

**AN ASSESSMENT OF EDUCATION STAKEHOLDERS' PERCEPTIONS  
OF THE IMPLEMENTATION OF ALTERNATIVE ASSESSMENT IN  
TANZANIA: THE CASE OF SELECTED SECONDARY SCHOOLS IN  
IRINGA MUNICIPALITY**

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**A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF DOCTOR OF PHILOSOPHY (PhD)  
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**2024**

**CERTIFICATION**

The undersigned certify that he has read and hereby recommends for acceptance by the Open University of Tanzania a thesis titled; “**An Assessment of the Education Stakeholders’ Perceptions on the Implementation of Alternative Assessment in Secondary Schools in Iringa, Tanzania**” in fulfilment of the requirements for the degree of Doctor of Philosophy (PhD).

.....

Dr. Evaristo Mtitu

(Supervisor)

.....


Date

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Signature

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Date

**DEDICATION**

This work is dedicated to my late father, Peter Kalombe Mlawa who before his death used to encourage me during the start of my study journey.

## **ACKNOWLEDGEMENT**

This work would have not been successful without valuable contribution of the following people. First and foremost, I would like to thank God, the Almighty, for granting me good health and energy during the entire period of my study; without Him I would have failed.

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## ABSTRACT

This study aimed to assess education stakeholders' perceptions of the implementation of Alternative Assessment in Tanzania. The study was guided by five (5) specific objectives: to identify types of assessment methods used by secondary school teachers; to explore secondary school teachers' perceptions of Alternative Assessment (AA) practices; to determine AA procedures practiced by teachers in secondary schools; to investigate challenges facing teachers' implementation of AA; and to find out ways to improve teachers' implementation of AA. The study employed a mixed research approach that utilized mixed method research design. The study sample comprised 222 respondents including 150 teachers, 10 heads of school, 50 students, one (1) District Education Officer (DEO), one (1) Regional Education Officer (REO), and 10 Academic masters/mistresses. The participants were selected using simple random and purposive sampling techniques. Data were collected using interviews, observation, questionnaires, and documentary review. The findings revealed that a significant number of teachers (80%) had a narrow scope in the understanding of the concept of AA, the majority of teachers (above 90%) were using traditional assessment methods and teachers were constrained with different challenges such as lack of awareness and skills on how to implement AA procedures, shortage of resources, insufficient time, overcrowded classes and overloaded syllabus. The study concluded that teachers were constrained by a lack of awareness and skills on how to implement AA. Therefore, it is recommended that the government should ensure that, teachers become trained so as to broaden and deepen their knowledge about AA methods and underlying theories.

**Keywords:** *Education, Stakeholders', Secondary Schools, Iringa Municipality.*

## TABLE OF CONTENTS

|   |             |
|---|-------------|
| <b>CERTIFICATION .....</b>                      | <b>ii</b>   |
| <b>COPYRIGHT .....</b>                          | <b>iii</b>  |
| <b>DECLARATION.....</b>                         | <b>iv</b>   |
| <b>DEDICATION.....</b>                          | <b>v</b>    |
| <b>ACKNOWLEDGEMENT.....</b>                     | <b>vi</b>   |
| <b>ABSTRACT .....</b>                           | <b>vii</b>  |
| <b>TABLE OF CONTENTS .....</b>                  | <b>viii</b> |
| <b>LIST OF TABLES .....</b>                     | <b>xiv</b>  |
| <b>LIST OF FIGURES .....</b>                    | <b>xv</b>   |
| <b>LIST OF ABBREVIATIONS AND ACRONYMS .....</b> | <b>xvi</b>  |
| <b>CHAPTER ONE .....</b>                        | <b>1</b>    |
| <b>BACKGROUND TO THE PROBLEM.....</b>           | <b>1</b>    |
| 1.1 Introduction.....                           | 1           |
| 1.2 Background to the Study.....                | 2           |
| 1.3 Statement of the Problem.....               | 7           |
| 1.4 Research Objectives.....                    | 10          |
| 1.4.1 General research objective .....          | 10          |
| 1.5 Research Questions.....                     | 10          |
| 1.5.1 General Research Question.....            | 10          |
| 1.5.2 Specific Research Questions.....          | 11          |
| 1.6 Significance of the Study .....             | 11          |
| 1.7 Scope of the Study .....                    | 12          |
| 1.8 Limitation of the Study .....               | 12          |



|       |   |           |
|-------|---|-----------|
| 1.9   | Definitions of key terms.....   | 14        |
| 1.10  | Organization of the Thesis .....  | 15        |
|       | <b>CHAPTER TWO .....</b>  | <b>16</b> |
|       | <b>LITERATURE REVIEW .....</b>  | <b>16</b> |
| 2.1   | Introduction.....   | 16        |
| 2.2   | Theoretical Review .....  | 16        |
| 2.2.1 | Constructivist Theory of Learning.....  | 16        |
| 2.2.2 | Piaget Constructivist Theory.....   | 19        |
| 2.2.3 | Vygotsky’s Constructivist Theory .....  | 20        |
| 2.2.4 | Dewey’s Constructivist Theory .....   | 21        |
| 2.3   | Implication of Dewey’s, Piaget’s and Vygotsky’s Constructivist<br>Theories in Education ..... | 23        |
| 2.4   | Relationship between Constructivist Theory and Assessment in<br>Taching .....                 | 29        |
| 2.5   | Empirical Analysis of Relevant Studies.....   | 32        |
| 2.5.1 | Types of Assessment Methods Used by Secondary School Teachers .....                           | 32        |
| 2.5.2 | Secondary School Teachers’ Perceptions of Alternative Assessment .....                        | 35        |
| 2.5.3 | Alternative Assessment Procedures Practiced by Teachers in<br>Secondary Schools .....         | 37        |
| 2.5.4 | Challenges Facing Teachers in Implementing Alternative<br>Assessment.....                     | 43        |
| 2.5.5 | Ways to Improve Implementation of Alternative Assessment .....                                | 46        |
| 2.6   | Synthesis of Study and Research Gap .....   | 49        |
| 2.7   | Conceptual Framework .....  | 50        |

|  |           |
|--|-----------|
| <b>CHAPTER THREE .....</b>                       | <b>56</b> |
| <b>RESEARCH METHODOLOGY .....</b>                | <b>56</b> |
| 3.1 Introduction.....                            | 56        |
| 3.2 Research Approach .....                      | 56        |
| 3.3 Research Design.....                         | 58        |
| 3.4 Area of Study .....                          | 58        |
| 3.5 The Target Population.....                   | 61        |
| 3.6 Respondents Profile .....                    | 61        |
| 3.7 Sample and Sampling Techniques .....         | 63        |
| 3.7.2 Sampling Techniques.....                   | 64        |
| 3.8 Data Collection Methods and Instruments..... | 66        |
| 3.8.1 Interviews.....                            | 66        |
| 3.8.2 Observation .....                          | 67        |
| 3.8.3 Questionnaire .....                        | 68        |
| 3.8.4 Documentary Review.....                    | 69        |
| 3.9 Data Analysis Procedures .....               | 70        |
| 3.9.1 Qualitative Data .....                     | 71        |
| 3.9.2 Quantitative Data .....                    | 73        |
| 3.10 Validity and Reliability.....               | 74        |
| 3.10.1 Reliability of Research Instruments.....  | 74        |
| 3.10.2 Validity of Research Instruments.....     | 75        |
| 3.11 Ethical issues and Considerations.....      | 76        |
| 3.11.1 Anonymity and Confidentiality .....       | 76        |
| 3.11.2 Informed Consent.....                     | 77        |

|   |  |            |
|---|--|------------|
| 3.11.3  | Research Clearance .....   | 77         |
| <b>CHAPTER FOUR.....</b>                      |  | <b>79</b>  |
| <b>DATA ANALYSIS AND INTERPRETATION .....</b> |  | <b>79</b>  |
| 4.1   | Introduction.....  | 79         |
| 4.2   | Types of Alternative Assessment Methods Used by Secondary<br>School Teachers in Tanzania ..... | 79         |
| 4.2.1   | Students' Involvement in the Assessment Process .....  | 84         |
| 4.3   | Secondary School Teachers' Perceptions of Alternative Assessment<br>in Tanzania.....           | 86         |
| 4.3.1   | Teachers' Understanding about Alternative Assessment.....                                      | 87         |
| 4.4   | Alternative Assessment Procedures Practiced by Secondary School<br>Teachers in Tanzania .....  | 93         |
| 4.5   | Challenges Facing Teachers in Implementing Alternative Assessment .....                        | 97         |
| 4.6   | Ways to Improve Teachers' Implementation of Alternative<br>Assessment in Tanzania .....        | 105        |
| 4.6.1   | Consideration of Teacher- Student Ratio.....   | 106        |
| 4.6.2   | Provision of Enough Teaching and Learning Materials .....                                      | 108        |
| 4.6.3   | Teachers' Involvement in Educational Decision Making.....                                      | 111        |
| 4.6.4   | Professional Development .....   | 112        |
| <b>CHAPTER FIVE .....</b>                     |  | <b>116</b> |
| <b>DISCUSSION OF FINDINGS .....</b>           |  | <b>116</b> |
| 5.1   | Introduction.....  | 116        |
| 5.2   | Types of Alternative Assessment Methods Used by Secondary<br>School Teachers in Tanzania ..... | 116        |

|   |   |            |
|---|---|------------|
| 5.3   | Secondary School Teachers' Perceptions of Alternative Assessment in Tanzania .....          | 119        |
| 5.4   | Alternative Assessment Procedures Practiced by Secondary School Teachers in Tanzania .....  | 123        |
| 5.5   | Challenges Facing Teachers in Implementing Alternative Assessment.....                      | 125        |
| 5.6   | Ways to Improve Teachers' Implementation of Alternative Assessment in Tanzania .....        | 128        |
| <b>CHAPTER SIX .....</b>                            |   | <b>131</b> |
| <b>SUMMARY, CONCLUSION AND RECOMMENDATIONS.....</b> |   | <b>131</b> |
| 6.1   | Introduction.....   | 131        |
| 6.2   | Summary of the Study .....  | 131        |
| 6.3   | Summary of the Major Findings .....   | 133        |
| 6.3.1   | Types of Alternative Assessment used by Secondary School Teachers in Tanzania .....         | 133        |
| 6.3.2   | Secondary Schools Teachers' Perception of Alternative Assessment in Tanzania .....          | 134        |
| 6.3.3   | Alternative Assessment Procedures Practiced by Secondary School Teachers' in Tanzania ..... | 135        |
| 6.3.4   | Challenges Facing Teachers in Implementing Alternative Assessment.....                      | 137        |
| 6.3.5   | Ways to Improve Teachers' Implementation of Alternative Assessment in Tanzania .....        | 138        |
| 6.4   | Conclusion .....  | 139        |

|        |  |            |
|--------|--|------------|
| 6.5    | New Development in Knowledge .....                       | 140        |
| 6.6    | Recommendations .....                                    | 142        |
| 6.6 .1 | Recommendations for Action .....                         | 142        |
| 6.6.2  | Recommendations for Policy Review .....                  | 142        |
| 6.6.3  | Recommendations for Further Research.....                | 145        |
| 6.7    | Contribution of the Study in the Body of Knowledge ..... | 146        |
|        | <b>REFERENCES.....</b>                                   | <b>149</b> |
|        | <b>APPENDICES .....</b>                                  | <b>173</b> |

## LIST OF TABLES

|  |     |
|--|-----|
| Table 3.1: Respondent Profile.....   | 63  |
| Table 3.2: Distribution of Sample Size.....  | 64  |
| Table 4.1: Different Types of Assessment Methods Used by Secondary<br>School Teachers .....                              | 80  |
| Table 4.2: Students' Responses on Different Types of Assessment Methods<br>Used by Secondary School Teachers .....       | 81  |
| Table 4.3: Teachers' Understanding on the Concept of Assessment.....   | 87  |
| Table 4.4: Teachers Need More Workshops to Empower Themselves with<br>the Implementation of Alternative Assessment ..... | 99  |
| Table 4.5: Opinions of the Teachers about the Challenges of Implementing<br>Alternative Assessment.....                  | 100 |
| Table 4.6: Alternative Assessments Imposed Additional Financial Burden<br>to both Teachers and Students .....            | 103 |

## LIST OF FIGURES

|   |     |
|---|-----|
| Figure 2.1: Conceptual Framework .....  | 54  |
| Figure 3.1: Embedded Design Showing Quantitative and Qualitative<br>Data Analysis .....                       | 58  |
| Figure 3.2: Map of Iringa Municipality Showing the Study Area .....   | 60  |
| Figure 3.3: Components of Qualitative Data Analysis .....   | 73  |
| Figure 4.1: A Teacher Teaching in the Class using Talk and Chalk Method .....                                 | 82  |
| Figure 4.2: Students' Involvement in the Process of Assessment .....  | 84  |
| Figure 4.3: Different Assessment Procedures Used by Teachers to Involve<br>Students on Various Processes..... | 85  |
| Figure 4.4: Teachers Perceptions about Alternative Assessment Procedures .....                                | 88  |
| Figure 4.5: Alternative Assessment is Time Consuming.....   | 102 |
| Figure 4.6: Classroom Situation showing Teacher- Student ratio in<br>School "J" .....                         | 105 |
| Figure 4.7: Classroom Situation showing Teacher- Student ratio in<br>School "H" .....                         | 106 |
| Figure 4.8: Classroom situation showing Teacher- Student ratio in<br>School "I".....                          | 107 |
| Figure 4.9: Students' Scramble over a Mathematics Text Book in<br>School "E" .....                            | 110 |

### **LIST OF ABBREVIATIONS AND ACRONYMS**

|       |  |
|-------|--|
| AA    | Alternative Assessment                                 |
| AIDS  | Acquired Immune Deficiency Syndrome                    |
| CBC   | Competence Based Curriculum                            |
| DED   | District Executive Director                            |
| DEO   | District Education Officer                             |
| HESLB | Higher Education Student Loan Board                    |
| HOS   | Head of School   |
| ICT   | Information and Communication Technologies             |
| MoEC  | Ministry of Education and Culture                      |
| MOEVT | Ministry of Education and Vocational Training          |
| NACTE | National Award Council for Technical Education         |
| NCEST | National Council on Education Standard and Testing     |
| NECTA | National Examination Council of Tanzania               |
| NGOs  | Non-Governmental Organizations                         |
| NRC   | National Resource Centre                               |
| NRC   | National Research Council                              |
| OECD  | Organization for Economic Co-operation and Development |
| OUT   | Open University of Tanzania                            |
| CPD   | Continued Profession Development                       |
| PERI  | Primary Education Review and Implementation            |
| RAS   | Regional Administrative Secretary                      |
| REO   | Regional Education Officer                             |
| SEDP  | Secondary Education Development Programme              |



|        |  |
|--------|--|
| SPSS   | Statistical Package for Social Science                           |
| TIE    | Tanzania Institute of Education                                  |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations International Childrens' Emergency Fund           |
| URT    | United Republic of Tanzania                                      |
| USA    | United States of America   |
| USAID  | United States Agency for International Development               |
| ZPD    | Zone of Proximal Development                                     |

## **CHAPTER ONE**

### **BACKGROUND TO THE PROBLEM**

#### **1.1 Introduction**

This thesis is a report of a mixed research which includes both qualitative and quantitative approaches of an assessment of stakeholders' perceptions of the implementation of Alternative Assessment (AA) in Tanzania: The case of selected secondary schools in Iringa Municipality. The study aimed at assessing the stakeholders' perceptions of the implementation of AA in secondary schools and involved five specific objectives which are as follows: to identify types of AA methods used by secondary school teachers in Iringa Municipality, Tanzania; to explore secondary school teachers' perceptions of AA practices in Iringa Municipality, Tanzania; to investigate challenges facing teachers on implementation of AA in Iringa Municipality, Tanzania; to determine AA procedures practiced by secondary school teachers in Iringa Municipality, Tanzania and lastly, to find out ways to improve teachers' implementation of AA Iringa Municipality, Tanzania.

The study made use of a conceptual framework which is the Researcher's own constructed mode which shows how teachers' perceptions have impacts on students' academic performance and education outcome in general. The model helps to focus on what is already in place and what is still needs to be achieved to improve students' academic performance. The perceptions held by these stakeholders will be discussed subsequent to the analysis of the findings. This chapter presents the background of the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, scope of the study and limitation

of the study. It also covers definitions of the key terms and winds up by the organization of the thesis.

## **1.2 Background to the Study**

Wikstrom (2007) asserts that, during the early 1990s many researchers started to be concerned about the alternative forms of assessments. Wistrom further adds that, reformed vision of curriculum and constructivist theories call for new type of assessment the one that can be used as a part of instruction. Wistrom is not very far from Readorn (2017) who pointed out that, AA largely emerged in response to the inadequacies of more traditional or conventional forms of assessments and especially to their shortcomings when applied to learners.

It was in 1990's when educationist realized that new alternative ways of thinking and assessing learning are needed. Kirrikaya (2011) adds that, alternative assessment emerged out of practice connected to an educational reforms and new quest. This is supported by Shepard (2000) that, emergence of the AA is the results of the changing perception of curriculum, learning theories and measurements which explain the incompatibility between new instruction and traditional views of testing. Internationally countries have been experimenting with educational reforms that try to address the gap between formal and informal testing and thus, Alternative Assessment are intended to motivate students to take more responsibility for their own learning, to make assessment an integral part of their learning experience and to embed it in activities to create and apply a wide range of knowledge, rather than simply engaging in acts of memorization and basic skill development. And that All over the world, educators are attempting to verify the value of alternative assessment

(Nasab, 2015).

Dissatisfied with the isolated lower-level skills assessed on many standardized tests, we believe that alternative assessment can serve as tools for assessing learning through multiple, holistic, real life tasks that require students to construct responses and create products (Koretz, 2008 in Huddleston and Rockwell, 2015). However, as the use of high-stake standardization test has increased, so have the critique of its use. Along with the greater number of educators, we believe it is time for testing to move beyond traditional notions of objectivity and efficiency (Huddleston and Rockwell, 2015).

Therefore, AA came as a call of change in the educational world encouraging the students to demonstrate their knowledge and skills by using them instead of demonstrating comprehension or interpretation of acquired knowledge and adopted skills (Wistrom, 2007). Alternative assessment has the potential to reverse the traditional paradigm of student passivity and replace it with student initiatives, self-discipline and choice (Carole *et al.*, 2007). Currently traditional assessment which is generally called testing, is challenged by AA approaches (Quansah, 2018).

Ndunguru (1980) writes that, during the colonial era in Tanzania like other colonized countries, education was designed to serve the colonial masters. After independence in 1961 most of the colonial schools curricular were retained until 1967 when self-reliance philosophy was introduced with the goal of developing an education system suitable for the Tanzanian context. From the late 1990's education in East Africa started to be appraised on the basis of enrolment. The universalization of primary

education that started in Uganda in 1997 and peaked in Tanzania in 2002 as well as in Kenya in 2003 was politicized as the epitome of education reform (Mugo, *et al.*, 2015). Yet, alternative voices called for consideration of improving quality and looking beyond numbers.

According to Komba and Mwandangi (2015), soon after independence in 1961, Tanzania like many other African countries, adopted a content-based curriculum. They also assert that, in 2005 Tanzania introduced a competence-based curriculum which led to the development of competence-based curriculum for learning and assessment in secondary education.

The review of the curriculum was prompted by economic, political and cultural changes. (Kafyulilo *et al.*, 2012). Komba and Kira (2013) as cited in Komba and Mwandangi (2015) write that, the old curriculum was ineffective as the graduates failed to demonstrate the skills and competencies that fully addressed local, national and market demand. Therefore, alternative ways of assessing the learners were highly required. In Tanzania in particular, Alternative Assessment can be traced back to Arusha declaration which initiated education for self-reliance policy with the emphasis of learning by doing and not separated from daily living and empowering learners with creative thinking as well as combining knowledge and practice (UNESCO, 2006).

