusion or measurement is well-founded and corresponds accurately to the real world. Reliability of the tool was made by piloting the questionnaires before a comprehensive exercise of data collection to see if the tool can give consistent response from different respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1   Introduction

This chapter presents findings and analyses them to assess the impact of student assessment on the quality of education in Toangoma ward secondary schools. The study was motivated by the debate that has been existing among education stake holders on the form two students filtering through the form national examination. The analysis bases on the study's specific objectives. Data have been collected from four secondary schools in Toangoma ward, Toangoma, Stanley, Malela and George kongowe. Toangoma and Malela are community schools while Stanley and George kongowe are private schools.

4.2   Characteristics of the Respondents

4.2.1   Sex of the Respondents

Among the characteristics of the respondents that were considered by the researcher is sex. How the distribution of sex was is tabulated in the Table 4.1:

Table 4.1: Distribution of Respondents by Sex

Sex	Number	Percentage
Female	24	48
Male	26	52
Total	**50**	**100**

Source: Field data 2015
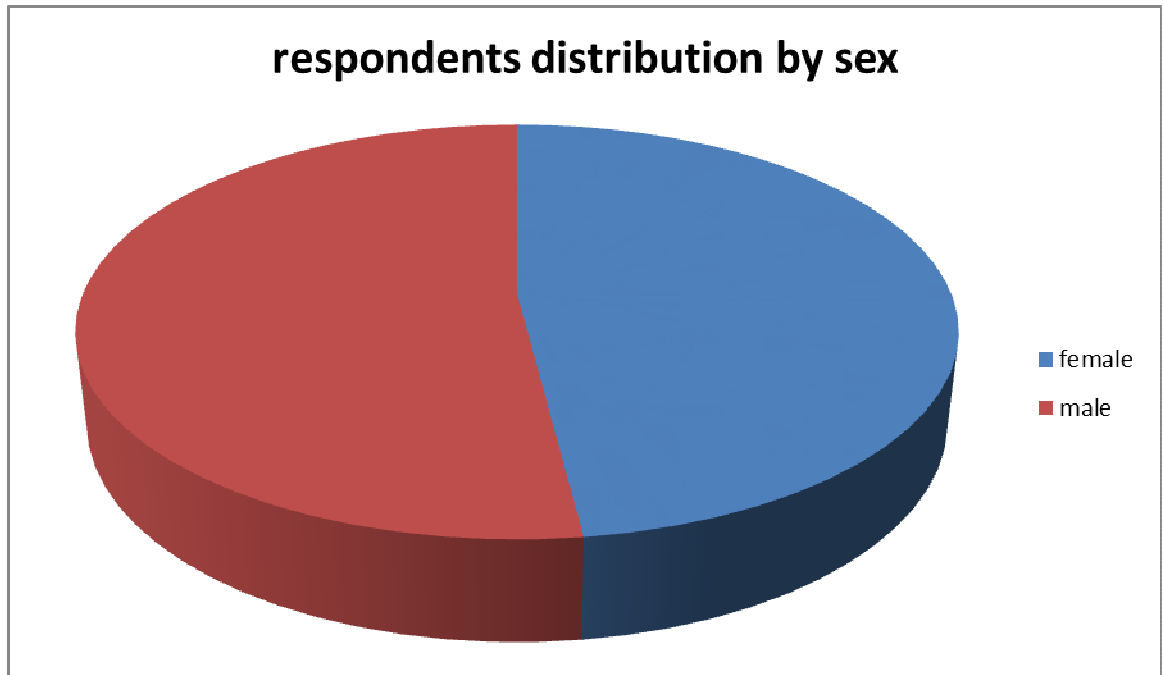
Figure 4.1: Respondents Distribution by Sex

This distribution shows that there was a small difference in the number of respondents in each sex, it was the author's wish to have a balanced number, but due to various factors, a difference was inevitable. Apart from sex, education level was also another thing that was considered during this research. The study included o level students, teachers of diploma level and also teachers of degree level, the following table and figure show how these respondents were distributed according to their level of education.