Arusha declaration was advocated by Julius Kambarage Nyerere who desired to produce a wider human resource capable of transforming the society and safeguarding the national ideas and beliefs through the use of education in

eradicating ignorance, diseases and poverty so as to cherish the promotion of literacy among the masses (Nyerere, 1968). Self-reliance philosophy was partially understood by most policy makers and implementers. To many people, self-reliance implied income generating activities in schools instead of a change of attitude towards what we learn and how we apply what we learn in our contexts (Kassam, 1978).

It should be understood, that while income generation was important component of the philosophy of self-reliance in schools, this was not the main goal. Self-reliance was aimed at enabling learners and their teachers to be independent critical thinkers who are capable of generating knowledge relevant to their needs as demanded by their specific environments. Education for self-reliance challenged the colonial system of education, which was fundamentally teacher-centred, elitist in nature and in most cases, irrelevant to the learners and their communities. The colonial education system of education was decontextualized since learner's role was, mostly, to receive knowledge as presented by the teacher and to use and reproduce the same knowledge without questioning. On this basis, learners had no freedom to provide their own views, opinions or alternative conceptualization of the phenomenon they learnt in school.

Tanzania passed different periods in her history in provision of education; for instance, in pre-colonial era, teaching and learning methods involved active participation, observation and learning by doing, however instructional methods in modern, formal African continue to be dominated by rote learning, pupil passivity, limited verbal interaction and reliance on texts and tests (Woolman, 2001).

One reason for this is the shortage of trained teachers, the climate of competition and high-stake testing which encourages memorization for examinations more than the acquisition of applied skills, critical thinking or creativity (Ocitti,1993). Ocitti (1993) further adds that the knowledge, skills and values were so localized and could not be applied or appreciated outside a given community, it was rigid or conservative and consequently resistant to change, this stunted creativity and intellectual development, though it was education for all, it had elements of gender bias.

During colonial periods the education provided was so theoretical and irrelevant to the Tanzanians environments and conditions and education provision during this era was dictated by rivalry, fears and conflict and the colonial government did not aim at educating the majority of the subjects nor did they train highly qualified men and women (ibid). As such, one of the objectives of colonial education was to divide and weaken the subjects by making them subordinate to their rulers, they also used the education system to promote a sense of inferiority among the colonized people Education therefore was a means to an end, meant to facilitate the ultimate goal of political domination, economic imperialism and social subjugation (Bonello, 2010).

That is why in 2005 Tanzania, through her education ministry decided to change the curriculum of education which hosted traditional assessment to competence-based curriculum which uses Alternative Assessment in order to impart meaningful and eddecive education to her students (URT, 2005). Nevertheless, the paradigm shift of education in Tanzania and elsewhere in Africa has been hindered by strong authoritarian traditions emerging from diverse sources, including political issues, economic structures and poor implementation of the projects (URT, 2004).

The high degree of influence by International Development Organizations in this domain of education transformation means that global educational trends toward the adoption of AA methods have been noted and adopted by many African Policy makers and planners, and that some of the common features that are found in current policy include, to varying degrees, attention to the child as an active learner; learning through problem posing and inquiry; locally-relevant curricula, at least in primary and secondary schools; diversified and formative assessments; and teacher reflection to improve practice (UNICEF, 2009).

According to Munyiri (2014), a host of challenges facing our communities, along with instant connectivity to a global society, civic literacy couldn't be more relevant or applicable to the curricula in our schools. Global warming, immigration reform, pandemic diseases, and financial meltdowns are just a few of the issues today's students will be called upon to address. He also asserts that, Success in the 21<sup>st</sup> century requires students to understand how to learn independently. It is necessary to develop strong critical thinking and interpersonal communication skills, both written and oral, in order to be successful in an increasingly fluid, interconnected, and complex world. It is from this basis the alternative ways of assessment are needed to facilitate meaningful learning.

### **1.3 Statement of the Problem**

Effective education system depends heavily on effective teaching and learning process. Effectiveness of teaching and learning however, depends on effective assessment methods and availability of facilities particularly modern facilities to keep pace with the development of technology. One of the objectives of



implementing AA in Tanzania focused on improving access, equity and quality of education by enabling learners to develop the required competencies relevant in different spheres of life (Komba and Mwandanji, 2015). Tanzania reviewed her education curricula at different levels of education from 2004 to 2008 by introducing competence-based curriculum which uses AA. The review was basically intended to make a shift from the traditional content-based curriculum to competence-based curriculum (Kafyulilo, *et al.*, 2012). For teachers to implement assessment successfully, their positive attitudes towards assessment should be acknowledged and invested (Nowreyah, *et al.*, 2014).

However, despite the advocacy of Competence Based Curriculum (CBC) on meaningful assessment, little attention has been given to support teachers to carry out AA and the broad concept of assessment remains ideal among many teachers (Kitta and Tilya, 2010; Wangeleja, 2010). Studies have revealed that written examinations do not promote a participatory and AA learning process that is effective in instilling skills and competencies to the learners; instead they are mainly used to determine the grades and indicate learners' academic performance (Kafumu, 2010). Consequently, teachers are forced to adopt drilling and teaching for answering examination questions (Paulo, 2014a). On the other hand, students who are taught only to pass examinations, which rarely assess higher level skills, are definitely unable to demonstrate their competencies and transfer the acquired knowledge to real life situation (Vavrus, *et al.*, 2011).

The CBC teachers' training programmes enable teachers to acquire relevant teaching knowledge and skills through which AA is properly taught to teachers of different

backgrounds in secondary schools using CBC approaches. Noe (2010) is of the view that effective training programme depends on the following characteristics: training needs assessment, objectives and outcomes of the training, relevant content directly linked to trainee job experiences, opportunities for practice, regular feedback during training and post-training environment where teachers are given opportunities to perform the skills they learnt.

AA training programmes in education sector are yet to take its roots (Komba and Kira, 2013). Various studies have been conducted with regard to AA especially about the challenge's teachers are facing in using AA methods, this is the case in Tanzania where education delivery using AA is still poor and facing challenges (Kimaryo, 2011; Wangeleja, 2010; Haki Elimu, 2012; Kalugula, 2001). However, the review of various literature show that limited number of studies exist in AA particularly on the ways secondary school teachers 'training programmes are effective in enhancing teaching and learning of AA. In this era of advanced technology, the education policy foresees the use of a wide range of AA, from radio and mobile telephony to computers and internet (MOEVT, 2007), to reach educational objectives.

Without doing something, attainment of CBC may not be achieved. One major doubt was whether Stakeholders' Perceptions of implementation of AA were strategically involved. If they were involved, why are the benefits of involvement not forthcoming? Do all stakeholders understand their responsibility to ensure that schools were well resourced with AA methods? What types of AA methods are involved? What challenges are faced by teachers when implementing AA? Which

ways can be used to improve the implementation of AA? This study intended to shed light on these questions.

## **1.4 Research Objectives**

### **1.4.1 General research objective**

The purpose of the study was to assess the education stakeholders' perceptions about the implementation of Alternative Assessment in secondary 'schools in Iringa Municipality, Tanzania.

### **1.4.2 Specific Objectives**

The following research objectives were involved;

- i. To identify types of assessment methods used by secondary school teachers' in Tanzania.
- ii. To explore Secondary school teachers' perceptions of Alternative Assessment practices in Tanzania.
- iii. To determine Alternative Assessment procedures practiced in secondary schools in Iringa, Tanzania.
- iv. To investigate challenges facing teachers on implementation of Alternative Assessment in Tanzania.
- v. To find out ways to improve Teachers' implementation of Alternative Assessment in Tanzania.

## **1.5 Research Questions**

### **1.5.1 General Research Question**

How education stakeholders perceive the implementation of Alternative Assessment in Tanzania?

### **1.5.2 Specific Research Questions**

- i. What types of assessment methods are used by secondary school teachers in Tanzania?
- ii. How do secondary school teachers in Tanzania perceive the Alternative Assessment?
- iii. Which Alternative Assessment procedures are practiced by teachers in secondary schools in Iringa, Tanzania?
- iv. What are the challenges facing teachers in the implementation of Alternative Assessments in secondary schools' classrooms in Tanzania?
- v. Which ways can improve the implementation of Alternative Assessment among secondary school teachers in Tanzania?

### **1.6 Significance of the Study**

The findings of the study are expected to enrich knowledge and understanding among Secondary School teachers on AA and how to make it more successful by knowing their perceptions, attitudes, challenges, successes and methods they use in implementing AA. Study findings are expected to help teachers, students and other educators on the use of AA to improve their teaching and learning practices (Hattie, 2012; William, 2018). Moreover, the research findings are expected to help education policy makers, education administrators and planners to formulate policies that will guide the deliberate and successful practices of AA towards its effective implementation in secondary schools' education (TIE, 2013). Also, the results from this study are expected to add new knowledge into the existing body of knowledge about the AA practices.

### **1.7 Scope of the Study**

This study focused at assessing education stakeholders' perceptions of the implementation of AA in Tanzania: The case of selected secondary schools in Iringa Municipality, covering ten (10) Secondary schools. The study dealt with education stakeholders (teachers, students and administrators) in order to assess the current practices of teachers in the implementation of AA. The study relied on empirical data which were collected through mixed approach where by the experiences of the participants was considered as the key aspects in enhancing the quality of the learning opportunity. This study was delimited to the secondary schools' teachers, students and education administrators from Iringa Municipality. Specifically, the study focused on perceptions held by these stakeholders towards implementation of AA used in the process of teaching and learning and the study involved ten (10) public secondary schools from Iringa Municipality which were purposively selected.

### **1.8 Limitation of the Study**

There were several limitations encountered during the conduction of this research. Firstly, the researcher got problem from the participants' unwillingness to give cooperation in provision of the required information from them, some of them had poor attitudes toward the researcher's activity while others were unwilling to provide chances for the researcher to meet with the respondents (teachers and students) claiming that, the researcher interfered their normal routine. The researcher prepared the special consent form which requested the respondents willingly to join the study and fill the form and they were free to accept or decline. It is through this form the researcher obtained the right respondents who provided him with maximum

cooperation throughout the research time. Secondly, as Denscombe (2014) claims it may be hard to identify if the interviewee expressed the truth especially when they expressed their feelings, emotions, experiences or practices. This study faced the limitation during classroom observation as it was difficult to gather in-depth information from the students.

Thirdly, since the researcher did not have an extensive experience in primary data collection method, the nature of the implementation of the selected data collection method would be a limitation to the researcher. However, the problem was minimized by conducting a pilot study in one of the secondary schools in Iringa Municipality to check data collection methods' reliability. The schools involved in the pilot study were not included in the main study.

Fourthly, the study was limited by the language medium for the research which was English. It was observed that the majority of the students were not conversant with the language. So, even understanding the requirements of the questionnaire was a problem. The researcher included a part of Kiswahili language in the Diary at least to make things clearer to students.

Lastly, some participants once they were given the questionnaire they filled them without fully concentrating to the instructions given and they were not ready to ask where they did not understand. That is why some of them claimed for increments in their salaries (for teachers) and proposed decrease in corporal punishment (for students) while filling their respective questionnaires. Having realized this situation, the researcher replaced these respondents who seemed to be unwilling with those

who were willing via the use of special consent form prepared by the researcher and hence the problem was solved accordingly.

## **1.9 Definitions of key terms**

### **1.9.1 Alternative Assessment**

In this study AA can be understood as the method which is based on a number of diverse information sources, not just on tests. AA indicates that the student is responsible for the learning process. Engaging students in the assessment process helps them to be self-reflective and self-regulated learners. Also In the context of this study, AA can also be understood as the implementation of varied assessment methods which supplement traditional tests (paper and pencil) and avoiding overdependence of any one method.

### **1.9.2 Traditional Assessment**

In this study traditional assessment can be understood as the conventional methods which usually produce written document such as quizzes or examinations. They comprise tests given to students by teachers to measure how much the students have learned; the widely used traditional assessment tools include multiple choice, tests, True and False tests, short answers and essays. Traditional assessments are most frequently used to evaluate students, rank them, and assign a final grade. Traditional assessments generally involve the use of tests, quizzes, and homework as the means for evaluation.

### **1.9.3 High Stake Assessment**

High stake assessment in this study has been defined as the use of standardized test scores to make important decisions about students and its results have been used as a

method to determine a students': academic placement, promotion and retention, graduation and intervention services and when high stakes assessments are used, they have a direct effect on the academic future of the student being assessed.

#### **1.9.4 Low Stake Assessment**

Low stake assessment as used in this study referred to the kind of assessment that is used as the only sole determining factor for making major decision to judge student's ability. Low stake assessments do not impact student's final grades or other educational outcomes and the purpose of it is to provide students with an indication of their performance while taking a course and give students an opportunity to improve their performance prior to receiving final grade, either on an assignment or in a course.

#### **1.10 Organization of the Thesis**

The Thesis is organized into six chapters. Chapter one is the introductory part that describes the background to the study, statement of the problem, research objectives and research questions, significance of the study, scope of the study, limitation of the study and definitions of the key terms used in this study. This is followed by Chapter two which is about reviewing the related literature and theoretical foundation. Chapter three deals with research methodology employed in conducting the research, indicating the research procedures and techniques applied in the collection of data from respondents. It also includes the research instruments used to collect data. Chapter four focused on the data presentation of research findings. Chapter five presented the discussion of the research findings under each objective. Chapter six provided study summary, conclusion and recommendations.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews literature on AA used in teaching and learning in secondary schools. It gives the conceptual definitions of the concepts which were used in this study. It critically reviews the supporting theories namely Dewey (1933); Vygotsky (1978) and Piaget (1936) constructivist theories of learning. Furthermore, it outlines the empirical analysis of relevant studies including general studies, studies in Africa, and Tanzania studies. The chapter also gives the synthesis of the study, research gap and the conceptual framework which guided this study.

#### **2.2 Theoretical Review**

This section aimed to provide theoretical views which underpin the use and implementation of AA in classroom. Researchers and educators draw on relevant theories to validate the actions they take and practice in the classrooms. In this case, they equate AA with constructivist theory which considers learners as the central focus of classroom practices. This study was guided by constructivist theory of learning specifically, citing the work of Dewey (1933) ; Vygotsky (1978) and Piaget (1936).

##### **2.2.1 Constructivist Theory of Learning**

The foundation of constructivist theory comes from the work of Dewey (1933), Vygotsky (1978) and Piaget (1936) (Bond, 2006). It challenges the behaviorist assumptions about how students learn and advocates for alternative approaches to learning (Shepard, 2000). Jonassen (1991), as cited in Ruschoff and Ritter (2001)

suggests that constructivist learning theory is based on the view that learning is an active, creative and socially interactive process, and knowledge is perceived as something learners must construct rather than being something that can be transferred.

AA is based on a constructivist view of learning where by the student, the text and the context impact learning outcome (Wiggins, 1993). Constructivism means student construct their knowledge by connecting present knowledge with existing or previous knowledge. Constructivist theory emphasizes the students' role in the learning process (Brunner, 1986). A constructivist approach to learning and instruction has been proposed as an alternative to the objectivist model, which is implicit in all behaviorist and some cognitive approaches to education (Charles, 2012).

Constructivists believe that prior knowledge impacts the learning process. In trying to solve different problems, perceptual similarities between existing knowledge and a new problem can remind people of what they already know. This is often one's first approach towards solving different problems. Information not connected with a learner's prior experiences will be quickly forgotten. In short, the learner must actively construct new information into his or her existing mental framework for meaningful learning to occur (Banda, 2011).

Assessment of student learning is of two types: formative and summative. Formative assessment occurs during learning and provides feedback to the student. It includes evaluations of ongoing portfolios, and demonstrations of work in progress. Student

collaboration also provides a form of formative assessment (Kitta & Fussy, 2013). The teacher's role in a constructivist classroom is not so much to lecture at students but to act as an expert learner who can guide students into adopting cognitive strategies such as self-testing, articulating understanding, asking probing questions, and reflection. The role of the teacher in constructivist classrooms is to organize information around big ideas that engage the students' interest, to assist students in developing new insights, and to connect them with their previous learning. The activities are student-centered, and students are encouraged to ask their own questions, carry out their own experiments, make their own analogies, and come to their own conclusions (Brooks and Brooks, 1993 ).

The constructivist approach to teaching and learning is based on a combination of a subset of research within cognitive psychology and a subset of research within social psychology (Huitt, 2003). The theory of constructivist learning is vital to understanding how students learn. The idea that students actively construct knowledge is central to constructivism. Students add (or build) their new experiences on top of their current foundation of understanding (Gogus, 2012 ).

It is not enough to simply know the theory of constructivist learning. Educators must also know how to implement it in their classrooms. Their goal is to create a welcoming environment that promotes active engagement in learning. In the theory of constructivist learning, instructors act as facilitators. They must promote collaboration and adjust their lessons based on the prior level of understanding of the class. Once they identify students' existing knowledge, instructors must work to grow the understanding in those areas (Shemwelekwa,2008).

### **2.2.2 Piaget Constructivist Theory**

Jean Piaget was a Swiss Biologist, philosopher, and behavioral scientist who developed one of the most significant theories in cognitive psychology (Lutz and Huitt, 2004). Lutz and Huitt (2004) further add that, Piaget theory advocates that, individuals are born with reflexes that allow them to interact with the environment and these reflexes are quickly replaced by constructed mental schemes or structures that allow them to interact with and adapt to the environment.

Piaget's theory of constructivism addresses how learning actually occurs, not focusing on what influences learning. The role of teachers is very important. Instead of giving a lecture the teachers in this theory function as facilitators whose role is to aid the student when it comes to their own understanding. This takes away focus from the teacher and lecture and puts it upon the student and their learning. The resources and lesson plans that must be initiated for this learning theory take a very different approach toward traditional learning as well. Instead of telling, the teacher must begin asking.

Instead of answering questions that only align with their curriculum, the facilitator in this case must make it so that the student comes to the conclusions on their own instead of being told. Also, teachers are continually in conversation with the students, creating the learning experience that is open to new directions depending upon the needs of the student as the learning progresses. Teachers following Piaget's theory of constructivism must challenge the student by making them effective critical thinkers and not being merely a "teacher" but also a mentor, a consultant, and a coach (Piaget,1971).

Some strategies for teacher include using different varieties of AA methods and procedures, having students working together and aiding to answer one another's questions. Another strategy includes designating one student as the "expert" on a subject and having them teach the class. Finally, allowing students to work in groups or pairs and research controversial topics which they must then present to the class.

### **2.2.3 Vygotsky's Constructivist Theory**

Levy Vygotsky a Russian psychologist and sociologists who was born in 1896 in Russia to a middle class of Jewish family. Vygotsky's socio cultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky believed everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure. A second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a "Zone of Proximal Development" (ZPD). This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop (Briner, 1999).

ZPD is an expression which Vygotsky used when he was trying to explain cognitive development. According to this outlook cognitive development is not a spontaneous process but occurs with the child's interaction with the physical world. It happens when children are embedded in social context, surrounded by people of greater expertise willing to share their knowledge with the child. The concept of the More

Knowledgeable, other is integrally related to the second important principle of Vygotsky's work, the Zone of Proximal Development. This is an important concept that relates to the difference between what a child can achieve independently and what a child can achieve with guidance and encouragement from a skilled partner.

For example, the child could not solve the jigsaw puzzle (in the example above) by itself and would have taken a long time to do so (if at all), but was able to solve it following interaction with the father, and has developed competence at this skill that will be applied to future jigsaws. Vygotsky (1978) sees the Zone of Proximal Development as the area where the most sensitive instruction or guidance should be given - allowing the child to develop skills they will then use on their own - developing higher mental functions. A teacher or more experienced peer is able to provide the learner with "scaffolding" to support the student's evolving understanding of knowledge domains or development of complex skills. Collaborative learning, discourse, modelling, and scaffolding are strategies for supporting the intellectual knowledge and skills of learners and facilitating intentional learning.

#### **2.2.4 Dewey's Constructivist Theory**

John Dewey was an American Psychologist and Philosopher who promoted the value of personal experience in learning. Dewey (1944) proposed that, a primary function of schooling was to prepare young people to live a democratic society and that one's reflection on personal experiences would provide the foundation for the development of the necessary attributes for successful living (Luiz and Huitt, 2004).

Luiz and Huitt further add that, Dewey's thoughts on education, originally published in his 1938 work *Experience and Education*, analyzed both traditional and progressive education. Traditional education's focus was more on curriculum and heritage, defining a student's learning path for them; a progressive education focused on the student's interest rather than that of the instructor or subject. In Dewey's opinion, neither of these schools of thought was sufficient. Dewey believed that traditional education was too strict and progressive education too spontaneous. He believed that traditional education left little regard for the learner's interests and progressive education was too individualized.

According to Dewey, powerful educational experiences are a result of two fundamental principles: continuity and interaction. Continuity refers to how experiences, both past and present, influence the future while interaction refers to how one's current situation influences their experiences. Dewey combined these two principles, stating that one's present experiences are a direct result of how their previous experiences interact with and influence their present situation.

Simply put, Dewey stated that human experiences- past, present, and future- influence the capacity to learn. He once said that: 'Education is a social process. Education is growth. Education is, not a preparation for life; education is life itself. Dewey challenged educators to begin providing learners with experiences that resulted in growth and learning, believing that these experiences would someday result in growth and creativity in learners' future experiences. In other words, a good experience now would impact future decisions and experiences. This is what Dewey called the continuity of experience.

### **2.3 Implication of Dewey's, Piaget's and Vygotsky's Constructivist Theories in Education**

Schunk (2000) advocates that, the work of Dewey, Piaget and Vygotsky present a powerful case that human being seek meaningful interactions with the environment and construct knowledge of themselves and the world around them through these interactions. Collectively, these theorists provide the foundation for an approach to learning called constructivism. Furthermore, Moshman (1982) pointed out three competing forms of constructivism; firstly, Exogenous by Vygotsky (1978) who proposed that, the individual first adopts social and cultural artifacts and then adapts these to his own knowledge structures; secondly Endogenous view point which are more influenced by Piaget (2001) who proposes that knowledge structures come first and guide one's interaction with the environment; thirdly, Dialectical position which purports that both correct and incorrect, knowledge and cognitive processing competencies derive from the interaction of the individual and environment as proposed by Dewey (1944).

Learners are actively engaged in constructing their meaning from their learning experiences; active making sense of new knowledge and deciding how to integrate it with previously learned concepts and information (Weimer, 2002). In this case, learners are able to achieve deep learning as the teacher provides contexts and opportunities within their assessment practice for students to be flexible in their learning strategies and to take responsibility for their learning. Supporting this view, Van Hattum-Janssen and Pimenta (2006) assert that learners are in charge of their learning because they are capable of constructing their own knowledge and



understandings from multiple world views.

The responsibility of students' learning no longer lies in the hands of the teacher, but in large part within the learners themselves. Thus, when learners are enabled to be responsible for their own learning it means a change in the role of the teachers and learners in many factors that have influence on the learning process such as curriculum design, material used and assessment of students. Herman *et al.*, (1992) as cited in Bond (2006) claims that a constructivist approach to learn supports the need to integrate AA methodologies with instructional processes and curriculum content. Shepard (2000) argues that to be consistent with social constructivist pedagogy, AA must be used to reflect recent understanding about how students learn. Teachers need to re-conceptualize their understanding and knowledge of assessment, moving from assessment for record keeping to assessment for the improvement of students' learning. He also claims that it is essential that classroom assessment be congruent with important learning goals.

Rueda and Garcia (1996) note that this shift towards constructivism is reflected in the application of AA forms such as performance-based assessments, portfolios, and other means designed for better indication of performance in a more authentic context. Shepard (2000) adds that the aim of assessment in the classrooms must be changed fundamentally so that it is used to assist learners to learn and to improve teaching instead of being used only to rank learners or certify the end products of learning. Mosha (2000) suggests that, regular student's AA provides useful information that can be used to judge student's learning progress and give teachers opportunity to take remedial actions so as to improve performance. Principles of

classroom assessment require the expectations and intermediate steps for improvement to be made visible to students and that students should be involved in the assessment process.

Based on the preceding discussion, it is evident that teachers should move from teacher-centered assessment practices that exclude learners to participation which uses AA process. Classrooms should be changed in a manner that improves learners' performance and helps attainment of learning goals (Organization for Economic Co-operation and Development, 2013). This means that AA strategies should be utilized in order to encourage intellectual independence and acquisition of higher order thinking skills. Therefore, this study intended to find out how teachers implement AA in their classrooms. Questions asked: are they integrating assessment in their classroom as advocated by constructivist theory?; how do they view their learners?; are learners active or passive?; are learners involved in assessment process as the theory advocates?; what types of assessment methods are used by teachers?; And whether or not the types of assessment promote knowledge construction or memorization of knowledge as the theorists above suggest.

There is a need for ongoing training to help teachers understand and implement AA. Understanding and implementing the new curriculum depends on personal and professional change. The main purpose of AA is to improve student learning and motivation to learn (Gronlund, 2006). In this regard Gronlund suggests that a sound classroom assessment requires a clear conception of all intended learning outcomes of instructions and a variety of assessment procedures that are relevant to the instruction, adequately sample student performance and fair to everyone.

In addition, according to Gronlund (2006), a sound assessment requires specification of criteria for judging successful performance and timely and detailed feedback to students emphasizing strength of their performance and weaknesses to be corrected. Teachers are required to develop classroom assessment that align with practices recommended by experts of educational measurement and assessment. For example education measurement and assessment experts have recommended that students should clearly be informed about grading procedures in advance and involve in the assessment process (Stiggins and Chapuis, 2005).

Also students should be given continuous and formative assessment feedback, rather than judgmental feedback about their academic performance (Brookhart, 1994).

Gomez (1999) in Afrianto (2017) explains that, there are several aspects that teachers should be prepared for the professional training; teachers should first be made aware of the benefits of assessment portfolios so that they become convinced that it is an attractive to their current testing system, especially because alternative assessment requires more work initially than standardized tests.

Well-trained skillful professional teachers are obviously required to make alternative assessment work well in the field. This will be an aid to insufficient government budget allocated for national education despite of the educational problems relating to lacking budget like poor paid of teachers' salaries, insufficient school facilities and unavailability of advanced teaching and learning aids which are still unsolved (Afrianto, 2017). Moreover, teachers are encouraged to use more than one assessment method in order to have enough, accurate evidence of student learning and it is emphasized that the assessment should match the learning target and

provide a meaningful feedback to students (Nitko, 2001).

In addition the American Federation of teachers, National Council on Measurement in education, and National Education Association (1990), has defined seven standards for teacher competency in Education Assessment of students. The standards emphasized that teachers should competently be able to choose and develop assessment methods appropriate for instruction decisions, administer, score, and interpret results of externally produced and teacher made assessment, use assessment results when making educational decisions, develop valid assessment, communicate results and recognize unethical, illegal and inappropriate methods and uses of assessment.

Piaget's theory advocates the importance of the readiness of the student to learn new information. Educators must activate previous experiences, knowledge and learning strategies in order to effectively present new information in a context that students can't readily process. Also educators must develop lessons that build from concrete level to the formal operational level that require students to use both lower-level and higher level thinking that is to say, connection between ideas and activities requires a great deal of planning to be successful and that familiar examples and different AA approaches of cognitive development stated by Piaget should be applied (Luiz and Huitt, 2004). Within the classroom learning should be student-centered and accomplished through active discovery learning. The role of the teacher is to facilitate learning, rather than direct tuition. Therefore, teachers should encourage the following within the classroom: Focus on the process of learning, rather than the

end product of it.

Using active methods that require rediscovering or reconstructing "truths. "Using collaborative, as well as individual activities (so children can learn from each other). Devising situations that present useful problems, and create disequilibrium in the child. Evaluate the level of the child's development so suitable tasks can be set (McLeod, 2018).

Piaget explains that the individual constructs knowledge by using mental or cognitive constructivism which are reflections of AA procedures. Piaget's focuses on the individual learner but we all know that humans are social beings. A contemporary educational application of Vygotsky's theories is "reciprocal teaching," used to improve students' ability to learn from text. In this method, teachers and students use AA methods to collaborate in learning and practicing four key skills: summarizing, questioning, clarifying, and predicting. The teacher's role in the process is reduced over time (Vygotsky, 1978).

Also, Vygotsky is relevant to instructional concepts such as "scaffolding" and "apprenticeship," in which a teacher or more advanced peer helps to structure or arrange a task so that a novice can work on it successfully. Vygotsky's theories also feed into the current interest in collaborative learning, suggesting that group members should have different levels of ability so more advanced peers can help less advanced members operate within their ZPD. Dewey asserts that, educators should not impose a curriculum on students but rather act as a guide or assistant. Furthermore, AA and evaluation should be done in the context of practical, real

world applications of knowledge, disposition and skills.

#### **2.4 Relationship between Constructivist Theory and Assessment in Teaching**

Yurdabakan (2011) writes that, the theoretical framework that emerged with constructivism has caused learning setting to be student-centered and have triggered the assessment process to include questioning of learning process. According to constructivists, knowledge is formed when an individual interacts with his/her environment (Black, et al., 2005). This idea sheds light on instructional practices necessary to obtain knowledge. Instructional practices should stress high level thinking and deepening understanding, focus on real life problems, give importance to students' metacognitive knowledge and focus on improving reflective skills by making use of different assessment practices (Jonassen, 1994). AA is originated from the constructivist theory which views learners as active constructors of knowledge, therefore alternative assessment is compatible with constructivist theory of learning (Shepard, 2000).

The relationship between metacognitive knowledge and assessment has given rise to the birth of Alternative Assessment methods like portfolio, self-peer and co-assessment. Hackmann (2004) has found in his study that, in the search to improve the quality of education, the use of constructivist assessment tool is important for enhancing teaching-learning process. He further adds that, recent educational developments such as constructivism and multiple intelligence theories as well as society requested new trends engendered to radical change in traditional approaches of instruction and assessment. For this reason, Alternative Assessment approaches are needed in assessing both learning process and learning.

The active involvement of students in their assessments process is linked to the constructivists view that it is essential to grasp the goals of one's present understanding if learning is to be meaningful and permanent (Shamwelekwa, 2008). Many scholars suggest that objectives for active learning methods could only be attained if they were used together with Alternative Assessment, take place in more authentic contexts, use wider range of assessment tasks and assess a wider range of outcomes (Stears and Gopal, 2010).

Classroom assessment of students' learning is an important component in any education system. Teachers use various methods of assessment to determine students' progress in learning and difficulties encountered (Ndalichako, 2015). The overall aim of assessment is to enhance the attainment of educational objectives through meaningful learning. There is a global mistrust on paper and pencil-based examination (Khaahloe, 2008). Research studies in Tanzania vividly reveal that teaching is still dominated by traditional teaching methods which are irrelevant and ineffective in implementing competence-based curriculum of secondary schools in Tanzania (Sylvester and William, 2015).

Assessment practices by majority of secondary school teachers in Tanzania has generally remained traditional involving the use of recall-based papers and pencil assessment like tests, quizzes, examinations and oral questions contrary to the demands of the reformed curriculum (Paulo, 2014). It was in 1990s when educationist realized that new alternative ways of thinking and assessing learning are needed (Kirrikaya and Vurkaya, 2011). Kirrikaya and Vurkaya further add that, Alternative Assessment emerged out of practice connected to an educational reforms

and new quest.

That is why in 2005 Tanzania, through her education ministry decided to change the curriculum of education which hosted traditional assessment to competence-based curriculum which uses Alternative Assessment in order to impart meaningful and eddecive education to her students (URT, 2000). The revised curriculum emphasizes what the student in a particular level should be able to do in the world of work in the typical contexts (Kitta and Tilya, 2010). This encourages students to learn complex knowledge and problem-solving skills needed for future success. Therefore, due to the shortcomings which have been observed as a result of the use of traditional assessment, the world has been working with Alternative Assessment methods which will replace the traditional mode of assessment (Nasab, 2015). Unfortunately, in Tanzania, classrooms are still deductive and authoritarian with little or no recognition of the learners' potential to actively construct knowledge, that is, students are just filled with theories and abstract concepts (Osaki, et al., 2005; Shemwelekwa, 2008).

Supporters of constructivist learning theory such as Sheppard (1995) highlight the need for students to actively construct knowledge for themselves through engagement in cooperative problem-solving classroom activities within and outside the classrooms. The implication for teachers in that they need to facilitate this process by providing students with strategies and learning environment which are more conducive for such learning to take place.

Analyzing teachers' perceptions of Alternative Assessment is important for successful implementation of Alternative Assessment, so that teachers cannot view



teaching and assessing in isolation rather than reflections of a real classroom setting (Shrestha, 2013). This is because teachers are important agents of change in education (Nitko, 2001). If the teacher accepts or have positive perceptions on Alternative Assessment, they will likely support the assessment and make the Alternative Assessment practices a reality. This is supported by Quitter and Gallini (2000) who argue that if teachers develop negative attitudes towards certain methods of assessment, there is high possibility that they will not understand or use those methods of assessment in future.

It is from this basis, this study is aimed to address the current practices of secondary school education stakeholders' in implementing Alternative Assessment specifically on their perceptions of Alternative Assessment, types of assessment used, students' involvement in the classroom assessment processes and the challenges teachers face in the implementation of Alternative Assessment.

## **2.5 Empirical Analysis of Relevant Studies**

### **2.5.1 Types of Assessment Methods Used by Secondary School Teachers**

Letina (2014) says that, despite the many advantages of AA, it is still not adequately implemented in the education system and she further states some of the reasons for this situation such as insufficiently developed teachers' competence for its application. Furthermore Stiggins (1997) as quoted by Letina (2014) points out that, the lack of competencies for the application of AA is the main reason why most teachers feel uncomfortable with its use. He further adds that, there are no specific guidelines for the implementation of other forms of assessment because their implementation is mostly left to the teachers' personal estimation and preferences.

Letina (2014) writes that, assessment of students' practical, organizational and creative skills in science and social science studies can also be achieved through various outdoor education activities which provide a holistic view on students' personality, through role-playing that requires the application of specific competencies for coping with real life situations and through self-assessment and peer assessment.

Research has shown that scores obtained through standardized tests do not wholly reflect the students' ability to apply knowledge and skills in practical situations (Okur, 2008). On the other hand, Looney, (2011b) writes that, teachers opt for Computer-assisted assessments especially in multiple choices, aid to speed-up and reduce the costs of the assessment. Since assessments are machine-scored, they provide reliable data on student performance and are less expensive to administer. And that they are not able to fully embrace or develop students' social and civic competencies or learning to learn competencies which can be developed in social studies classes.

Dandis (2013) writes that, despite widespread efforts to change the overall philosophy of assessment many teachers still use multiple choice and short answer questions examinations to assess students' progress. Kim and Noh (2010) in Dandis (2013) further add that, these assessment strategies do not encourage creativity and innovation, so the traditional teaching and assessment strategies creates distance between students and teachers and encourage students to focus on retention of facts. Dandis (2013) continues to explain that due to large number of students in class it is impossible to use AA and therefore teachers still use written examinations, they use

numbers and final grade and average. Dandis (2013) concurs with Stiggins (2004) who asserted that, educators still assess student learning the way their predecessors did 60 years ago.

Black and William (1998) argued that, the main weaknesses in classroom assessment are that; classroom evaluation practices generally encourage superficial and rote learning; concentrating on recall of isolated details usually items of knowledge pupils soon forget. He also explains that, teachers do not generally review the assessment questions that they use and do not discuss them critically with peers, so there is little reflection on what is being assessed. Therefore, the grading function is over-emphasized and the learning functions under-emphasized.

Teachers provide assignments at the end of lessons just to encourage memorization, through individual exercises and these exercises are just for consolidation of what the teacher had demonstrated. This kind of approach encourages memorization of procedures and processes (Banda, 2005). Teachers use test results to promote students from one grade to another and also to check if they have mastered the subject matter at the end of a topic or term. This seems to suggest that assessment means testing. Zhang and Burry-Stock (2003) do not show different observations when they explain that, teachers may be involved in some activities more than in others due to the nature of assessment specific to the grade levels and content areas they are required to teach.

They again add that; secondary school teachers rely mostly on paper and pencil tests and are concerned with quality of an assessment because grades and assessment-

based decisions take on more importance as the students' progress in the school system.

### **2.5.2 Secondary School Teachers' Perceptions of Alternative Assessment**

Thompson (1992) in Dayal and Lingam (2015) defined perceptions as more general mental structure, encompassing beliefs, meanings, concepts, propositions, rules, mental image preferences and the like. Thus, perceptions act as a framework through which a teacher views, interprets and interacts with the teaching environment (Brown, 2008). Perception is the term used in this research to describe the organizing framework by which an individual understands, responds to, and interacts with a phenomenon.

The structure of teachers' perception is not uniform and simple; they appear to be multifaceted and interconnected. The study of teachers' perceptions of assessment is important because evidence exists that teachers' perceptions of teaching, learning and curricula influence strongly how they teach and what students learn or achieve (Clark and Peterson, 1986; Pajares, 1992; Thompson, 1992; Calderhead, 1996). Therefore, according to Thompson different perceptions could lead to different assessment practices. Al-Nouh, et al., (2014) assert that, teachers' beliefs about assessment affect their performance. They further explain that, there is a need to investigate teachers' attitudes in implementation of AA for the attitudes towards Alternative Assessment should be the focus of ongoing research.

Teachers' attitudes reflect their beliefs and the beliefs are the outcomes of experience (Metin, 2011). The study by Brown (2004) does not show the different

thing when he shows that, the study of teachers' perceptions of assessment is important because evidence exists that teachers' perceptions of teaching, learning and curricular influence strongly how they teach and what students learn to achieve. He further explains that teachers' belief about student's self-confidence, morale, creativity and work are closely linked to one's choice of evaluation techniques.

Thus, all pedagogical acts, including teachers' perceptions and evaluations of students' behavior and performance are affected by the teachers' perceptions have about many education artefacts, such as teaching, learning, assessment and teacher efficacy. Differences in attitudes among teachers show that teachers need training in assessment techniques (Tante, 2010). This lack of training has forced teachers to use traditional methods of assessment (Gonzales and Aliponga, 2012). This is verified by Metin (2012) who adds that, most teachers found themselves struggling to implement Alternative Assessment without being adequately trained. A study by Dayal and Lingam (2015) showed that teachers perceived themselves as knowledgeable and skillful in using Alternative Assessment, however they felt more confident using traditional written tests and reported for more trainings in Alternative Assessment.

Tangdhanakanond and Wongwanich (2012) reported teachers' positive attitudes and interests; however, teachers complained about the clarity and the time set for using portfolio assessment. They further state that, there are some factors which impede teachers' implementation of AA. These factors have been identified by Guerin (2010) like inadequate training, large class size and time-consuming activities. A study conducted by Chaster and Quitter (1998) on in service teachers' perception

and alternative methods as cited by Banda (2005) concluded that, teachers' perceptions of classroom assessment affected their classroom practices. Teachers that attached less value to classroom assessment used standardized tests most of the times in their classrooms and teachers with negative experiences in classroom assessment, standardized testing are least likely to see the value in various forms of assessment in classroom. They recommended, therefore that the in-service training should focus on helping teachers see the value of assessment methods rather than how to do assessments.

Meyer and Lester (2013) in their study found that, many teachers' inability to develop suitable assessment instruments is a result of the shortcomings of the teacher training programmes which give little emphasis on acquisition of assessment skills. They also showed that while teachers perceived Alternative Assessment to be useful, the reality of their use to guide and grade large numbers of students' papers became a challenge. Teachers continued to use traditional assessment approaches even though they felt that, Alternative Assessment were good, as Yung (2001) confirmed.

### **2.5.3 Alternative Assessment Procedures Practiced by Teachers in Secondary Schools**

Sanga (2016) writes that, several scholars have emphasized the necessity of designing and executing assessments that have the potential of measuring students' intellectual accomplishments that are worthwhile, significant and meaningful. The quality and utility of assessment rests upon the extent to which the performance measured represents appropriate and meaningful forms of human achievements that are relevant in real-life situations. Many secondary school teachers in Tanzania are

facing challenges when preparing and implementing AA procedures during their teaching and learning activities (Jidamva,2012).