Table 4. 2: Respondents Distribution by Level of Education

Level of education	Frequency	Percentage (%)
o-level students	50	83.33
Diploma	06	10
Degree	4	6.67
Total	60	100

Source: field data 2015
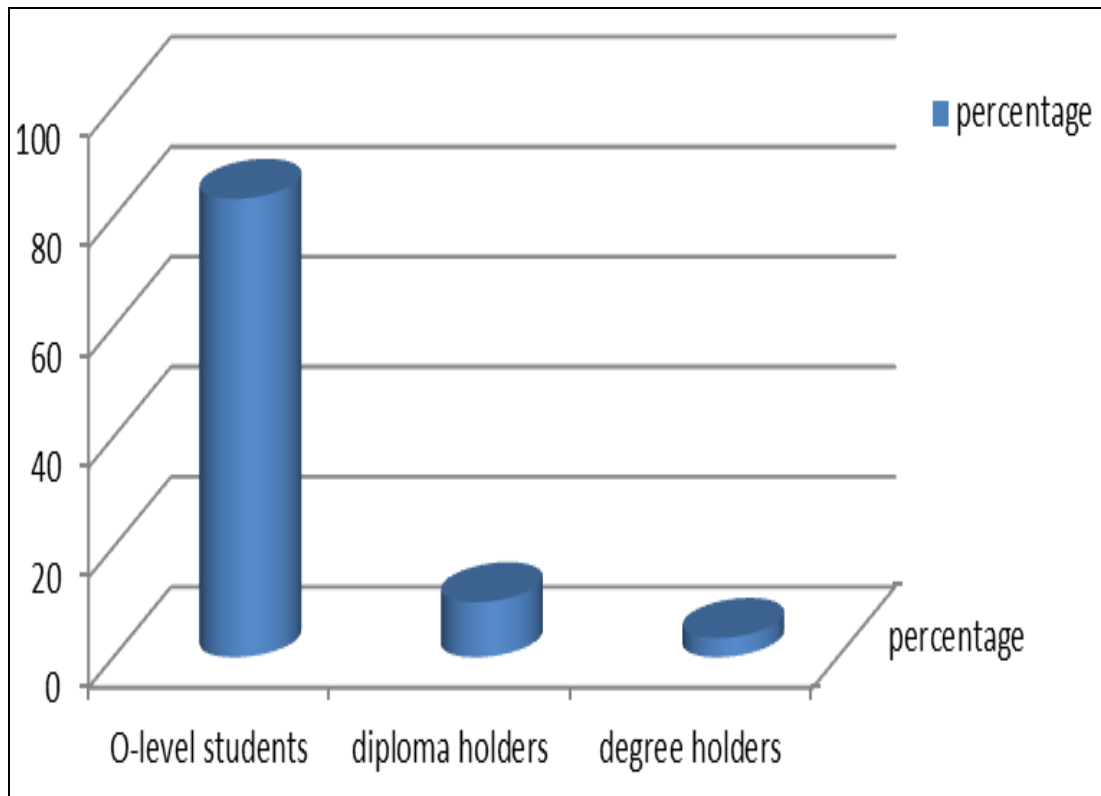
Figure 4.2: Respondents Distribution by Education Level

One among the objectives of this study was to discover the type of assessment used by secondary school teacher of different education level. This study has discovered the following as shown in the table and the figure below.

Table 4.3: Types of Assessment used by Secondary School Teachers

Types of assessment used	Frequency	Percentage
Formative	1	10
Summative	1	10
Formative and summative	2	20
Diagnostic, formative and summative	6	60
Total	10	100