Inability of secondary school teachers to follow the AA procedures arise when teachers and education leaders do not possess the knowledge and skills as Kitta and Fussy (2013) explained in their study that despite of good and excellent certificates secondary school teachers have, yet the procedures they use in during teaching and learning in their real classroom interaction do not reflect the AA.

In reality very, few teachers implement the principles of assessment that the research has shown are essential to enhance students' learning (Stiggins, 1997). Generally, findings from the recent studies on teachers' classroom practices in implementing the revised competence-based curriculum in secondary schools (Banda, 2011; TIE, 2011) shows that majority of secondary school teachers are not implementing the revised competence-based curriculum as directed in the formal policy documents such as syllabus and curriculum frameworks. This is because teachers have narrow understanding of competence-based curriculum (CBC) and its repercussion on classroom practices. Thus, they have continued to teach and assess using the traditional teaching and assessment methods. The implementation of CBC requires the use of new assessment strategies aligned with the new paradigm. To implement these changes, it is necessary that all teachers become knowledgeable and equipped with new alternative approaches to assessment (Maclellan, 2004).

Leung and Davison (2009) have identified some Alternative Assessment procedures which distinguish from other forms of Traditional Assessment as follows;

- i. The teacher is involved from beginning to end in assessment activities.
- ii. A number of samples of student's work are collected overtime.
- iii. The assessment can be modified and adapted by the teacher to match the teaching and learning goals of the class being assessed.
- iv. Assessments are carried out in classrooms by the teacher.
- v. Assessment involves students more actively in the assessment process.
- vi. Assessment allows for immediate feedback to the students.
- vii. Assessments stimulate continuous evaluation of teaching and learning.
- viii. Assessments complement other forms of assessments including formal or external ones.

They further add that the practices and procedures are more than just who is doing the assessment but also for what, where, how and why the assessment takes place.

Another study conducted by Asamoah (2019) has categorized some comparisons which can be made regarding Alternative Assessment procedures and Traditional Assessment procedures basing on purpose of the assessment procedure, concept of validity and reliability, impact on teaching and relationship between teaching and learning. The explanations of these categories are given below;

**Purpose of the Assessment Procedure:** The purpose of Alternative Assessment procedures is to measure students' proficiency by asking students with many avenues to learn and demonstrate what they have learned. In furtherance Alternative Assessment procedure is aimed to manage students' competency. On the other hand, the purpose of Traditional Assessment procedures is to carefully evaluate if student have learned the content and to determine whether or not the student is screenful in



acquiring knowledge. This kind of assessment is aimed at ascribing a grade to students, rank and compares the students against the standards set for the students.

Also, Alternative Assessment procedures test and strength the students' ability to reason and analyse, synthesize and apply the knowledge acquired. For this type of assessment procedures, students' higher level of cognitive skills and abilities from knowledge & comprehension to application, analysis, synthesis & evaluation are measured in multiple ways (Miller et al.,2009). Conversely Traditional Assessment procedures are geared toward testing and strengthening students' ability to recall, reorganize and comprehend content, but these assessment procedures do not reveal students' true progress of what they can do with the knowledge acquired.

**Concept of Validity and Reliability:** AA procedures require effective, efficient and well-defined criteria or rubric for scoring and standard to achieve validity and reliability of results. This is because the students can be given the same task, but since students demonstrate their knowledge by doing, there will be differences in the way students may go about the doing. In situations where there is no a defined criterion or rubric for scoring, standards to achieve validity and reliability may be lowered. On the other hand, in Traditional Assessment procedures the concept of standardization, validity and reliability are made easily. This is because; students are given the same assessment content in a documented manner. There is therefore the likely hood of reducing errors which make the results obtained from the standardized assessment procedures more likely to be consistent.

Additionally, AA procedures provide indirect evidence of learning or competency. This type of assessment procedures provides multiple acceptable ways of

constructing or crafting a product or performance as an evidence of learning. On the hand Traditional Assessment procedures provide indirect evidence of learning because the assessor may not be present to know the skill and ability adopted by the student in the quest of knowing. This makes Traditional Assessment procedures rigid and fixed and hence provides a limited way for the students to demonstrate what they have learned.

**Impact on Teaching:** AA procedures expose educators to focus on critical reasoning, skills which students will be able to apply naturally to long-form test questions. However in situations where AA procedures replace Traditional Assessment procedures, teachers would have to learn new methods of test preparation and schools need to develop performance forms of assessment to their teachers and students. On the other hand, Traditional Assessment procedures force educators to spend time teaching students how to manage test, including the various strategies for selecting correct answers from a listed group.

**Relationship between Teaching and Learning:** Test with respect to AA procedures are integrated with instruction. Assessment activities happen all throughout the instruction to aid students improve their learning and thus help teachers to develop means and strategies to improve teaching. On the other hand, Traditional Assessment procedures are most at times separated from teaching and learning. In this sense test surrounding Traditional Assessment procedures come after the instruction to evaluate if the students have efficiently and effectively learned the content.

Teachers are largely autonomous. In the choice of internal assessment instruments within the limits of the local the particular assessment instruments to be used in measuring the achievement of learning goals. Given the diversity of approaches applied by teachers in different subjects, year, levels, regions, schools and classrooms, it is difficult to characterize and compare typical assessment formats used within system (Santiago *et al.*, 2012). They further add that; different schools use different AA procedures for example they may use the same marking criteria which are shared by students and guardians and the flexibility highly observed.

Earl and Katz (2008) write that, teachers can use classroom assessment as the vehicle which moves them where the teachers and learners want to reach, therefore different AA techniques need to be adopted in order to bring the desired teaching and learning outcomes. Recent studies show that secondary school teachers in Tanzania have continued to teach in habitual ways despite the change in curriculum which demand change in teaching approaches. This entailed the use of traditional teacher-centred teaching methods such as lectures, demonstrations and brainstorming (Timothy, 2011; Banda, 2011; TIE, 2011).

Teachers explain or demonstrated concepts and write notes on the chalkboard for students to copy. Sometimes teachers intersperse lecturing with recall-based closed-ended oral questions which elicit minimal thinking among students. On teaching methods Timothy (2011) reported that most physics teachers in the studied schools were still applying teacher-centred instructional methods such as lecture and demonstrations than learner-centred instructional methods.

This confirmed earlier findings by Shemwelekwa (2008) who found that majority of teachers named lecture method followed by questions and answers as the teaching methods they most frequently used .However, recent studies shows that assessment practices by majority of secondary school teachers in Tanzania has generally remained traditional involving the use of recall-based paper and pencil assessment methods such as tests, quizzes, examination and oral questions contrary to the directives stipulated in the revised syllabus (Shemwelekwa, 2008; Kahwa, 2009; Timothy, 2011; Banda, 2011). For instance, recent observation by Shemwelekwa (2008) revealed that assessment practices by mathematics teachers in the sampled secondary schools was limited to exercises, quizzes and home work.

#### **2.5.4 Challenges Facing Teachers in Implementing Alternative Assessment**

AA also present practical challenges for teachers and students during its implementation. Quansah (2018) explains that, it is for a fact that, Traditional Assessments are used more than Alternative Assessment procedures due to different challenges and that Traditional Assessment should not be overlooked and that it is important for the teachers to utilize the form of assessment procedures (whether traditional or alternative) which will help in achieving their learning objectives in a feasible manner. All these happen because of the main problems or challenges found and be generally described in the following five aspects as elaborated below:

##### **(i) Time -consuming**

Designing, administering, evaluating, and reporting AA are often time consuming. It requires not only teachers' innovation and creativity, but more importantly their determination and persistence (Lianghuo, 2004). In addition, doing or preparing for

AA tasks, such as project work, journal writing and oral presentation could be also time-consuming for students (Maoz, 2000). Alternative assessment requires large amount of time to design, administer and to scrutinize students' performance and therefore, the class with more than twenty students would be difficult to manage (Abbas, 2012). This concurs with the study done by Afrianto (2017) who found similar situation in his findings which was obtained during his study on the challenges of using portfolio as an AA method for teaching English in Indonesia schools when he asserted that , a large class is also another ultimate problem of using the Alternative Assessment methods.

**(ii) Lack of resources**

Teachers have found that not many resources are available in the area of AA, and in particular in the current textbooks do not well reflect AA concepts and contents (Lianghuo, 2004). Afrianto (2017) further adds that, in large testing programs, the cost of using performance tests is three times to ten times higher than using multiple-choice tests. Afrianto (2017) also explains that, designing, implementing and scoring AA methods particularly portfolio items is a hard job and therefore costly, practioners have to provide a significant amount of time to suit the assessment tasks with curriculum and develop the scoring criteria and scoring tools which is assumed to requiring much money.

**(iii) Difficult getting started**

Abbas (2012) asserts that, today alternative forms of assessment is relative new for most instructors, underdeveloped and jet to be studied systematically that is to say instructors may face obstacles of how to implement types or forms of AA with

constrains of classroom life. Teachers and students often have substantial difficulty at the beginning and need time to be familiar with the new approaches to assessment (Lianghuo, 2004). This seems particularly to be a challenge in an educational environment like Tanzania, where there is usually a great pressure for teachers and students to target teaching and learning activities closely to the preparation for National examinations (Kafanabo, 2006). Teachers may feel that using AA does not adequately prepare students for the type of assessment that they will meet (Maoz, 2000). Therefore, teachers immitate and duplicate external tests in the classroom testing because they believe that these tests are better.

**(iv) Less well accepted**

That is particular true at the beginning of implementation of AA in classroom settings. Being familiar with doing paper and pencil work, students can question why they need to work on new types of tasks, and parents can doubt if the teachers' evaluation of their children's work is fair, valid and reliable (Lianghuo, 2004). Carole (2007) writes that, obstacles in implementing AA are worthy of attention. School, district and state administrators' preoccupation with test score is a prevailing obstacle though these groups may seem unlikely to change their view of testing and alternative assessment in the near future, teacher educators must continue to advocate for the primary objective of assessment to help students learn rather than fail.

**(v) Training**

Teachers may be reluctant to use AA because they lack the knowledge and training that is necessary to incorporate AA in the classroom (Shohamy, 2000). In addition to

that, applying the different types of alternative assessment depend on teachers' skills in identifying student's competence, glean information about student strategic behavior and relating observation to specific instructional techniques (Abbas, 2012). Carole (2007) further adds that, one of the important aspects of implementing alternative assessment is knowledge about the theory that undergirds and supports various assessment means and the benefits to both students and teachers. The use of portfolios as one of AA methods or other AA tools require a theoretical knowledge base about the purpose underlying their use, such as responsive teaching and children's metacognitive awareness of their accomplishments and future learning goal.

### **2.5.5 Ways to Improve Implementation of Alternative Assessment**

In line with the focus on promoting innovative pedagogical approaches, the new secondary schools are required to use more formative assessment of performances, though, for example, self-observation, self-assessment and portfolios (Specht and Sobanski, 2012). A key strategy to increase the reliability of assessment and marking across different setting is to systematically implement moderation procedures. Moderation refers to a set of approaches that aim to ensure the quality and comparability of assessment judgement. It may involve teachers cross-marking others' assessments or discussing student performance in groups, or a competent external organization systematically checking school-based marking (Rohaya et al., 2014).

Students need to be clear about what they are aiming to learn and which indicators and criteria are appropriate to evaluate progress and inform future learning (Buldur

and Tatar, 2011). Teachers need assessment information that is reliable and consistent across schools in order to understand strengths and weaknesses in relation to expected standards to target future teaching and improve classroom instruction (Maslovaty and Kuz, 2002 ).

Studies show that different approaches indicate that assessment may support or diminish student motivation depending on the way it is designed, implemented and used. In other words assessment that are not well designed and implemented may infect contribute to alienating students and teachers from education system and exacerbate inequity in education. On the other hand, carefully planned assessment interventions that are well aligned with learning goals and place students at the centre of the process have strong potential to raise achievement and reduce disparities (Organization for Economic Co-operation and Development, 2013). In order to adopt effective assessment for learning approaches, to have greatest impact, feedback needs to provide information not only on how the learner has done, but also in the specific steps needed to progress further. It needs to be timely, detailed and specific (William 2006; Hattie and Timperley, 2007).

Many educationalists argue for use of portfolio assessment because it shows the development over a period of time and is meaningful to student allowing the student to examine its own work reflecting about the learning process. Portfolio Assessment presents a clear alternative procedure to more traditional forms of testing and presents a method by which skills and accomplishments of student can be displayed. Portfolio has been relatively new to educational purposes while it has been widely used in some other fields (art, photography, architecture, journalism, fashion etc.).



An important characteristic of portfolio work is that it has to be updated in order to capture a person's achievement and growth (Burke, 2005). Burke further argues that, carefully designed assessments, on the other hand, not only evaluate what students have learned, but can motivate students in their approach to learning, helping them develop thinking and problem-solving skills, and allowing them to assess their own understanding of the course content. Alternative or authentic assignments should involve written and performative measures so that students can develop meaningful and applicable skills, and advance their knowledge of the "how" over that of the "what" (Mazur, 2015).

Developments in Information and Communication Technologies (ICT) have opened new avenues for the assessment of more complex competencies. Technology-enhanced learning environments may in fact provide tools and systems which recreate learning situations requiring complex thinking, problem-solving and collaboration strategies and thus allow for the assessment of such competencies (European Commission, 2011). Innovative computer-based assessments may now score student performances on complex cognitive tasks, such as how students go about problem solving, or open-ended performances such as written essays, or student collaboration on constructed response formats (Mislevy *et al.*, 2001). With some assessments, students may receive feedback on their work while they are taking the assessment (Lewis, 1998 in Looney, 2011).

Several studies also report that there is a risk of conscious or unconscious bias in teacher-based assessment, that teachers may give more help to some students, or in their marking may give inappropriate weight to prior knowledge and expectations of

particular students (Crooks, 2004; Harlen, 2007) Teachers themselves also need to learn how to develop learner-centred teaching and assessment and how to introduce self-assessment practices into regular classroom activities. Smith (2011) explained that most teachers in school use individual assessment, observation, check list and rating scale to assess students' learning. This type of assessment improves the effectiveness of teaching and learning because it allows teachers to rethink and then redeliver the teaching approach and content (Lian et al., 2014).

Alternative Assessment is considered to be a part of the new assessment culture that focuses on improving process of learning and performance of students. Assessment culture is about moving away from traditional testing to a better, more holistic one. Alternative Assessment totally contrasts with traditional testing (Maslovaty and Kuzi, 2002). Buldur and Tatar (2011) agreed that the new assessment culture is more effective than the Traditional Assessment because it considers students' performances in their daily lives and it provides multidimensional assessment.

## **2.6 Synthesis of Study and Research Gap**

In this chapter many issues have been raised, discussed and presented thoroughly concerning the AA. Among those issues are such as: divergent interpretation of AA among secondary school teachers; ways and methods used by these teachers whether are reflective of AA practices or not; common challenges which are encountered by the teachers in implementing AA like low knowledge about AA, lack of tools, overcrowded classrooms and shortage of time; AA procedures practiced by secondary school teachers in teaching and learning; finding out ways of improving the AA; Constructivist theory which encompasses the AA by looking its relevance to

the study, belief, operationalization, strengths and weaknesses and lastly the synthesis of literature and knowledge gap where it has been shown that, many studies pertaining AA focus on the roles and challenges of AA in general (Letina, 2014; Al-Nouh, et al., 2014; Dandis, 2013; Kafanabo, 2006; Stiggins, 2004; Maoz, 2000; Shohamy, 2000; Black & William, 1998) without indicating how teachers' perceptions of AA have an impact on improving students' academic excellence.

Also, many studies on the role of AA have been conducted in other places of the world Dayal and Lingam (2015) -Australia; Kipkorir (2015) -Kenya; Letina (2014) -Croatia; Kirrikaya and Vurkaya (2011) -Turkey; Popham (2008) -USA; Wikstrom (2007) -Stokholm; Banda (2005) -Malawi) but not in Tanzania. This study therefore aimed to assess the stakeholders' perceptions about the implementations of AA and their impacts to secondary school students' performance in Tanzania.

Generally, most of the literatures indicated that the understanding of teachers about the AA methods procedures in Tanzania is low. It was identified that teachers rely heavily on traditional methods of assessment although they perceived AA to be useful but they failed to implement them in the classrooms by lacking procedural knowledge. They also view assessment data as a means of improving teaching and learning, although the aspect of using assessment to plan for next lesson was lowly ranked.

## **2.7 Conceptual Framework**

The conceptual framework uses Researcher's own created model. The model shows how stakeholders' (including teachers, students and education administrators) perception of AA has the impact on the students' academic performance and the

countries expected education outcome. At the centre of the figure shows AA of which its implementation depends on types of assessment methods used by teachers, perceptions of teachers about AA, AA procedures practiced by teachers, challenges faced by teachers during implementation of AA and ways used to improve the implementation of AA (Wang, 2011).

In this conceptual framework AA and learning outcome are dependent variables while the specific objectives which are: types of AA methods used by secondary school teachers; perceptions of teachers about AA; challenges facing teachers in the implementation of AA; AA procedures practiced by secondary school teachers in Tanzania and the ways which can be used by teachers to improve the implementation of AA act as independent variables. Therefore, implementation of AA in education context in order to bring the desired learning outcomes depends on these outlined objectives (Shrestha, 2013; Al-Nouh, *et al.*, 2014).

Ndalichako (2013) in her study found that, the traditional methods of assessment are dominantly used in Tanzanian schools. She identified the types of assessment methods used like, class exercises, homework's, quizzes, tests and observation. The methods of assessment that require extensive involvement of both teachers and students were not frequently used. These assessment methods are centrally to what Tanzania Institute of Education (TIE) recommended. According to TIE (2013), 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 ability to return memorized facts. The methods include, portfolios, rating scales and rubrics, checklists, oral

presentations, practical tasks to demonstrate skills, project works, written essays or reports and analysis of texts.

Again, Mussawy (2009) writes the importance of students' perceptions about AA that, they affect their learning approach that in turn affect the extent to which students are successful in their classroom. Not only students but it will also assist teachers in finding correct assessment to apply in the classroom and it has effects to students if teachers know what students need and able to do with the task. How a student think about learning and studying determines how he/she tackles assignment and evaluation tasks (Dorman and Knightley, 2006).

Students have an obvious perception on most aspects of the school life as how they are assessed. Students also feel anxious about the importance and justice of the assessment task, the harmony they feel when in the classroom and the relevance with their real life (Gao, 2012). Students' perceptions on the classroom assessment comprises five main characteristics which are; the suitability between assessment and lesson plans, authenticity, students' consultation, transparency and accommodation of students' diversity (Cavanagh, et al., 2005).

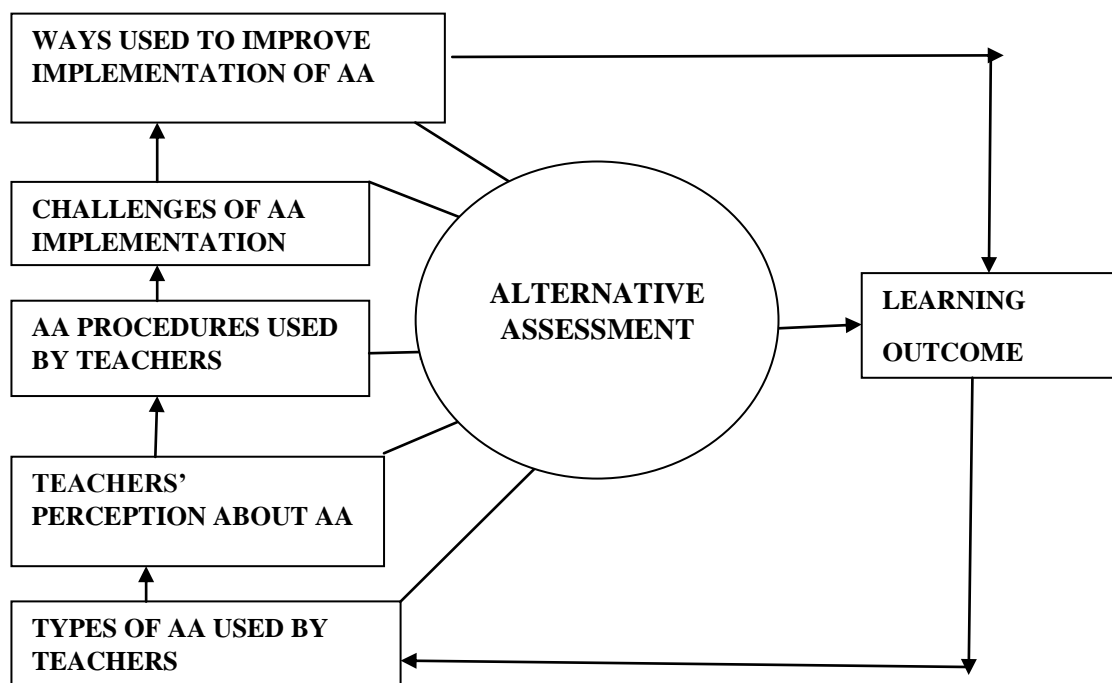
The model shows that, when education stakeholders (teachers, students and administrators) have positive perceptions about the implementation of AA regarding the types of AA used, AA procedures practiced, challenges involved during implementation of AA and the ways which are used to improve the implementation of AA obviously the teaching and learning outcome can be revealed accordingly and the opposite is also true (TIE, 2013). The conceptual framework further shows that, AA assessment is accompanied with procedures which are to be followed for its

execution. When teachers and students have poor perception concerning AA implies that even the procedures for AA implementation cannot be followed and hence can result into poor teaching and learning.

Thomson (2001) has identified eight important steps which are involved in successful implementation of AA: (i) Inform stakeholders about the importance of AA in the context of school reform (ii) Educate all students to the same high standards and expectations (iii) Identify partners to support AA participants in their work toward high standard (iv) Use practical process to decide how to students will participate in assessments (v) Develop standard based (vi) Use variety of assessment strategies to collect and compile AA (vii) Score AA report results and use the data for school improvement (viii) Evaluate AA implementation.

The diagram in the conceptual frame work also shows that challenges encountered during the implementation of AA need to be realized and addressed accordingly in order to result into positive teaching and learning outcome otherwise the opposite of this can be true as well. This is revealed by Tsagari (2004) when he writes that, regarding the performance of AA, teachers contented that most students had limited knowledge and low skills and were unwilling to participate, unresponsive and uncooperative. They were primarily interested in being spoon fed information and using memorization techniques and were pre-occupied with passing tests and acquiring certificates rather than actual learning. They were often shy and ashamed of their mistakes and thus lacked confidence, were unmotivated, not eager to learn, careless, in attentive to the rules and subjective, all of which prevented the successful implementation of AA practices.

Ways to improve teachers' implementation of AA are also crucial to both positive and negative perceptions held by stakeholders in that when teachers and students have negative perceptions about AA they need to be consulted so as to understand their views concerning AA so that they can use the methods of AA in future and hence improve teaching and learning. If teachers and students have positive perceptions about AA it means that they are in use of them, but where efficiency is lowered they need to be exposed to different seminars and workshops for improvement (Diamond, 2008).



**Figure 2.1: Conceptual Framework**  
**Source:** Researcher's own mode, (2023).

Figure 2.1 shows how teachers' Perceptions of Alternative Assessment have an impact to student academic performance and education outcome in general.

The ways can be as suggested by different scholars as follows; Use multiple forms of assessment that align with learning goals in each unit (McTighe, 2008). Consider

eliminating midterms and final examinations (Hattie and Timperley, 2007). Allow students to self-assess and engage in peer review and revision when possible. Revise work and zero policies (Reeves, 2004). Allow students to do test corrections to show they understand their mistakes. Refrain from grading the first assignments each semester. The model is diagrammatically depicted in the next page:



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodologies that were used in collecting data for this study. It includes; design of the study, data collection instruments, validation of research instruments and reliability issues. It also presents the sample and sampling procedures of the study and an overview summary of how the study was conducted. The chapter also presented the study sites from which the data were collected, approaches of data collection, data analysis plan as well as ethical issues and considerations of the study.

#### **3.2 Research Approach**

As per the objectives of this study mentioned in chapter one, the study employed both quantitative and qualitative approaches (Mixed method) in collecting the relevant information.

The researcher opted for a mixed method approach because he wanted to utilize the strength of both approaches, qualitative and quantitative in order to increase the overall confidence and validity in the findings of the study. Mixing methods in research provide a more complete understanding of research problem than does the use of a single method (Fraenkel, *et al.*, 2012). Therefore, the researcher carefully planned his work in such a way that all the research objectives and questions could well be answered by the use of both quantitative and qualitative concurrently, so that production of a whole work could be integrated using the mixed approach than the sum of individual qualitative and quantitative parts.

So here the researcher identified the main theme which was the education stakeholders' perceptions about the implementation of Alternative Assessment in secondary's schools and the sub themes of the research which included: types of assessment methods used by teachers; teachers' perceptions of AA; challenges of AA implementation; AA procedures practiced by teachers and ways used by teachers to improve the implementation of AA. These themes were coded accordingly so that all research methods (questionnaires, interviews, observation and documentary review) could answer the research questions reliably, accurately, credibly and validly.

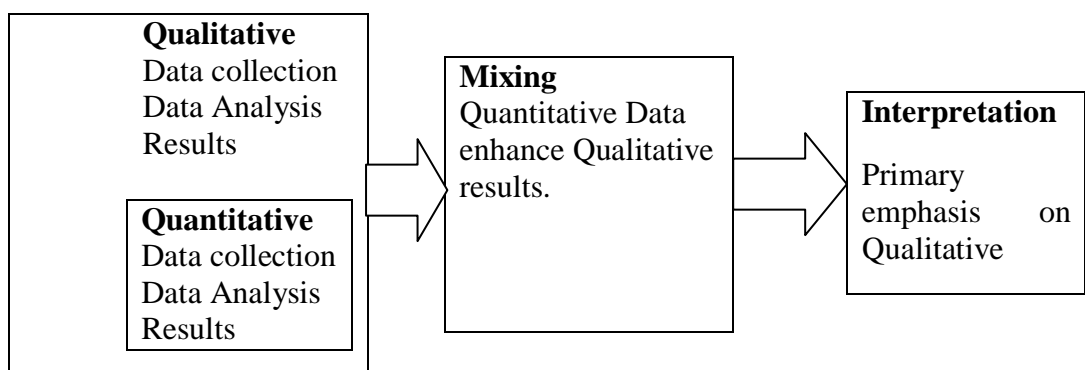
Therefore, the researcher used interview, documentary review and observation as qualitative methods and questionnaires as quantitative method in collecting data at the same time in order to answer the research questions. Quantitative data provided further information to supplement the qualitative data specifically on assessment practices and involvement of students in assessment process; types of assessment methods used by teachers. Both structured and semi structured questionnaires were used to collect data from teachers and students regarding the research objectives. The researcher wanted to obtain detailed information and avoided framing the questions that influence respondents to answer in a certain way, put the questionnaires clear, concise and used simple language to avoid misinterpretations. Furthermore, the researcher considered grouping questions by objectives, randomizing the questions and answer options.

In this case interview, observation and documentary review used to collect information from the respondents while questionnaires used to collect similar

information sought from the respondents to supplement, confirm and validate the information.

### 3.3 Research Design

In this study, the researcher used embedded research design. Embedded research design is a mixed method design where one data set provides a supportive, secondary role in a study primarily based on the other data type. Creswell (2003) in (Kanga, et al., 2015). The premises of this design are that a single data set is not sufficient, that different questions need to be answered and that each type of question requires different types of data (Caracelli and Greene, 1997). This design was used because the researcher needed to include quantitative data within qualitative data to answer research questions. Therefore, in this case the quantitative data were embedded within qualitative study where by the quantitative data played a supplementary role to qualitative data.



**Figure 3.1: Embedded Design Showing Quantitative and Qualitative Data Analysis**

**Source:** Adapted and Modified from Creswell & Plano Clark, (2007).

### 3.4 Area of Study

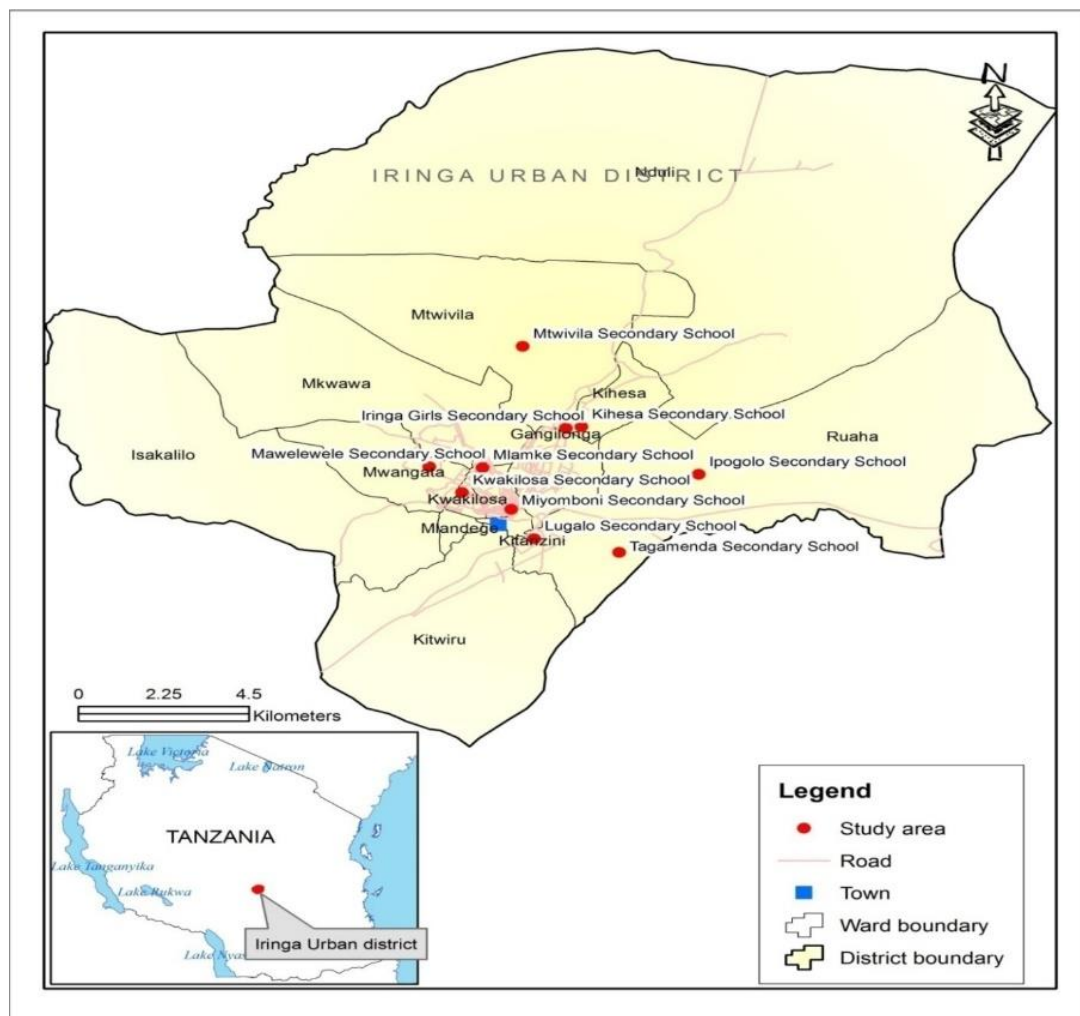
The study was conducted in Iringa Region in one of its districts namely, Iringa Municipality. The Municipality extends between latitude 7° 45' and 7° 50' South of the

equator and longitude  $35^{\circ} 40'$  and  $35^{\circ} 45'$  East. It stretches along a hilltop overlooking the Ruaha river to the south, and spreads along ridges and valleys to the north. Iringa Municipal is situated on a plateau that ranges from 1,500 metres to 2,500 metres above sea level. Significant geological features include numerous steeps, rocky hills that punctuate the landscape and the little Ruaha river that runs through the Municipality. The geographical structure of Iringa Municipal offered a researcher several operational and strategic advantages including close communication with the respondents, collaborative teams at each location. The Municipal covers an area of 162 square kilometres with 16 wards and 162 streets varying in size significantly. The wards are Kihesa, Mkwawa, Mwangata, Kitwiru, Ruaha, Mtwivila, Ilala, Makorongoni, Mivinjeni, Kitanzini, Mshindo, Gangilonga, Kwakilosa, Mlandege, Nduli and Isakalilo.

In selecting the area of study, it is very important to select the area that will be a representative sample of other areas in the country in terms of characteristics (Green, 2007). Basing on this standing point, Iringa region was selected to be the area of the study because it has education characteristic features that are common to other regions in the country. Furthermore, there are available evidence of poor performance among secondary school students in the National Examinations, specifically the pass rate report in form Four & Two examinations by divisions in the years 2008-2013 as a result of poor implementation of AA (URT, 2014).

In 2018 Iringa region had a total number of 107 Public secondary schools out of which fourteen (14) were from Iringa Municipality, twenty-eight (28) from Iringa District, twenty-four (24) from Kilolo, thirty-three (33) from Mufindi and eight (8)

from Mafinga. The selected Secondary schools were Ipogolo, Iringa Girls, Kihesa, Kwakilosa, Lugalo, Mawelewele, Miyomboni, Mlamke, Mtwivila and Tagamenda. These schools have purposefully been selected because relevant participants (teachers, students, academic masters/mistresses and head of schools) of the research are found in these schools who could provide data of research questions and objectives concerning the perceptions held by stake holders on implementation of Alternative Assessment and that these schools could represent the whole picture of what is currently taking place in the whole country. Moreover, there are limited studies conducted in these schools about the implementation of AA.



**Figure 3.2: Map of Iringa Municipality Showing the Study Area**  
 Source: Iringa Municipal Director, (2020).

### **3.5 The Target Population**

The population of the study included education stakeholders in implementation of Alternative Assessment. The study targeted all secondary schools accommodating teachers and students. Also, education administrators (HOS, DEO & REO) were part and parcel of the target population. Education Administrators have been involved in this study because they are the ones who are in charge in supervision of the implementation of assessment of teaching and learning of teachers and students in their respective levels (URT, 1995).

### **3.6 Respondents Profile**

Data in Table 3.1 provides a summary of the participants of the study with respect to their gender, academic qualifications, and experiences. It is clear from the table that, large proportion of teachers were holding first degree 62% (N=93 ) and very small proportion of teachers 3.3% (N= 5) had experience above fifteen years. This shows that in Iringa Municipal, large proportion of teaching profession is occupied by young teachers who have bachelor degree of education as a result of the deliberate efforts made by the government of Tanzania to increase the enrolment rate of teachers who join the bachelor degrees of education in both public and private universities by initiation of Higher Education Student Loan Board (HESLB) especially from 2005 in order to curb the huge shortage of teachers that faced the government during that periods.

Similarly, Table 3.1 depicts students' respondent profile. Students were almost equally presented in terms of gender but not in class level, although female students were slightly more than male students, this is because the demographic nature of the

schools visited by the researcher showed that the number of female students slightly exceeded that of male students. The researcher decided to include students as one of the education stakeholders in his study in order to help the researcher to answer the research question one which asked “what types of assessment methods are used by secondary school teachers in Tanzania?”. Here the researcher wanted to prove the validity and reliability of the responses provided by the teachers from the students’ real experiences.

Table 3.1 also shows Academic teachers’ respondent profile. It can be seen from the table that, large percentage of the respondents were holding the first degree 60% (N=6 ) and they had the experience of below five years. When the researcher asked the Head of Schools (HOS) as to why they prefer to choose this category of teachers to lead the academic office in their schools all HOS declared that these teachers with first degree and less than five years working experience are more active and cooperative compared to those with teaching experience above 15 years and they added that diploma holders are also active but less competent while the masters degree holders are less cooperative for they have superiority complex ideologies. Table 3.1 presented the Head of Schools’ respondent profile.

The table shows that large percentage 50% (N= 5) of HOS had leadership experience above ten (10) years. This shows that the HOS are appointed with reference to their working experience, those teachers who have more years of working experiences are appointed to be the head of schools regardless of their leadership competencies and level of education they possess. It was obvious from most of the schools which the researcher visited, that the head of schools had lower levels of education than their

subordinates.

Furthermore Table 3.1 shows the District Education Officer and Regional Education Officer respondent profile. The data from the table shows clearly that, the DEO and the REO had the experience above ten years and also they possessed more than a single degree. This shows that, the considerations of the level of education in appointing the DEO and the REO are followed concomitantly in line with the teaching and leadership experience.

**Table 3.1: Respondent Profile**

| Category of Respondents | Gender |       |      | Level of education |                 |                | Work/Teaching experience (in years) |       |       |          |
|-------------------------|--------|-------|------|--------------------|-----------------|----------------|-------------------------------------|-------|-------|----------|
|                         | M      | F     | T    | Diploma            | Bachelor degree | Masters degree | 0-5                                 | 6-10  | 11-15 | Above 15 |
| Teachers                | 73     | 77    | 150  | 45                 | 93              | 12             | 70                                  | 55    | 20    | 5        |
|                         | 48.7%  | 53.5% | 100% | 30%                | 62%             | 8%             | 46.7%                               | 36.7% | 13.3% | 3.3%     |
| Academic Teachers       | 8      | 2     | 10   | 2                  | 6               | 2              | 7                                   | 3     | 0     | 0        |
|                         | 80%    | 20%   | 100% | 20%                | 60%             | 20%            | 70%                                 | 30%   | 0%    | 0%       |
| HOS                     | 6      | 4     | 10   | 2                  | 6               | 2              | 0                                   | 2     | 3     | 5        |
|                         | 60%    | 40%   | 100% | 20%                | 40%             | 20%            | 0%                                  | 20%   | 30%   | 50%      |
| DEO                     | 0      | 1     | 1    | 0                  | 0               | 1              | 0                                   | 1     | 0     | 0        |
|                         | 0%     | 100%  | 100% | 0%                 | 0%              | 100%           | 0%                                  | 100%  | 0%    | 100%     |
| REO                     | 1      | 0     | 1    | 0                  | 0               | 1              | 0                                   | 0     | 1     | 0        |
|                         | 100%   | 0%    | 100% | 0%                 | 0%              | 100%           | 0%                                  | 0%    | 100%  | 0%       |
| Students                | Gender |       |      | Class level        |                 |                |                                     |       |       |          |
|                         | M      | F     | T    | Form One           | Form Two        | Form Three     | Form Four                           | Total |       |          |
|                         | 23     | 27    | 50   | 8                  | 10              | 15             | 17                                  | 50    |       |          |
| 46%                     | 54%    | 100%  | 16%  | 20%                | 30%             | 34%            | 100%                                |       |       |          |

Key: M=Male; F=Female; T=Total; %= Percentage

### 3.7 Sample and Sampling Techniques

This study was guided by the following sample and sampling techniques:

The study sample comprised of ordinary level secondary school teachers, Head of Schools (HOS), students, District Education Officers (DEO'S), Regional Educational Officer (REO'S) and Academic masters/mistresses. The selected secondary schools were; Ipogolo, Iringa Girls, Kihesa, Kwakilosa, Lugalo, Mawelewele, Miyomboni, Mlamke, Mtwivila and Tagamenda. The participants



included fifteen (15) secondary school teachers, five (5) students, one (1) academic teacher and one (1) head teacher from each school. Furthermore, one (1) District Education Officer and one (1) Regional Educational Officer (REO) were involved. This made a total of 222 respondents.

This number was optimum because it fulfilled the requirement of efficiency, representativeness, reliability and flexibility as per the study requirement. Because the population of the study was heterogeneous, the researcher put the population sample into strata regarding the related research questions which could be answered by a particular stratum where by the more homogeneous strata (DEOS, REOS and HOS ) was represented by smaller sample while the heterogeneous one represented the larger sample (teachers, students and academic masters/mistresses) in order to enhance the required level of reliability at a minimum cost. Table 3.6 in the next page presents the summary of the participants in a nut shell.