Source: field data 2015
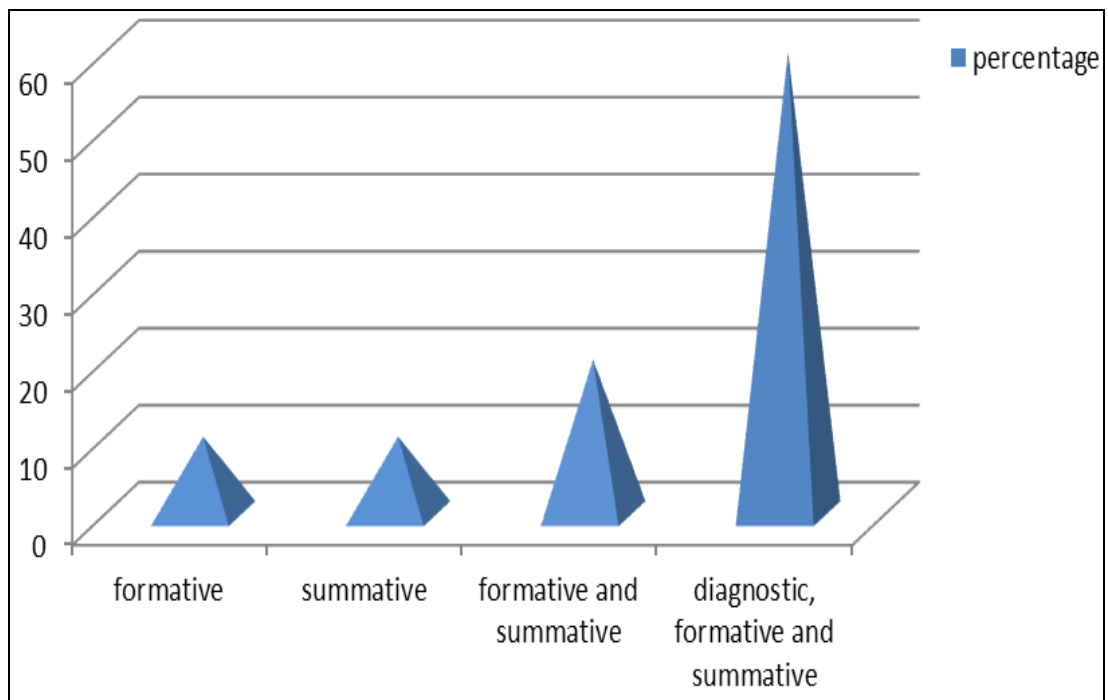
Figure 4.3: Types of Assessment Used by Secondary School Teachers

Continuous assessment has certain methods to evaluate students. Teachers should have a sound knowledge about appropriate methods for assessing their students that provide a range of opportunities for students to demonstrate knowledge, skills. Moreover, assessment methods relate to the procedures the teacher wishes to follow in order to assess the students, these procedures include self and peer assessment which are key strategies to involve students in taking more responsibility for their own learning and involve them in monitoring and making judgment about aspects of their own and peer's learning.

Miker (2010) argue that when the students participate in peer and self-assessment it helps to involve student to explicit what is implicit, not just checking for error or weakness.From the Table 4.3, it can be seen that majority are using three types of assessment, which are:

Diagnostic assessment, which is the type of assessment that is often undertaken at the beginning of a unit of study to assess the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class (Sydney 2015). This type can involve formal measurements (e.g. IQ/aptitude tests, fitness tests) that are used to establish a starting point or baseline OR informal measurements (e.g. observation, discussions, questioning). Also this assessment informs programming and planning, and learning and teaching methods used, as well as assessment choices.

Summative assessment is the type of assessment that assists you to make judgments about student achievement at certain relevant points in the learning process or unit of study (e.g. end of course, project, semester, unit, or a year)**.** It can be used formally to measure the level of achievement of learning outcomes (e.g. tests, labs, assignments, projects, presentations etc.)**.** It can also be used to judge a program, teaching and/or unit of study effectiveness (that is as a form of evaluation).

Formative assessment is the practice of building a cumulative record of student achievement**.** Usually takes place during day to day learning experiences and involves ongoing, informal observations throughout the term, course, semester or unit of study**.**

It is used to monitor students' ongoing progress and to provide immediate and meaningful feedback**.** It also assists teachers in modifying or extending their programs or adapting their learning and teaching methods. This is very applicable and helpful during early group work processes.

4.2.2   Students Perception on Assessment

During this study the following was discovered to exist in student's mindset about assessment

Table 4.4: Students' Perception on Assessment

Student Perception	Frequency	Percentage (%)
A help on giving a picture of what a student is capable of	30	60
A guide to widen knowledge	10	20
A help in knowing weakness	3	6
A preparation for National Exams	5	10
A help to increase speed in answering questions	2	4

The above findings show that 60% of the sample perceives that assessment is helpful in showing one's picture of what is capable of and hence knowing where should the next step land. In addition to this, it has also been discovered that most of the students avoid escaping assessment sessions as it plays a big role in their final exams.

Though a number of opinions have been given the tabulated above are the ones which appeared in large number in the students' questionnaire. Others which appeared and seemed to be in students' minds are like: - exams are punishment, exams are filters, exams are helpful tools to obtain form four national certificate.

Table 4.5: Form Four National Examination Results 2010 (Single Assessment)

School	Div 1	Div 2	Div 3	Div 4	Failed
Malela	0	0	7	47	103
George kongowe	0	0	6	28	10
Stanley	4	13	20	20	0
Toangoma	2	3	15	70	151

Source: NECTA 2014
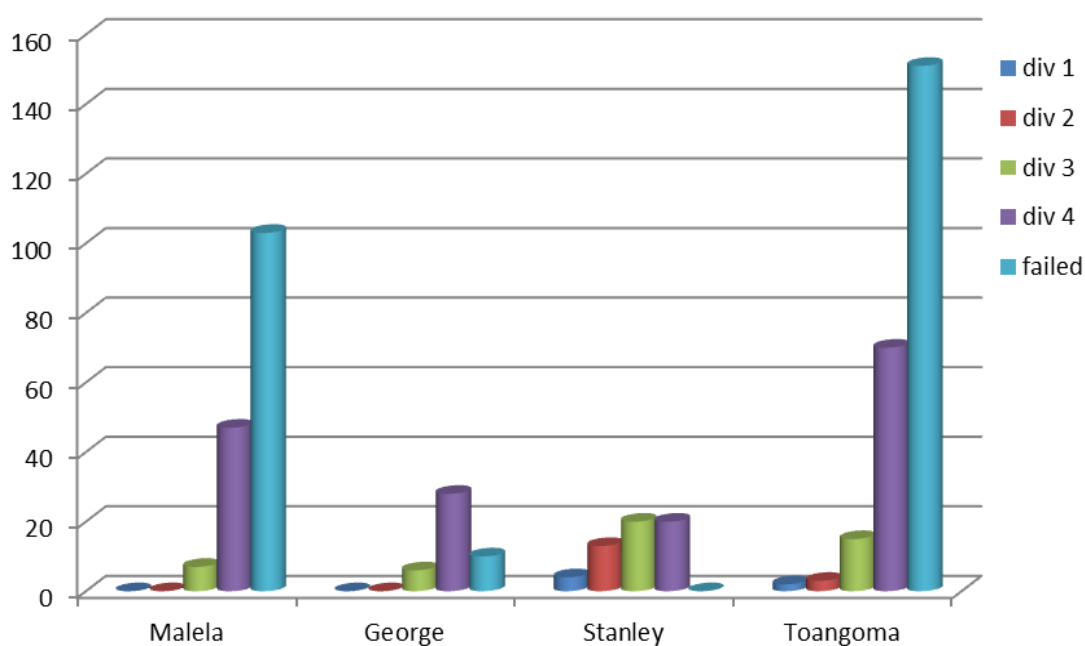
Figure 4.4: Form four 2010 NECTA Results

Source: NECTA results 2010

Table 4.6: Form Four 2014 Results (Double Assessment)

school	Div 1	Div 2	Div 3	Div 4	Failed
Maela	0	4	3	34	18
george	0	8	16	44	17
stanley	12	17	3	1	0
Toangoma	0	4	3	34	18