**Table 3.2: Distribution of Sample Size**

| S/N   | Category of Respondents              | Sex |     | Total Number of Respondents | Percentage (%) Composition of Respondents |
|-------|--------------------------------------|-----|-----|-----------------------------|---|
|       |                                      | M   | F   |                             |   |
| 1.    | Teachers                             | 75  | 75  | 150                         | 67.6                                      |
| 2.    | Head Teachers                        | 06  | 04  | 10                          | 4.5                                       |
| 3.    | Students                             | 25  | 25  | 50                          | 22.5                                      |
| 4.    | District Education Officer (DEO'S)   | 00  | 01  | 01                          | 0.45                                      |
| 5.    | Regional Educational Officer (REO'S) | 01  | 00  | 01                          | 0.45                                      |
| 6.    | Academic masters                     | 07  | 03  | 10                          | 4.5                                       |
| Total |                                      | 114 | 108 | 222                         | 100                                       |

Key: M= Males      F=Female

Source: Field data, (2018).

### 3.7.2 Sampling Techniques

The sampling techniques used in this research were based on probability sampling and non-probability sampling. In probability sampling, the researcher used simple

random sampling whereby each respondent had an equal chance of being selected to a study as well as non-probability sampling where purposive sampling was used. Teachers and students were selected through simple random sampling, which is a probability sampling procedure that gives every element in the target population and each possible sample of a given size, an equal chance of being selected. As such, it is an equal probability selection method (Cohen, et al., 2007). Tables of random numbers for teachers and students were not arranged in any particular pattern instead; numbers were read horizontally, vertically, diagonally, forward, and backward.

In using a table of random numbers, the researcher blindly selected a starting point and then systematically proceeded down and up the columns of numbers in the table. The number of digits that were used corresponded to the total size of the target population. Every element whose assigned number matched a number the researcher came across was selected for the sample. Numbers that the researcher came across with and did not match the numbers assigned with the elements in the targeted population were ignored. Elements of the populations whose assigned numbers matched the numbers generated by the software were included in the sample. One might select a number from a table of random numbers for use as the starting number for the process.

Schools and education administrators were purposively selected depending on their accessibility and availability of information expected to make this study successful. The researcher wanted to interview them because they had knowledge about alternative assessment. Therefore HOS, DEO and REO were involved for the virtue

of their position to explain the assessment methods used by secondary school teachers for the researcher expected to obtain natural information and experience from these participants about the implementation of AA in secondary schools.

### **3.8 Data Collection Methods and Instruments**

The researcher used multiple methods of data collection so as to provide the accurate and best results. According to Bond (2006), the use of more than one data collection method enables the researcher to combine strengths and correct some deficiencies of one technique through triangulation approach and hence increase the validity and reliability of data collected. Data collected through interview, observations and documentary review were corroborated by data collected through questionnaires. The use of a mixture of data collection instruments has the advantage of allowing the researcher to cross-check information collected in different ways and from different sources (Gray, 2009). Moreover, the use of multiple sources and methods for data collection enabled the researcher to gather comprehensive information and cross-validate the information collected from respondents (Hittleman and Simon, 2006). In this study, the following research instruments were used; semi-structured interview, documentary review, observation and questionnaires.

#### **3.8.1 Interviews**

In this study, the researcher probed the teachers about the implementation of Alternative Assessment in their respective schools. Semi-structured interview was employed to collect information from teachers, head of schools, district education officer, education administrators (REOS, DEOS) and academic teachers. The aim was to obtain information on problems faced by teachers when developing and using

Alternative Assessment. The semi-structured interview method was selected because it uses both open and closed ended approach hence enabled the researcher to get complete and detailed understanding of the issue under research.

Pre-set questions helped the researcher to focus on what was discussed during the interview. More over the researcher managed time by focusing straight on the issues under investigation. Also, the interview enabled the researcher to capture respondents' knowledge about AA, their perceptions and experience on the problem of inquiry. Using semi-structured interviews, the researcher was able to seek clarification from interviewees about different aspects relating to classroom assessment (Cohen *et al.*, 2007). Interviews often had high response rate and they offered opportunity to correct misunderstandings (Gray, 2009).

### **3.8.2 Observation**

Non-participant classroom observation was used to obtain an accurate portrayal of the realities of assessment in natural and conventional setting of the classroom. Through this method, the researcher was able to establish the teachers' ways of doing things rather than relying on what they said they always do (Borg, 2004). The assumption is that the tasks that teachers designed reflected what they understood to be Alternative Assessment. There was an observation checklist to guide classroom observation. The purpose of observation checklist was to see more focused by observing the subject syllabi; texts and reference books as to whether they align with the AA contents, contexts and procedures.

The information collected included the classroom physical settings, how teacher interact with students and how students interact with each other, teacher's

assessment strategies, and tasks employed to reveal Alternative Assessment. The researcher used structured observation and prepared an observation schedule which guided him to formulate explicit rules for what is to be observed concerning types of AA methods used by teachers, AA procedures used by both teachers and students and the challenges teachers face during the implementation of AA. Twenty (20) teachers, two (2) teachers from each school for the period ranging from forty (40) minutes to sixty (60) minutes were observed.

### **3.8.3 Questionnaire**

In this study, questionnaires were used to collect data from teachers and students regarding teachers' perceptions of alternative assessment, challenges facing teachers when implementing Alternative Assessment, types of Alternative Assessment used by secondary school teachers and teaching strategies used by teachers to involve students in assessment process. The questionnaires mainly consisted of open and close ended questions.

The researcher administered both open ended and closed ended questionnaires which were self-made to education stakeholders in collecting information on stakeholders' perceptions about the implementation of AA in secondary schools in Tanzania. The questionnaires designed for this study covered the main parts of the data collection which included; Secondary school teachers' perceptions of Alternative Assessment, Types of Alternative Assessment used by teachers in classrooms, Students involvement in assessment process and assessment practices and involvement of students in assessment process. The questionnaires were found in appendix I & II.

The closed ended questionnaires used five Likert scale and a three Likert scale for teachers and students; strongly disagree, disagree, not sure, agree and strongly agree, never, rarely, occasionally, frequently, very frequently respectively. Here the respondents were supposed to put a tick (√) in the statement provided regarding their views about Alternative Assessment. In open ended questionnaires which were specifically to teachers only, the respondents were supposed to express their ideas about provided questions using their own words. Therefore, the questionnaires were used and pre-tested, this enabled the researcher to check the validity and reliability of the data collected (Rwegoshora, 2006).

After the pre-test the researcher met with the following challenges which were corrected accordingly. Firstly, some of the respondents failed to interpret the demand of the items in the questionnaire to be worked upon so to this problem the researcher was available all the time in case the respondent needed him for they were geographically close a thing that helped a researcher to frequently visit them for consultation, however the questionnaires were so clear for large percentage of the respondents easily understood the questions. Secondly, there were unreturned questionnaires. So, in this case the researcher distributed the questionnaire himself and helped him to make a close follow up of the distributed questionnaires.

#### **3.8.4 Documentary Review**

Payne and Payne (2004) describe the documentary method as the techniques used to categorize, investigate, interpret and identify the limitations of physical sources, most commonly written documents whether in the private or public domain. It must be noted that documents are not deliberately produced for the purpose of research,

but naturally occurring objects with a concrete or semi-permanent existence which tell us indirectly about the social world of the people who created them.

Scott (1990) has formulated quality control criteria for handling documentary sources. These are; authenticity, credibility, representativeness and meaning. Therefore, the researcher reviewed some texts from Tanzania institute of Education (TIE) which were used by teachers and students in order to analyze their contents, as to whether align with Alternative Assessment or not. The following subjects' texts and syllabi were involved: Mathematics, Biology, English, Bookkeeping, commerce and Physics. These subjects were selected because they were the leading subjects used by secondary school teachers and students with more traditional assessment approaches than alternative assessment.

### **3.9 Data Analysis Procedures**

In this study data were analyzed according to the research objectives and research questions. The data that were obtained in this study were subjected to processing, analysis and presentation. Data were collected, coded and analysed to include frequencies of responses and percentages. The frequencies and percentages were also used for tabulation and graphics in order to enable easy interpretation and analysis. According to Adèr *et al.*, (2008), the research should consider what data are relevant to collect and how to analyse the results from the collected data. In this study, qualitative data were obtained from interviews and observations and there after organized and subjected to content analysis. On the other, hand quantitative data were obtained through questionnaires and there after subjected to IBM Statistical Package for the Social Sciences (SPSS version 20).

### **3.9.1 Qualitative Data**

Qualitative data were analyzed through procedures put forward by Miles and Huberman (1994). These authors argue that, accessibility of qualitative data during analysis is always very difficult. They describe qualitative analysis as a continuous and iterative process. This study adopted the following procedures as put forward by Miles and Huberman in analyzing qualitative data:

#### ***Data reduction***

Here the data were selected, focused, simplified, abstracted and transformed. This technique involved summarizing data that the researcher expected to secure for analysis in a table. The table was developed with columns in which the researcher filled in the meanings of each interview question responses and its derived central theme. Data analysis involved analysis of reviewed documents, analysis of interview and focused group discussion responses. Four steps were involved in analyzing interview responses.

Interview responses that were collected with dates and numbers of informants were read through for correcting grammatical errors and for developing logic or sense of the data collected. The researcher read each interview transcript carefully to determine the meanings as expressed by the study participants. Then the researcher developed categories or by meaningfully relating units of the data. Data analysis was guided by the research questions. The categories resulting from the data were assigned numerical numbers, which were matched with the units of data through several readings and scrutinizing the recorded transcripts. Information from the data that did not fit in any of the identified categories was retained under an independent



category. Further, the essential non-redundant themes of the entire interview results under each category were tied together into descriptive statements for further coding and classification.

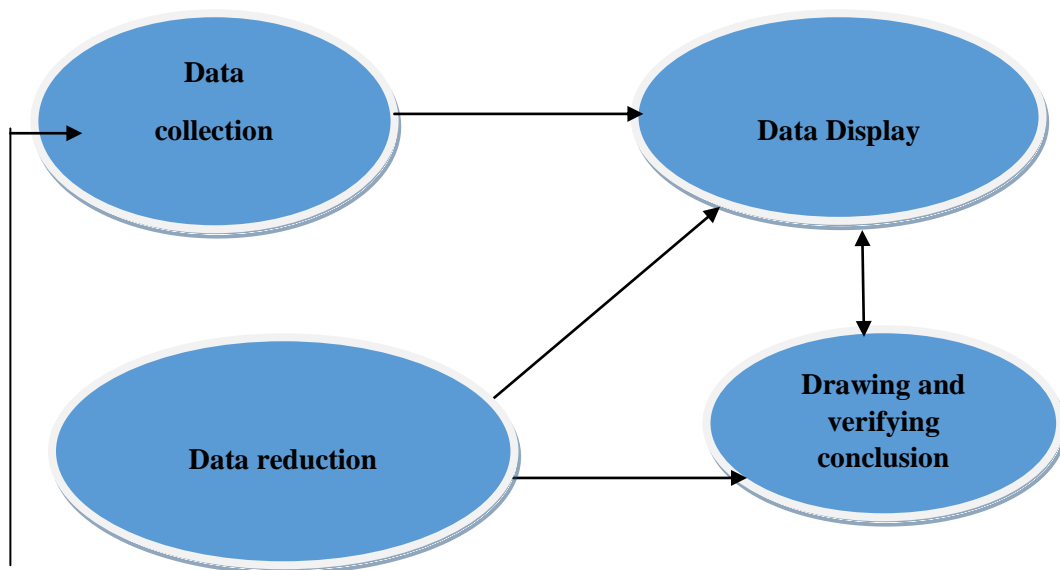
### ***Data display***

Here the data were organized and compressed to permit conclusions to be drawn and action; and Then, data was organized and condensed to make them meaningfully manageable, and easy to analyze and organize. This was a form of analysis that sharpens, sorts, focuses, discards and organizes data in such a way that conclusions can be drawn and verified (Miles and Huberman, 1994). Under scrutiny of each category, if new ideas and themes came into view, the researcher classified them either as justification of some ideas in the study or as possible suggestions and conclusion.

### ***Conclusion-drawing and verification***

Here the data processed through the above procedures were digested to get their meaning and tested for their validity.

Finally, the researcher integrated ideas from literature review to the themes to enlighten the researcher with the emerging themes and what they meant in relation to the research objectives. This review of literature directed the researcher's way of thinking on observed themes and directed the researcher to code themes which were related to the research.



**Figure 3.3: Components of Qualitative Data Analysis**

**Source:** Interactive Model: Adapted from Miles & Huberman, (1994).

### 3.9.2 Quantitative Data

Data from closed and open-ended questionnaires were coded, entered into Statistical Package for Social Science (SPSS) software version 20.0 and subjected to descriptive analysis. SPSS is a software package used for statistical data analysis hence was suitable for this study. Descriptive statistics such as percentages, frequency distribution tables and charts were employed to analyze quantitative data. Data were collected using Kiswahili and therefore the researcher translated the collected information from Kiswahili to English language followed by the allocation of codes based on research themes in order to assure anonymity of the respondents. Quantitative data were further presented using tables, graphs and in terms of case experiences, quotation marks were used. Data collected through observations and documentary reviews were presented using various illustrations as obtained from lessons' presentations to support the data collected through the questionnaires and interviews.

### 3.10 Validity and Reliability

To minimize faulty answers and maximize correct information, questionnaires were carefully structured. Cohen and Manion (2000) argue that, the ideal questionnaire possesses the same properties as a good law. This means that it should be clear, unambiguous and uniformly marked. Furthermore, a questionnaire has to help in engaging respondents' interests, encouraging their cooperation and eliciting answers as close as possible to the truth (Best and Kahn, 2006).

#### 3.10.1 Reliability of Research Instruments

Kothari (2004) has identified key feature of term reliability when he says that, a test is considered reliable if we get the same result. This means in each time when the test is administered to a subject, the results should approximately be the same. To ensure reliability of the study instruments the researcher employed the internal consistency method for computing reliability. Under this method, the coefficient alpha (Cronbach Alpha Coefficient) formula was used for items that contain more than two alternatives. The Cronbach Alpha Coefficient formula:

$$\alpha = [K/K - 1] S_0^2 - \Sigma S^2 i / S_0^2$$

Where,

$\alpha$  = Alpha coefficient; K = Number of items on the instrument;  $\Sigma S^2 i$  = Variance of each item;  $S_0^2$  = Variance of all scores on the total instrument.

The result was Alpha [ $\alpha$ ] = 0.91 for items containing more than two alternatives. According to Burns and. Burns (2013), a reliability of 0.91 suggests that 91% of variance on observed scores is due to true score variance. This is a high reliability for a test in education or in behavioral sciences. Generally, reliabilities above 0.90

are considered acceptable, the researcher decided to go ahead to conduct the study using the instrument.

### **3.10.2 Validity of Research Instruments**

To ensure validity in this study, content validity of the instruments was established as follows: Firstly, the researcher gauged the questions in the instruments to the study objectives to ensure that, all important aspects were taken into consideration. Then, pilot study was conducted to some teachers from Kitwiro secondary school before actual data collection exercise commenced. After conducting a pilot study, then items were refined and modified according to the opinions of pilot respondents and their understanding on questionnaire items, purpose and research questions with reference to the conceptual framework (Kothari, 2004). Also, pilot study, allowed modification of various questions to rephrase, clarify and clear up ambiguities in the tools and ensure observation checklist are appropriate. This was achieved through the discussion with the informants where difficult items were deleted and rephrased.

Secondly, research objectives and questions guided questionnaire and interview basic questions construction. Questions were prepared in English. The questionnaire composed of both close-ended and open-ended questions and the interview composed of both structured and semi structured questions. Thirdly, discussion with colleagues and fellow students in the PhD programme in the Faculty of Education at Open University of Tanzania was done. These fellow researchers provided peer examination to ensure validity of the contents.

The peer researchers were supplied with a copy of questionnaire and semi-structured interview basic questions to read through and compare with research

objectives and questions. And provide feedback to the researcher. Their inputs helped to modify and improve the questions items in the questionnaire and interview. Fourthly, discussion with the researchers' supervisor was done. The researcher submitted a copy of the questionnaire to the supervisor who is an expert on the topic under the study. Comments from the supervisor also helped to refine the instruments.

### **3.11 Ethical issues and Considerations**

The basic ethical principle that governs data collection is that no harm should come to the participants because of their participation in the study (Bandura,1977). Therefore, ethical issues are very important to be followed by any researcher. In this study anonymity, confidentiality, informed consent and research clearance were strictly and highly considered by the researcher.

#### **3.11.1 Anonymity and Confidentiality**

The researcher-maintained confidentiality as well as shared anonymity of the participants, in this case pseudo names and not participants' real names were used to avoid labeling and participation was completely voluntary to all participants and they had the right to withdraw at any time during the study respectively. The issue of confidentiality was also observed by the researcher. According to Weirisma and Jurs (2005) confidentiality refers to the researcher not disclosing the identity of the participants or indicating from whom the data were obtained. Confidentiality of the identity of the participants was considered throughout the study. The researcher also ensured confidentiality of participants by not disclosing their identities.

### **3.11.2 Informed Consent**

Foster and Cone (2006) explain that informed consent is a process, and it may include both informing prospective participants of what their participation in the research will likely entail and obtaining their written or verbal agreement to participate. The participants' consent was confirmed after they were told the purpose of the study and its voluntary nature. Prior to each observation, written consent was obtained from the participants. As per objective of this study, taking photographs was involved by selecting which images to capture and which to include in the research because photographs acted as the medium of generating in depth understanding of the issue under study.

Therefore photographs depicting the participants were accompanied by a photograph release form and they were voluntarily asked to sign it after they have been told the purpose of the photographs, in the case of students the researcher asked the consent from students' parents via head of schools for inclusion of the students' photos in this research. If a Photograph depicting an individual was not accompanied by a photograph release form, the image was not disseminated.

### **3.11.3 Research Clearance**

The research clearance to carry out this study was obtained as follows; the letters permitting the researcher for data collection were obtained from relevant authorities in this case from the director of research, publications and postgraduate studies of the Open University of Tanzania (OUT) who introduced the researcher to the Iringa Municipal Director and the Regional Administrative Secretary (RAS) who are authorized to grant the permission to conduct the research in the selected study areas.

The acceptance from the school heads was also sought before conducting the actual study.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents, analyzes and discusses data from the field. The findings obtained relied on assessing the assessment of the stakeholders' perceptions about implementation of AA in Tanzania secondary schools. More specifically, the chapter draws on the research objectives as articulated in chapter one. For convenience of presentation, analysis and discussion, five main research questions that were derived from the five research objectives led the investigation. The foregoing research objectives were the basis of this study. Thus, the presentation is based on the research objectives and their subsequent questions advanced in chapter one. Consistent to the research objectives and research questions, data were collected and organized under themes.

#### **4.2 Types of Alternative Assessment Methods Used by Secondary School**

##### **Teachers in Tanzania**

This section sought to capture different types of assessment methods used by secondary school teachers in assessing their students. Large numbers of teachers were observed to be familiar with traditional assessment methods. It is clear from the Table 4.1 that, Traditional assessment methods had larger percentage of teachers whose responses rated between very frequently and frequently than Alternative Assessment methods as follows: Home work ( 85%, f=125); Quizzes (94%, f=141); Test /part or all multiple choice (66%, f=100). What was noted is that portfolio as one of the Alternative Assessment methods had largest percentage of teachers who never used it (94%, f=141) while a very small percent of teachers showed that they



used portfolio so rarely (6%, f=9). These findings suggest that to date most of the teachers are used to the implementation of traditional assessment methods like quizzes, tests and homework than the use of AA methods. This is evidenced in the information summarized and presented in Table 4.1.