Source: NECTA 2014
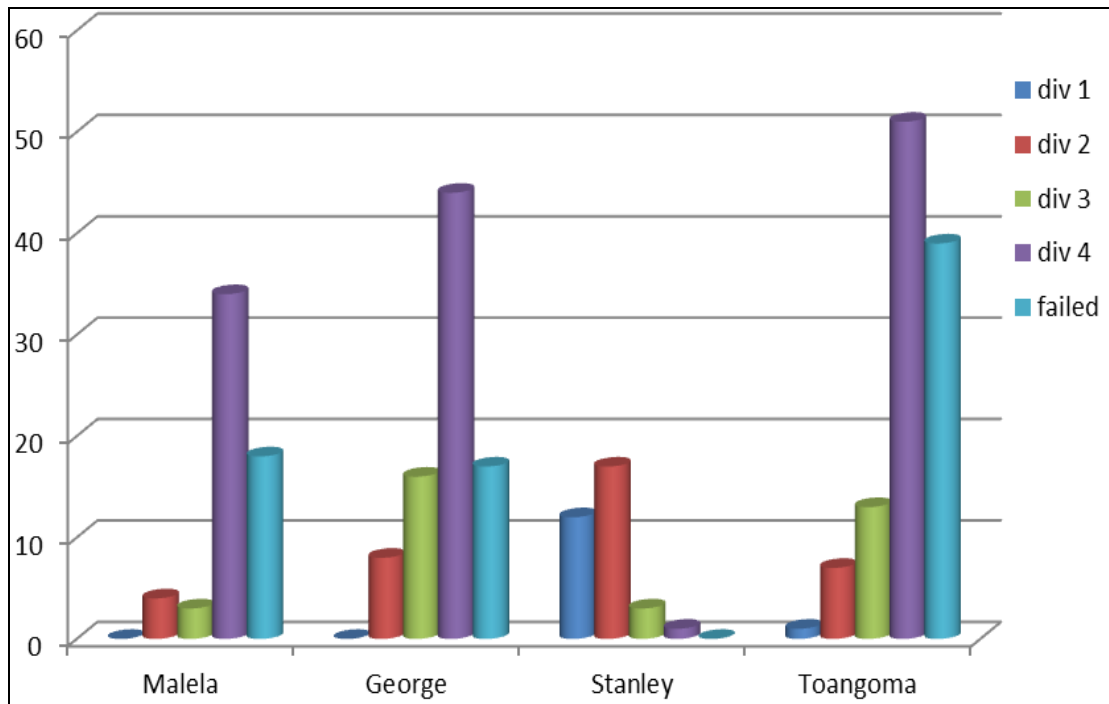
Figure 4.5: **Form Four 2014 NECTA Results**
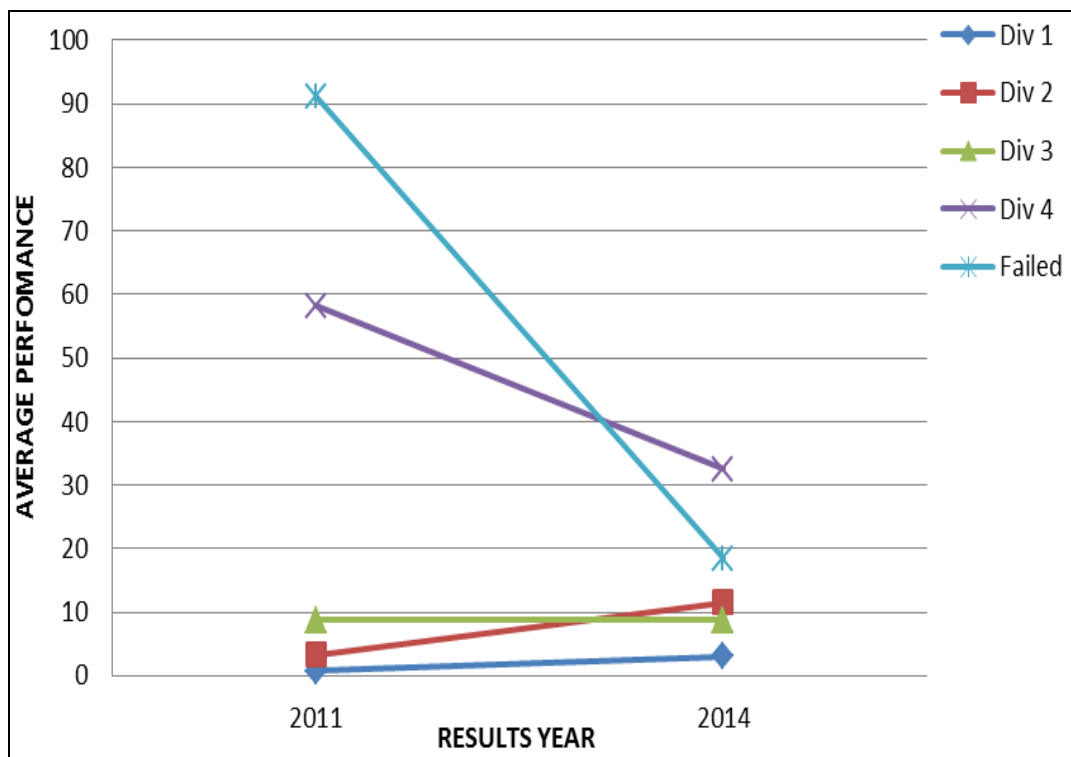
Figure 4.6: Comparison of Double and Single Assessment

4.2.3   Discussion of the Findings

This chapter has opened up the field findings as analyzed and represented in the previous sections. The discussion is based on personal particulars of respondents, the types of assessment used, students' perception on assessment, impacts of assessment basing on the comparison between single assessed students and the double assessed students form four results.

4.3.1   Characteristics of Respondents

4.3.1.1 Sex of the Respondents

Basing on the sex of respondents, the findings revealed that 40 (66.67%) were male and 20(33.33%) female. Since the sample size was randomly selected, out of the 60 respondents it was likely to get small number of female as compared to male. This has conformed to the actual ratio of the Tanzania Police Force as per Tanzania Report Book (2009).

4.3.1.2 Age and Education Level of Respondents

In this study, 83.33% of the respondents were under the age of 20 years who were larger number than 16.67% who were above 20 years. Out of 60 respondents who participated in this study, 50 (83.33%) were o- level students, 6 (10%) were diploma holders and 4(6.67%) were degree holders. This shows that, a large number of the respondents are the students who are affected directly with assessment.

4.3.2   Impact of Assessment on Education

This study has revealed that there is a relationship between assessment and educational output, Continuous assessment can cause an effect on the FR of students

in two ways: The first is by the percentage it accounts for on the overall student assessment. In this concern, the percentage of CA varies according to the variations in medical school curricula or the administrations that governs the assessment in general. In literature, the percentage of CA ranged from 10% or even being the single method of assessment without FA. The second is the student's overall achievement. Student's achievement is influenced by the amount of knowledge of skills being tested or the tools or the instrument that used in the CA.

According to Van der Vleuten and Schuwirth (2008), the CA is valid as an instrument that measures what is purposed to be assessed. CA encourages students to learn on an-going basis. This manner of learning provides a feedback to the students about their learning and enables teachers to know the areas of strength and weakness of the learners, and interfere with it. CA includes all strategies implemented by teachers to a certain the knowledge, the understanding and the skills gained by students. Furthermore, it is the frequent interactions between teachers and students that enable teachers to know the strength and weakness of the learners.

The Proportion of success in CA is more than FA, is due to the fact that CA is formed by multiple short assessment tools. These tools usually target a limited amount of knowledge or required skills. Carrillo reported that CA is associated fewer numbers of course drop and improvement of the academic achievement of students. Student's achievement in CA may be influence by mal-practice of the CA and the students' achievements in their academic activities. Mal-practice includes what is associated with the academic staff such as test constriction, administration and implementation; and those associated with attitudes toward the CA. These can lead

to unreliable results. The increase in the success rates for the CA is associated with high success rates in the FR. This suggests that the CA can predict the students' performance of the FRs. Showed that high success rates in the CA are associated with the FRs and the student's achievements were better than the FA.

The high percentage of correlation between both CA and FA with the FR is justified since both are included in the FR. The CA shows higher level correlation and this demonstrates a greater impact on the FR. Many studies and the present study showed the CA had an impact on the FR of students. This impact demonstrated as the high correlation between the CA and FR and the presence of significant difference between both. Correlation confident between CA and the FR supports these findings from figure 6 which shows the difference between students who went through single assessment and those who went through double assessment, it is vivid that the performance of those under single assessment was poor than those under double assessment, these results shows the importance of form two national exam as it awakes the morale of students to study rather than being reluctant and only wait for the last form four national examinations.

Basing on the national curriculum for secondary schools which says that this shall be taken at the end of form two, the students shall pass this examination for promotion to Form Three. The results of this examination shall be used as part of continuous assessment in the form four examinations. No certificate shall be awarded for the student who sits for this examination; the author suggests that this statement in the national curriculum should not be taken as a phrase to stay there but as practical guide towards quality education.

4.4   Summary

In this chapter, the study findings have been presented basing on the research questions, research objectives and the conceptual framework. Also it has been noted that Continuous assessment has an impact on both the student's results and their methodologies of learning. Serious attention should be directed towards the tools that are used in the CA. Training of teachers in both exam settings and implementation is important as they have a direct effect on the methodology of assessment. The following chapter will be on the discussion, conclusion as well as recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter gives a summary of the findings obtained during the study, conclusion basing on those findings and the recommendations that the researcher offers.