**Table 4.1: Different Types of Assessment Methods Used by Secondary School Teachers**

| Assessment Technique                       | Responses       |      |            |    |              |      |        |      |       |    |       |     |
|--|-----------------|------|------------|----|--------------|------|--------|------|-------|----|-------|-----|
|  | Very frequently |      | Frequently |    | Occasionally |      | Rarely |      | Never |    | Total |     |
|  | F               | %    | F          | %  | F            | %    | F      | %    | F     | %  | F     | %   |
| Homework                                   | 60              | 40   | 65         | 43 | 20           | 13   | 5      | 4    | 0     | 0  | 150   | 100 |
| Presentation (group or individual)         | 4               | 3    | 6          | 4  | 43           | 29   | 80     | 53   | 17    | 11 | 150   | 100 |
| Project/field work                         | 3               | 2    | 5          | 3  | 7            | 5    | 87     | 58   | 48    | 32 | 150   | 100 |
| Practical work/ experiment                 | 15              | 10   | 39         | 26 | 15           | 10   | 78     | 52   | 3     | 2  | 150   | 100 |
| Group activities                           | 20              | 13   | 100        | 67 | 20           | 13   | 10     | 7    | 0     | 0  | 150   | 100 |
| Quizzes                                    | 39              | 26   | 102        | 68 | 5            | 3    | 0      | 0    | 4     | 3  | 150   | 100 |
| Test ( part or all multiple choice)        | 28              | 19   | 72         | 48 | 15           | 10   | 35     | 23   | 0     | 0  | 150   | 100 |
| Test ( part or all essay/ problem solving) | 42              | 28   | 10         | 7  | 87           | 58   | 11     | 7    | 0     | 0  | 150   | 100 |
| Portfolio                                  | 0               | 0    | 0          | 0  | 0            | 0    | 9      | 6    | 141   | 94 | 150   | 100 |
| Individual activities                      | 35              | 23.3 | 39         | 26 | 56           | 37.3 | 20     | 13.3 | 0     | 0  | 150   | 100 |

Key: f= frequency    %= percentage

Source: Field data (April, 2018).

Data in Table 4.1 suggest that, common AA methods like projects/fieldwork; presentation and portfolio among others are rarely used in schools.

**Table 4.2: Students' Responses on Different Types of Assessment Methods Used by Secondary School Teachers**

| Assessment Method           | Responses       |    |            |    |              |    |        |    |       |     |       |     |
|-----------------------------|-----------------|----|------------|----|--------------|----|--------|----|-------|-----|-------|-----|
|                             | Very frequently |    | Frequently |    | Occasionally |    | Rarely |    | Never |     | Total |     |
|                             | f               | %  | f          | %  | f            | %  | f      | %  | f     | %   | f     | %   |
| Oral question               | 12              | 24 | 38         | 76 | 0            | 0  | 0      | 0  | 0     | 0   | 150   | 100 |
| Observation                 | 0               | 0  | 20         | 40 | 15           | 30 | 5      | 10 | 0     | 0   | 150   | 100 |
| Project/field work          | 0               | 0  | 0          | 0  | 18           | 36 | 22     | 44 | 10    | 20  | 150   | 100 |
| Tests/ quizzes/ examination | 10              | 20 | 30         | 60 | 5            | 10 | 2      | 4  | 3     | 6   | 150   | 100 |
| Group activities            | 17              | 34 | 28         | 56 | 5            | 10 | 0      | 0  | 0     | 0   | 150   | 100 |
| Portfolio                   | 0               | 0  | 0          | 0  | 0            | 0  | 0      | 0  | 50    | 100 | 150   | 100 |
| Individual activities       | 8               | 16 | 27         | 54 | 9            | 18 | 6      | 12 | 0     | 0   | 150   | 100 |
| Experiments/ Practical work | 0               | 0  | 11         | 22 | 9            | 18 | 30     | 60 | 0     | 0   | 150   | 100 |
| Exercise/ homework          | 5               | 10 | 40         | 80 | 3            | 6  | 2      | 4  | 0     | 0   | 150   | 100 |

Key: f= frequency    %= percentage

Again when students and teachers were observed during real classroom interaction, the findings weren't so different from the Table 4.2; the classroom were overcrowded a situation that led a teacher to dominate the teaching and learning activity. Teachers were observed to use talk and chalk method which is one of the popular traditional methods of teaching. Furthermore, teachers were seen standing in front of the classrooms talking and writing notes and the students were not given the chances to talk and ask questions and therefore remained silent all the time while copying the notes from the chalkboard.

No interaction was observed between the teachers and the students and between the students themselves a thing which revealed extreme use of traditional assessment methods. Figure 4.1 shows real classroom interaction from one of the research sites. Larger classes are proven to make it more difficult for teachers to set and enforce behavioral expectations, monitor students, and pay individual attention to each student. Larger class sizes lead to more use of traditional than alternative methods of

teaching which ultimately affects student learning.



**Figure 4.1: A Teacher Teaching in the Class using Talk and Chalk Method**

Similarly, when teachers through interviews and documentary reviews were asked to declare the type of assessment methods they always use during teaching and learning, they showed to rely much on traditional methods of assessment than to the Alternative Assessment methods while mentioning some of the reasons as to why they use such assessment methods such as insufficient knowledge about the use of Alternative Assessment methods, shortage of time and nature of Tanzanian curriculum.

Consider the voices of the following informants during interview:

*“I like very much to use Alternative Assessment methods during my teaching and learning process, but due to shortage of time it is very difficult to implement these methods for instance when I use group presentations for a double period I do find myself not giving all groups equal opportunities for the time do elapse even before other groups have finished to present their work. And thus I do require to postpone until the next period, and hence to avoid this situation, I always use quizzes and homework” (Interview, Female teacher school “A” 23- 4 -2018 ).*

Other informants had the following to say:

*“The curriculum we have is very long compared to time length we have to cover the contents depicted. O-Level students stay in school for four years*

*while in real sense the contents to be covered need approximately five up to six years incase Alternative Assessment are employed effectively. If a teacher employs alternative assessment methods it may need more than five years. However, since Alternative Assessment is good then there is a need for the government to restructure the curriculum so that this approach is efficiently accommodated”* (Interview, Academic master school “C” 27- 4 - 2018).

*“My subject syllabus proposes to use Alternative Assessment methods like group works, presentations and internets but I do not use these methods because my class is so overcrowded in such away that some of my students stand behind the classroom listening when I am teaching, a thing which is very difficult to use Alternative Assessment methods in such classes”* (Interview, Male teacher school “D” 24- 4 -2018).

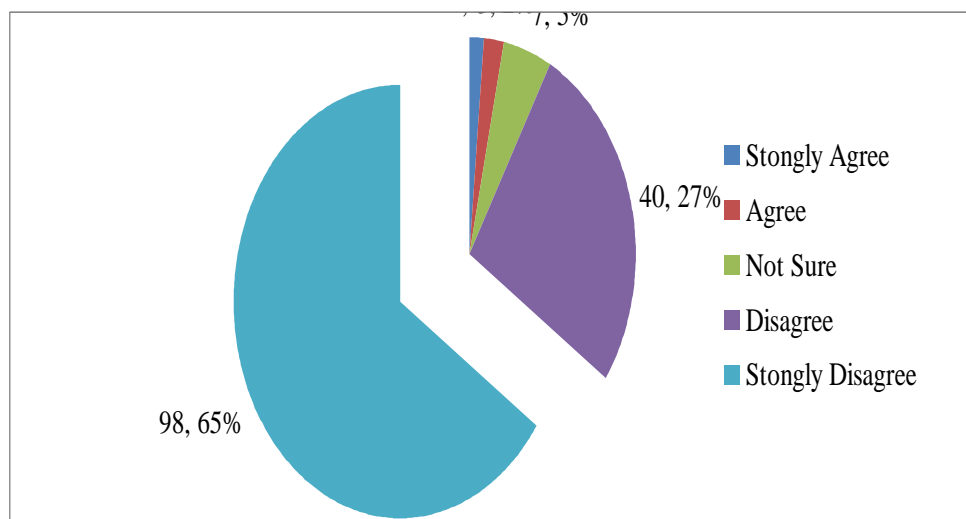
The researcher also analysed the nature of the different subject syllabi (Commerce and Physics) used by teachers. The results showed that despite of the presence of the competency-based syllabi in schools most of the teachers continued to use the content-based syllabi which lack the elements of the Alternative Assessment procedures. The samples of the syllabi which were mostly preferred by the teachers are very narrow in terms of teaching and learning strategies which are just listed and not described in detail on how to conduct them and hence lead to rote or surface learning. Again the teaching materials/aids are not indicated a thing which causes a teacher to face great difficult in deciding what type of teaching and learning aid to be used. The number of periods in the syllabi which have no AA procedures are also not indicated, this again results into inconsistencies in teaching similar topics and subtopics especially when different time and classes are involved.

Assessment procedures are not indicated that means there are no common ways that are agreed in determining the progress of the learners’ learning and the objectives of the subject/topic are just stated generally, that means no specific objectives which are stated for both teachers and students to attain at the end of the lesson. There is no clear distinction between the teaching & learning materials and the teaching &

learning resources. Therefore the results from the analysis of physics and commerce syllabi showed that teachers continue to rely on using traditional syllabi because of the quantitative emphasis than qualitative emphasis which are put to education sector in Tanzania (Haki Elimu, 2010).

#### 4.2.1 Students' Involvement in the Assessment Process

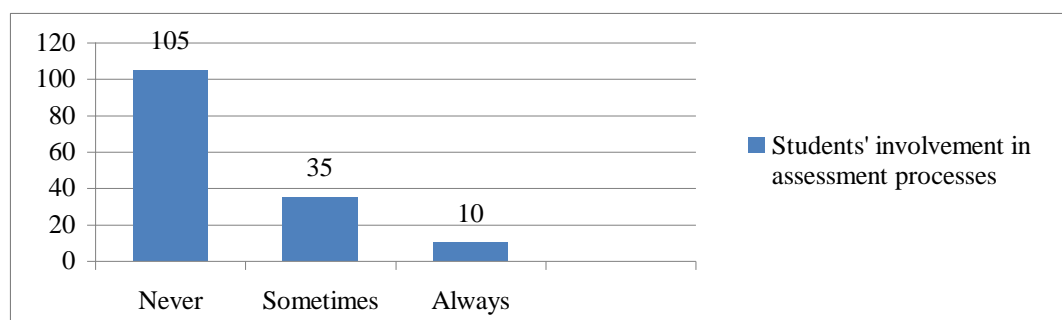
This sub-section sought to capture the way students are involved in the assessment process. Students' engagement in this process has many aspects, depending on some specific elements that should be implemented to guarantee this practice. Among these aspects are; the teacher clarifying to the students the instructional objectives that should be achieved by the end of learning process, notifying them (students) about the criteria by which their achievement will be assessed, giving them a chance to assess themselves and their peers among others. However, the question worth of pursuit is that to what extent students are involved in the process of assessment. Through questionnaire, students were asked to rate that statement, "how teachers involve us in the process of assessment". The findings are summarized in Figure 4.2.



**Figure 4.2: Students' Involvement in the Process of Assessment**

Data in Figure 4.2 suggest that, large number of students (92%, N=138) who rated the Disagree (27%, N=40) and Strongly Disagree (65%, N=98) scales, declared that teachers do not involve them in the process of assessment. This is because most of the teachers are used to traditional assessment procedures where they decide what to teach and what to be assessed. Students are only required to comply with what has been decided by the teacher. In this context it is obvious that issues like; clarification of instructional objectives to be achieved by students at the end of learning process, notifying them about the criteria by which their achievement will be assessed, giving them a chance to assess themselves and their peers among others are not common to many teachers in Tanzania.

Education institutions implementing the curriculum under National Examination Council of Tanzania (NECTA), teachers are insisted to involve students in all processes pertaining teaching and learning. Similarly, through questionnaires, when teachers were asked to explain the way they involve their students in the process of assessment; it was unveiled that it is not possible to do so because the nature of the curriculum they implement does not provide enough time for them to involve the students in all stages of assessment because it is very long. This is evident with the information summarized and presented in Figure 4.3:



**Figure 4.3: Different Assessment Procedures Used by Teachers to Involve Students on Various Processes**

Data in Figure 4.3 suggests that substantial number of teachers (70% ,N=105) when they were asked to rate a statement “different assessment procedures teachers’ use to involve students on various processes” they disagreed that they do not involve their students during assessment procedures. This indicates that students are only recipients of the information and decisions from their teachers and the teacher is the disseminator of knowledge and information.

The information collected through interviews supported statistical information above where informants suggested that, students are always not involved in during assessment. Those are even national examinations which are always done by our students are always constructed and crafted by teachers who didn’t even involve students during teaching and learning. Consider the voices of the following informants:

*“If the issues are to involve students during assessment, what can you say about National Examinations? Where almost everything is done at Dar es Salaam. What can you say about student involvement under this context? Changes should begin from the top authority” (Interview, Academic mistress, school “E”27- 4 -2018).*

From the quotation above it is apparent that, teachers are not interested to involve students in assessment processes. Similarly, information collected through observation it was found that the interaction between a teacher and students in the classroom setting is always not user friend. This suggests that it is very rare for a teacher to involve students on all matters pertaining assessment.

#### **4.3 Secondary School Teachers’ Perceptions of Alternative Assessment in Tanzania**

This section sought to explore secondary school teachers’ perceptions on classroom assessment and AA. Through questionnaires and interviews, teachers understanding

and experiences about assessment and Alternative Assessment were established. The findings on this construct are presented in the following subsequent subsections.

#### 4.3.1 Teachers' Understanding about Alternative Assessment

When teachers were asked to respond on the statement that best defined AA based on their experiences; significant number of teachers perceived classroom assessment as a process whereby a teacher administer a test or examination to students for the purpose of understanding the academic position of a student.

The findings are presented and summarized in Table 4.3:

**Table 4.3: Teachers' Understanding on the Concept of Assessment**

| Statement  | Frequency | Percentage (%) |
|--|-----------|----------------|
| Classroom assessment is a process which helps teachers to promote students from one class to another.  | 10        | 6.7            |
| Classroom assessment refers to all tests and examinations a teacher gives at the end of a topic or term for the purpose of understanding the academic position of a student. | 110       | 73.3           |
| Classroom assessment is a tool that a teacher uses to inform teaching and learning.  | 30        | 20             |
| Total  | 150       | 100            |

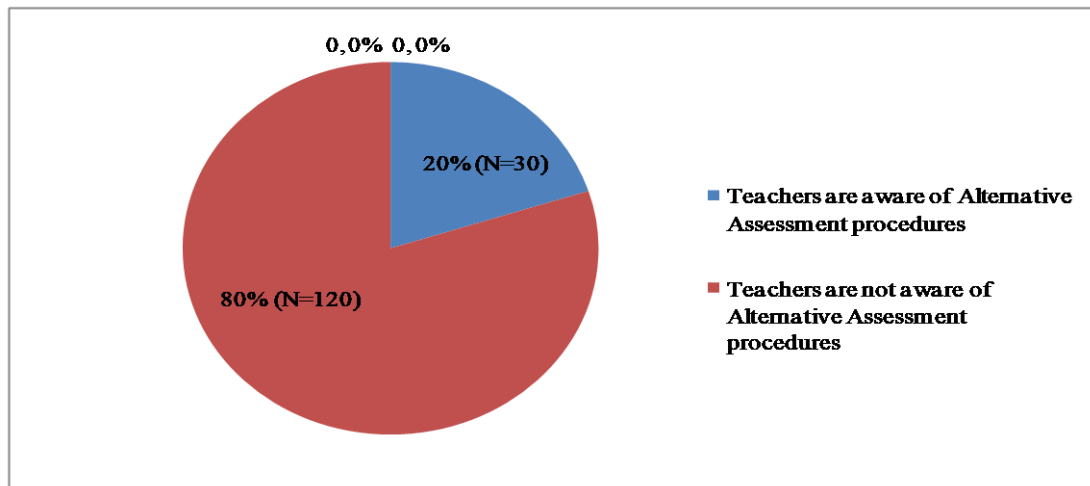
**Source:** Field data, (2018).

Data in Table 4.3 suggest that, large proportion of teachers 73.3% ( N=110) declared that, classroom assessment refers to all tests a teacher gives at the end of a topic or term. This suggests that, significant number of teachers had narrow scope in the understanding of the concept of assessment. This might be attributed by what they are used to do in the classroom setting.

Similarly when teachers were asked to disclose their views about AA procedures, they distinguished AA and other forms of assessment, they are used to; large number of the teachers 80% (N=120) showed that they are not informed about AA and how



to execute it properly in the classroom setting. This is evidenced in the findings as summarized and presented in Figure 4.4:



**Figure 4.4: Teachers Perceptions about Alternative Assessment Procedures**

Data in Figure 4.3 suggest that, the significant number of secondary school teachers 80% (N= 120) reported that, teachers had poor conception of AA procedures. This might be attributed by lack of awareness and skills on how to implement it in the school setting. Statistical information above is in line with information collected through interviews where, significant number of teachers showed that, they do not understand properly on how to distinguish between Traditional and Alternative Assessment procedures. Some of the teachers claimed that, AA is just a term that can be used interchangeably with traditional assessment.

Consider the experience of the following respondents:

*“I don’t know exactly what is meant by the construct “Alternative Assessment” what I know is just an assessment where I provide tests, examinations and assignments to my students regularly. If the construct Alternative Assessment is contrary to what I have said, then there is a need for teachers to attend workshops and seminars so that they can be equipped with Alternative Assessment procedures”* (Interview, Male teacher school “B” 23- 4 -2018).

The statement above provided by the teacher from school “B” is an evident which proves that, the teacher understanding of the term AA is low and is incapable of differentiating between AA methods and traditional assessment which uses high stake assessment like tests and examinations as mentioned by the interviewee above. Other respondents had the following to declare when were asked to give their disposition concerning the term AA:

*“I had never come across with this term Alternative Assessment, instead it is today from your key introduction where you have defined this term but previously I had never known this construct”* (Interview, Female teacher school “A” 3- 5 -2018).

The above explanations show that this teacher is unaware of the term AA and that it is her first time to hear such a word/term. The question worth of pursuit emanating from the explanation given by the teacher above is that, “how can these teachers apply the AA methods while she doesn’t know even the meaning of the construct “AA”? The answer is simply no! It is impossible to move from one place to another while you don’t know the ways which can take you from where you are to the destination point. This statement is also evidenced from another respondent when he had the following to say:

*“Of course, I don’t know anything concerning Alternative Assessment. Therefore, I cannot tell you the meaning of Alternative Assessment. “Even in your side dear researcher, can you be in position to explain a thing which you are unaware of it?” Maybe you can help me to understand the term better”* (Interview, Female teacher school “J” 30- 4 -2018).

Similar question was asked by the researcher to the teacher from school “D” and the teacher had the following to declare:

*“The term Alternative Assessment means something instead of the other thing, that is what I can tell you. Therefore, Alternative Assessment according to the best level of my understanding means other type of assessment, but surprisingly I am not aware of the types of assessment methods which are alternative to the existing one I always use”*

(Interview, Male teacher school “D” 25- 4 -2018).

The above explanations provided by the above teacher during interview revealed the general understanding of the teacher concerning the term AA. But his explanations are just open in that the teacher is unaware of the specific AA methods used in teaching and learning although he seems to understand the term generally. Again, here the teacher cannot be capable of using the AA methods while in reality he don't know them. The experience obtained from the interviewee above resembles the explanations provided by the respondent from school “F” who had the following to say:

*“Alternative Assessment is a confusing term. I always compare the term with alternative to practical, that is the practical done by students without entering in the laboratory for real or actual practical's, rather the students are given theories which guide procedures of which to follow in answering the questions given theoretically. Therefore, to my side, I know Alternative Assessment as the alternative means of assessing the students rather than the common ways of assessment we are used to”* (Interview, Female teacher school “F” 30- 4 -2018).

Another respondent seemed to understand the meaning of AA methods and was capable of differentiating them from Traditional Assessment methods. The following were her explanations:

*“Whether it is traditional or alternative assessment what matters is just to administer tests and examinations to students. This will enable a teacher to realize the academic stance of an individual”* (Interview, Female teacher school “E” 27- 4 -2018).

From the above explanations it can be concluded that, this teacher understood well the construct “AA methods” but was unwilling to use them in his teaching and learning process. Therefore, the teacher relied much in traditional assessment methods and procedures by providing standardized tests and examinations.