5.2   Summary of the Main Findings

This study has the main objective of finding out the impact of student assessment on the quality of education. This has been revealed by comparing the final performance of the form four results under single assessment (only examined once by NECTA) and those who were assessed twice by NECTA(in form two and form Four). The study has also shown that teachers use the three types of assessment during the program time which are diagnostic, formative and summative.

The diagnostic assessment is normally used to categorize students in the respective classes basing on their academic ability. Not only that but also this study has found out students understand the importance of assessment as they say that assessment gives them a picture fo what they are capable of and hence knowing their weaknesses become easy, it guides the in widening their knowledge as well as preparing them for the final exam.

5.3   Impact of Assessment on Education

From the study, it has been noted that the increase in frequency of student assessment makes them to perform better in the final exam and also makes them

acquire the required knowledge in a good quality. This is because assessment forces students to seek and understand well what has been taught in the classrooms. Wiliam D et al (2010) says that formative assessment (which is the assessment done during the program) has a great impact on the output quality. I agree with him because even this study has revealed a difference between those students who were assessed in form two, and those who were not assessed by NECTA in form two. P Knight in his paper says "Students can, with difficulty, escape from the effects of poor teaching, they cannot (by definition if they want to graduate) escape the effects of poor assessment. Assessment acts as a mechanism to control students that is far more pervasive and insidious than most staff would be prepared to acknowledge.

It appears to conceal the deficiencies of teaching as much as it does to promote learning. If, as teachers and educational developers, we want to exert maximum leverage over change in higher education we must confront the ways in which assessment tends to undermine learning. Knight insists that assessment brings good results in the end, so it is important to have good modes of assessment, done in regular bases before, during and at the end of a program. This is also supported by Graham and Claire who says that "what influences the students most is not the teaching but assessment.

5.4   Other Findings of the Study

This study has also found out that apart from assessment being important in ensuring quality in education; it also plays a big role in school setting. Assessment makes student to reduce truancy, this has been revealed by looking at the students' attendance during exam times and during the normal teaching. Students say that what

the teacher teach in the class can be obtained in books and from the internet, but it's hard to miss assessment and assess yourself using books or the internet and send the records to your teacher. Also this study has discovered that, the results of assessment are highly related to the teacher to students' ratio. Where the ratio is 240:1 or less that 240:1 performance is high (e.g. Stanley Secondary) and when the number of students increases to more than 240 to one teacher, performance drops.

5.5   Conclusion

The main objective of this study was to find out the impact of student assessment on the quality of education, from the study and the literatures that the author has passed through, the importance of assessment have been revealed. Just by taking a simple comparison between the students who were filtered in form by the form two National assessment (students under double assessment as referred by the author) and those who were not filtered (students under single assessment as referred by the researcher), a difference in performance is easily observed that is students who passed through form two national examination filtration performed well that those who were assessed in form two as a normal school routine. This shows that students study seriously when there is something to be attained, like scoring the required form two average marks. The researcher concludes by saying "if we want to improve the quality of education in our country and increase the ability of our graduate competition in the world market, assessment should be taken seriously and filtering of those who will not reach the assessment average required should not be avoided".

In data collection, questionnaires were used which were administered to the respondents in two groups which are the students and the teachers. This tool was

selected because it is easy to use and offers freedom to the respondent. Data were then analyzed using descriptive method with the help of SPSS.

The results obtained have shown that there is a relation between student assessment and the quality of education which is the output. This teaches the educational stakeholders that it is important to consider assessment, modes of assessment, time and frequency so as to get a good quality education.

5.6   Recommendations

From the Education and Training Policy (ETP) of 1995 that describes the main purpose of secondary education being to provide opportunities for learners to acquire essential knowledge, skills and attitudes so that graduates can have sufficient qualities to join professional training and institutions of higher education, the author recommends assessment during program to be taken serious as it is the one which shows real what a student is capable of and what is not capable of. It is much better to delay the time of a student to get out of school, rather than agreeing letting him/her go while having no ability to continue with further education as the policy says, by saying so, the author tries to show the necessity of form two national examination and the average filtering.

5.7   Suggested Areas for Future Studies

This study was conducted in Temeke -Dar es salaam using four schools as a sample, the same study can be done to other schools, districts or regions to see its efficiency. Also this study has involved teachers and students only, I encourage the same study to involve other educational stake holders like the curriculum planners to find out

their views and opinions on impact of assessment on quality of education. The future research can be on the impacts of students' assessment on academic output, impact of students' assessment on teachers' performance, assessment and educational motivation and so on.

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APPENDICES

Appendix I: Questionnaire to be administered to the Secondary School Teachers

INTRODUCTION AND INSTRUCTIONS

My name is Calviner Augustine, a student at the Open University of Tanzania, undertaking a master degree in Projects Managements. As part of my studies, I am currently conducting my research into: `` Impacts of students' assessment on the quality of education'' a case of Toangoma ward secondary schools. I am interested to hear and get your views on how assessment can affect quality of education, through short questionnaire which individual student will answer for about 15 minutes.

Many questions are in form of multiple choices in which the right one to the respective student will be selected by circling. For other questions, a space for answers is provided.

No need to write your names on the paper.

Thank you in advance for your assistance in this study.

1. **gender**

   Male

   Female

2. for how long have you been in teaching profession?...................................yrs

3. What is your level of education?

   Diploma   (   )

Degree   (   )

Master's   (   )

4. How many students in your program participate in your assessments?

....

5. To what extent has your program used student learning outcomes results for

each of the following? (write large extent, medium, don't use it)

Preparing self-studies ………………………………………….

Revising program learning goals …………………………………….

Determining student readiness for A-level work

………………………………………

Determining student readiness for later studies

………………………………………

Evaluating performance …………………………………………..

6. How important are the following factors in prompting your program to assess

student learning outcomes?

High importance

Moderate importance

Minor importance

Not important

ICT …………………………….

BRN …………………………….

OPRAS …………………………..

7. How many types of assessment do you use in your teaching/learning

   process…………….

   Which are

   ………………………………………………………………………………

   ………………………………………………………………………………

   ………………………………………………………………………………

   ………………………………………

8. Which one do you think that it truly assess students' learning?

   ....

9. What is your students' perception on assessment?

   ………………………………………………………………………………

   ………………………………………………………………………………

   ………………………………………………………………………………

   ………………………………………………

Appendix II: Questionnaire to be administered to the Secondary School Students

INTRODUCTION AND INSTRUCTIONS

My name is Calviner Augustine, a student at the Open University of Tanzania, undertaking a master degree in Projects Managements. As part of my studies, I am currently conducting my research into: `` Impacts of students' assessment on the quality of education'' a case of Toangoma ward secondary schools. I am interested to hear and get your views on how assessment can affect quality of education, through short questionnaire which individual student will answer for about 15 minutes.

Many questions are in form of multiple choices in which the right one to the respective student will be selected by circling. For other questions, a space for answers is provided.

No need to write your names on the paper.

Thank you in advance for your assistance in this study.

A. Demography

1. What is your sex?   a) male   b) female

2. How old are you?   a) 13yrs   b) 14yrs c) 15yrs d) 16yrs e) 17yrs and above

3. In which form are you? a) form one b) form two c) form three d) form four

B. School attendance per week

1. How many days do you miss school in a week? a) 1 b) 2 c) 3

2. How long have been in this school?   a) less than a yrs b) one to two yrs c)

    three to four yrs

3.   Did you attend preschool program? a) Yes b) No

    C. Class assessments

1. How many tests do you do per month? a) one b) two c) more than two

2. How many times do you do exams per year? a) once b) twice c) more than twice

3. Apart from tests and exams, what other ways are used to assess your learning? a)

    class quiz b) end of topic questions c) group assignments

4. Who receives the feedback? a)my parents   b) myself

5. Do you think tests and exams are helpful in your education? a) Yes b) No

    D. Self-explanatory questions.

1. The results of tests and exams you get back, do they help you?

    How?

    ………………………………………………………………………………

    ………………………………………………………………………………

    ………………………………………………………………………………

    ………………………………………………………………………………

    …………………..

2. What do you think can improve quality of

    education?...

    ....

    ....

    ....

    ....

3. As a student, do you agree on being tested?

   Why?...

   ....

   ....

   ....

   ....

   .....

4. If you were given a chance to change something in educational system,

   what would you

   change?...

   ....

   ....

   ....

   ....

5. How many times have done National Exams?

   ....

   When and when?

   ....

   ....

   ....

6. What would you advice the National Examination

   council?...

   ....