The researcher obtained much details and cooperation from school “F” while seeking the respondents to give their own understanding concerning the meaning of Alternative Assessment and met with one of the respondents who spoke acrimoniously as quoted here under:

*“I think Alternative Assessment is a term which is mostly copied from abroad as an assessment method used to assess our students to fit foreigners’ demands and or requirements from our country, they always come with the umbrella of providing education funds and different incentives to the country and the countries which will agree to adopt their ways of doing things especially to the most of developing countries including Tanzania, Alternative Assessment being among of them. Therefore, we need to review our education curriculum because the present curriculum which embraces alternative assessment methods of assessing students does not suit our environments and conditions. As I have said earlier, the means of assessing students in Tanzania popularly known as Alternative Assessment is totally autocratic as per foreigners’/donor countries’ purposes”* (Interview, Male teacher school “F” 30- 4 -2018).

The teacher above was very angry with the use of AA according to his understanding of the term because he implicated the AA methods with the negative intention of the foreigners (Europeans) to use the term in teaching and learning for their own interests and not to the interest of the African countries particularly Tanzania which are using AA methods. This teacher understood the AA methods in political point of view while claiming that AA is in the side of oppression and discrimination of our education via the umbrella of aid agencies.

Another respondent had totally understood AA methods as modern means of assessing learners rather than those which were used during pre-colonial era, when she had the following to reveal:

*“What I can tell you dear researcher is that, Alternative Assessment according to me is the modern ways of assessing our students apart from the old ways our ancestors used to do”* (Interview, Female teacher school “G” 2- 5 -2018).

This teacher had a narrow scope and understanding of the methods and procedures which were used by our ancestors before the coming of colonialists but she forgot that African indigenous education was the form of learning in African traditional societies including Tanzania in which knowledge, skills and attitudes of the tribe were passed from elders to children by means of oral instructions and practical activities (Mushi, 2009). Which in real fact had the elements of AA procedures. The researcher identified two respondents who had well versed with the meaning of the term AA methods and procedures. Here under are their words:

*“This means a term which is synonymous to competency-based ways of assessing students like the use of presentation, portfolio, projects and internets used to replace the traditional ways of assessing students like objective tests etc. which regard a teacher as the master of everything during classroom session”* (Interview, Female teacher school “I” 5- 5 - 2018).

This teacher seemed to understand well the meaning of AA and she was capable of giving the examples of AA, also her lessons reflected the use of AA methods and procedures but she declared that sometime she finds herself switching automatically to Traditional Assessment methods and procedures due to different challenges which are discussed and presented in the subsequent subsections.

Therefore, from the above explanations of the respondents it was obviously shown that, majority of teachers had no clear understanding of the term AA and that some of them were open to the researcher when they claimed to be assisted in understanding what does the term means. Again, from the above interviews it was noted that significant number of teachers had a narrow scope or understanding of the term Alternative Assessment because what they perceived of AA was totally opposite. However, there were some teachers who had correct idea and perception

concerning the term Alternative Assessment, these teachers understood well what is the term means but again they failed to use it in their classrooms due to different impediments which were facing them.

One of the respondents perceived the term AA as a political agenda from the abroad countries particularly the developed ones to the low developing countries like Tanzania to channel their interests which are autocratic in nature but coming under the umbrella of Aid agencies. Therefore, this respondent related AA and politics.

#### **4.4 Alternative Assessment Procedures Practiced by Secondary School**

##### **Teachers in Tanzania**

This section sought to determine AA procedures practiced in secondary school in Iringa, Tanzania. Through interviews, observation and content analysis, AA procedures practiced by teachers were established. It was evidenced from the research that large number of teachers used traditional assessment procedures in their classes and when the researcher asked the respondents as to why they preferred to use such approach, they had the following to declare:

*“I prefer to use the traditional forms of assessment because they are simple to apply than the Alternative form of assessment. During my class I always use lecture method because my class is so congested in such a way that it is impossible to use Alternative Assessment form of assessing my students like presentation because this form of assessment do not reflect the real situation of my class”* (Interview, Female teacher school “B”27- 4 -2018).

The above explanation of the respondent shows that the teacher prefers to use traditional forms of assessing her students for the reason that they are simple to administer them to her congested class than the Alternative forms of assessment as she has explained above. Therefore, she always finds convenient for her to use

lecture method.

Other respondents had the following to declare:

*“Alternative assessment approaches are so good but due to overloaded syllabus of my subject I have ignored the use of Alternative Assessment methods rather I am using questions and answers in order to complete the topics indicated in the syllabus on time as per recommendations”* (Interview, Male teacher school “J”23- 4 -2018).

This teacher shows that, he is interested to use the AA approaches in assessing his students but he is forced to apply Traditional Assessment procedures and methods in order cope with the available time allocated for completion of all topics in their subject syllabi, the best methods for him was through assignments, questions and answers.

The explanations above provided by the respondent from school J& F match with that provided by the respondent from school I as he had the following to say:

*“What I consider to my students is not about the type of assessment procedures used and followed , whether Traditional Assessment or Alternative Assessment but my emphasis is to enable my students pass their final examination and this will protect me from blamings directed to me when the students fail the examination. So I continue to use questions and answers and solving of past papers for my students”* (Interview, Male teacher school “I”30- 4 -2018).

The above respondent shows that, to him no matter which form of assessment is used in assessing his student what he concentrated much and emphasized his students was to excel their final examination so that he can keep himself from the blamings directed to him by students, parents, education administrators and society in general when the students fail the final examination. So, he always provided his students with a lot of questions and arranged the time for solving those difficult

questions believing that once the students meet with similar questions in their final examination it will be easy for them to answer them appropriately and hence get higher performance in their final examination. Generally, this teacher embraced the tradition form of assessing his students by filling them with solutions of different questions for the students to claim and little chance was provided for the students to find answers by themselves for instance through peer discussions which reflects the AA form of assessment.

When the researcher asked the respondent from school G, the AA procedures he always follow when assessing her student, she had the following to say:

*“When my students are left by themselves to do the subject tasks using Alternative Assessment approaches, for instance via group discussion and presentation they do not respond positively. So I do write for them on the Chalk board and leave them to copy the notices for them to read after I have thoroughly provided explanations”* (Interview, Male teacher school “G”3- 5 -2018).

Another respondent had the following to say:

*“Alternative Assessment needs more resources for its successful implementation. Infact I do not use the Alternative Assessment procedures because of lack of relevant books I need during my lesson, instead I do use the textbooks available which uses Traditional Approach of assessment. So I am forced to use talk and chalk method where I do write the main point on chalkboard for the students to copy”* (Interview, Female teacher school “I”30- 4 -2018).

The explanations of the respondents above show that the teacher always use talk and chalk method during teaching and learning process in their classes, this approach totally reflect the traditional form of assessment. The teacher never used the Alternative form of assessment like group discussion and presentation for the reason that the student did not give her maximum cooperation (respondent from school G) and that due to lack of resources (respondent from school I) instead they used talk



and chalk method where they wrote the lesson notices on the chalkboard and the students copied the notices then the teachers explained the notices after the students have finished to copy them.

The explanations provided by the respondent from school G and I are in line with those provided by the respondent from school C when he had the following to say:

*“I do like to use demonstrations for they are simple and accessible to me, what I do is that, I draw the diagram on the blackboard and provide illustrations which are then explained to my students for them to understand well the diagram”* (Interview, Male teacher school “C”27- 4 -2018).

From the respondent above, also reflect the dominant use of traditional form of assessing his students because he always like to use demonstration which is a traditional method for the reason that it is simple and accessible for him to use. Through the use of this method the teacher did not get the chance to assess his students using the Alternative forms of assessment as recommended in his subject syllabus.

The researcher also wanted to know how the school administrations are assured by the teachers that, they assess their students, the following were their responses:

*“Through the use of results of tests (weekly & monthly), midterm and annual examinations it is where our office is assured that the teachers are assessing the students”* (Interview, Academic masters school “A”23- 4 - 2018).

*“Because Alternative Assessment procedures are highly emphasized and recommended by the education administrators like DEO, REO & School Inspectors. We always advice teachers to use group works and presentations as Alternative forms of assessment; tests and examinations are used especially during inspections to enable teachers fill the Continues Assessment forms for they are needed by the National Examination Council (NECTA)”* ( Interview, Academic master school “H”25- 4 -2018).

The explanations of these respondents, show that the assessment approaches used by the teachers to assess their students are tests and examinations and that the AA forms are used only because they are recommended but in reality, tests and examinations are dominant for they help teachers to easily prepare the students continues assessment which are needed by NECTA especially when the students sit for their final examinations. These approaches used by these teachers in their school are traditional in nature except they use Alternative forms of assessment when inspectors visit their schools to see the implementation of AA.

#### **4.5 Challenges Facing Teachers in Implementing Alternative Assessment**

This section sought to capture the challenges that teachers in Tanzania face in implementing Alternative Assessment. Interviews and questionnaires were employed to collect data on this aspect. The findings are represented in the subsequent subsections as follows:

##### **(i) Knowledge Related Challenge**

The findings revealed that most of the teachers have been experiencing problems in implementing Alternative Assessment procedures. Majority of the teachers were observed to be used to traditional assessment procedures. So, it was difficult to get acquainted with assessment procedures unless they are taken to attend some seminars and workshops for instilling them with new information. Teachers indicated that they were constrained with lack of awareness and skills on how to implement Alternative Assessment methods. This can be evidenced in the following lines:

*“Alternative Assessment is very broad I have tried my level best to insist teachers to employ this approach of assessment. However, none of them responded positively on this idea claiming that they don’t know how to implement the assessment technique” (Interview, Headmaster, school “J” 23- 4 -2018).*

The statement of the Headmaster from school J concurs with the data obtained and presented in Table 4.4 when the researcher asked the respondents to rate the statement as it appears in the questionnaire, “Teachers in our school need more workshops to empower themselves to implement AA” The results showed that large percentage of teachers 86.7% (N=130) rated the scale “Strongly Agree” and 13.3% (N=20) of teachers rated the scale Agree while the other scales; Not Sure, Disagree and Strongly Disagree were not rated at all. Therefore, the results showed that one hundred percentages of teachers (100% (N=150)) declared the need of more workshops in order to instill them with the AA procedures.

Broadening and deepening teachers’ knowledge base about Alternative Assessment methods and the underlying theory is critical. Offering pre-service and in-service teachers the “how to do” as well as the “how to think” would enhance teacher preparation and development and reinforce the status of teachers as professionals who are able to engage in reflective decision making. Unlike traditional assessments, Alternative Assessments typically require learners to reflect on their overall learning to determine what information and skills they need to use to solve a given problem. These assessments involve real-world tasks that are complex and multifaceted.

**Table 4.4: Teachers Need More Workshops to Empower Themselves with the Implementation of Alternative Assessment**

| S/N   | Name of the School. | Responses<br>( N=150 ) |      |            |      |               |   |               |   |                        |   |       |     |
|-------|---------------------|------------------------|------|------------|------|---------------|---|---------------|---|------------------------|---|-------|-----|
|       |                     | 1<br>Strongly Agree    |      | 2<br>Agree |      | 3<br>Not Sure |   | 4<br>Disagree |   | 5<br>Strongly Disagree |   | TOTAL |     |
|       |                     | f                      | %    | f          | %    | f             | % | f             | % | f                      | % | f     | %   |
| 1.    | School A            | 13                     | 86.7 | 2          | 13.3 | 0             | 0 | 0             | 0 | 0                      | 0 | 15    | 100 |
| 2.    | School B            | 14                     | 93.3 | 1          | 6.7  | 0             | 0 | 0             | 0 | 0                      | 0 | 15    | 100 |
| 3.    | School C            | 15                     | 100  | 0          | 0    | 0             | 0 | 0             | 0 | 0                      | 0 | 15    | 100 |
| 4.    | School D            | 14                     | 93.3 | 1          | 6.7  | 0             | 0 | 0             | 0 | 0                      | 0 | 15    | 100 |
| 5.    | School E            | 11                     | 73.3 | 4          | 26.7 | 0             | 0 | 0             | 0 | 0                      | 0 | 15    | 100 |
| 6.    | School F            | 12                     | 80   | 3          | 20   | 0             | 0 | 0             | 0 | 0                      | 0 | 15    | 100 |
| 7.    | School G            | 12                     | 80   | 3          | 20   | 0             | 0 | 0             | 0 | 0                      | 0 | 15    | 100 |
| 8.    | School H            | 13                     | 86.7 | 2          | 13.3 | 0             | 0 | 0             | 0 | 0                      | 0 | 15    | 100 |
| 9.    | School I            | 11                     | 73.3 | 4          | 26.7 | 0             | 0 | 0             | 0 | 0                      | 0 | 15    | 100 |
| 10.   | School J            | 15                     | 100  | 0          | 0    | 0             | 0 | 0             | 0 | 0                      | 0 | 15    | 100 |
| TOTAL |                     | 130                    | 86.7 | 20         | 13.3 | 0             | 0 | 0             | 0 | 0                      | 0 | 150   | 100 |

Key: f=frequency %=Percentage

#### (ii) Time Related Challenge

Most of the AA demands enough time to make them successful. Also this kind of assessment is always successful in schools where teacher-students' ratio is manageable and ideal. Insufficient time allocated for science subjects and lack of time for developing and grading of AA tasks is one of the big challenges facing teachers in implementing AA procedures. Normally, implementation of AA procedures is more time consuming than traditional assessment. This is because both teachers and students need to spend time in setting criteria, meeting and discussing assessment results. Similarly, overload syllabus also causes insufficient time for teachers to implement AA as most of teachers try to cover all the topics found in the syllabus. This can be evidenced in the following lines as declared by one respondent:

*“The syllabus is very wide, the implementation of the various aspects of Alternative Assessment becomes a problem due to time constraints for example for Form Three, the class which I am teaching there are two double periods per week that is 160 minutes. Therefore, for teachers to cover all required topics meanwhile preparing and employing alternative assessment in every lesson is not possible”* (Interview, Female teacher School, “H” 25- 4 -2018 ).

The statement of the interviewee above is in line with the results obtained from the questionnaire indicated in Table 4.5 (statement number xv: Alternative Assessment caused me to have limited time to make teaching preparation) which showed, the evidence that, the teachers faced the problem of limited time while using the Alternative Assessment methods and procedures for all respondents (100%, N=150) rated in the scale, “Strongly Agree” to imply that , shortage and or limited amount of time was a great barrier in enabling them to effectively implement Alternative Assessment methods in their classrooms.

**Table 4.5: Opinions of the Teachers about the Challenges of Implementing Alternative Assessment**

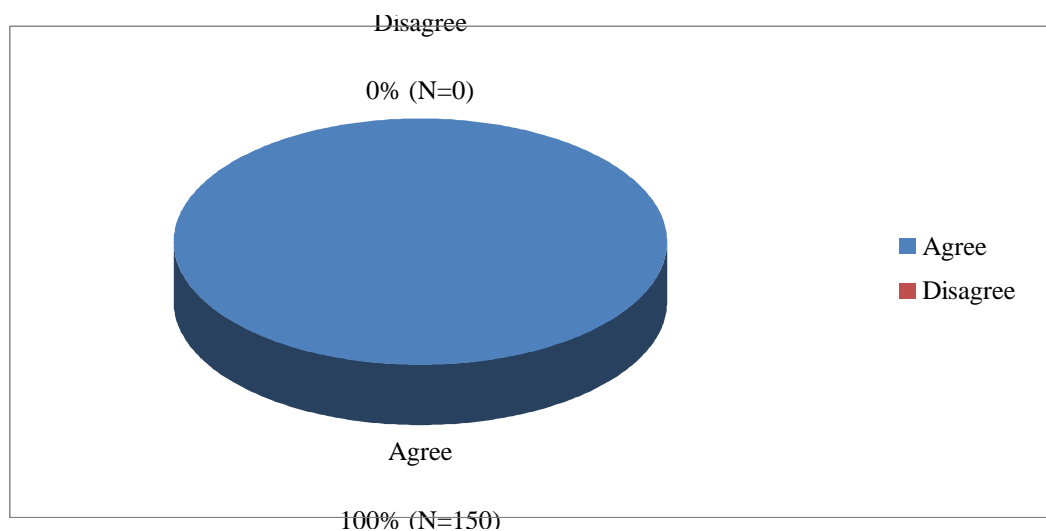
| S/N  | Statement  | Responses<br>N=150     |      |            |      |               |      |               |      |                           |      |
|------|--|------------------------|------|------------|------|---------------|------|---------------|------|---------------------------|------|
|      |  | 1<br>Strongly<br>Agree |      | 2<br>Agree |      | 3<br>Not Sure |      | 4<br>Disagree |      | 5<br>Strongly<br>Disagree |      |
|      |  | f                      | %    | f          | %    | f             | %    | f             | %    | f                         | %    |
| i.   | My lessons are prepared to incorporate alternative assessment strategies in them.  | 3                      | 2    | 3          | 2    | 24            | 16   | 70            | 46.6 | 50                        | 33.3 |
| ii.  | Despite the introduction of new forms of assessments many teachers are still using very traditional forms of assessment. | 118                    | 78.6 | 32         | 21.3 | 0             | 0    | 0             | 0    | 0                         | 0    |
| iii. | Alternative assessment can promote active learning and self confidence among students.                                   | 60                     | 40   | 85         | 56.6 | 5             | 3.3  | 0             | 0    | 0                         | 0    |
| iv.  | By conducting alternative assessments I am aware of my teaching strength and weakness.                                   | 75                     | 50   | 45         | 30   | 12            | 8    | 10            | 6.7  | 8                         | 5.3  |
| v.   | The use of alternative assessment does not help learners to understand the subject better.                               | 17                     | 11.3 | 8          | 5.3  | 5             | 3.3  | 55            | 36.7 | 65                        | 43.3 |
| vi.  | Alternative assessment has led to a positive change in my teaching style .   | 15                     | 10   | 15         | 10   | 77            | 51.3 | 33            | 22   | 20                        | 13.3 |
| vii. | Alternative assessment   | 80                     | 53.3 | 40         | 26.7 | 15            | 10   | 10            | 6.7  | 5                         | 3.3  |

| S/N   | Statement   | Responses<br>N=150     |      |            |      |               |      |               |     |                           |    |
|-------|---|------------------------|------|------------|------|---------------|------|---------------|-----|---------------------------|----|
|       |   | 1<br>Strongly<br>Agree |      | 2<br>Agree |      | 3<br>Not Sure |      | 4<br>Disagree |     | 5<br>Strongly<br>Disagree |    |
|       |   | f                      | %    | f          | %    | f             | %    | f             | %   | f                         | %  |
|       | strategies like research projects help improve learners' knowledge in my subject I teach.   |                        |      |            |      |               |      |               |     |                           |    |
| viii. | Teachers in our school need more workshops to empower themselves to implement alternative assessment.   | 130                    | 86.7 | 20         | 13.3 | 0             | 0    | 0             | 0   | 0                         | 0  |
| ix.   | In my view some of strategies in alternative assessment are difficult to use because they are subjective (e.g. oral questions, journal writing, group work) | 96                     | 64   | 44         | 29.3 | 10            | 6.7  | 0             | 0   | 0                         | 0  |
| x.    | My teacher preparation program provided a variety of ways to assess students.   | 28                     | 18.7 | 37         | 24.7 | 10            | 6.7  | 12            | 8   | 63                        | 42 |
| xi.   | Implementing alternative assessment methods increased students' active participation in the class.  | 110                    | 73.3 | 40         | 26.6 | 0             | 0    | 0             | 0   | 0                         | 0  |
| xii.  | Alternative assessments imposed additional financial burden to both teachers and students   | 104                    | 69.3 | 30         | 20   | 9             | 6    | 7             | 4.6 | 0                         | 0  |
| xiii. | The nature of National (final) examination undermines the use of alternative assessment strategies (e.g. investigation).                                    | 82                     | 54.6 | 45         | 30   | 23            | 15.3 | 0             | 0   | 0                         | 0  |
| xiv.  | I become more responsive by conducting alternative assessment.  | 70                     | 46.6 | 40         | 26.6 | 32            | 21.3 | 5             | 3.3 | 3                         | 2  |
| xv.   | Alternative assessment caused me to have limited time to make teaching preparation.   | 150                    | 100  | 0          | 0    | 0             | 0    | 0             | 0   | 0                         | 0  |

Key: f=frequency    %=percentage

From the quotation and Table 4.5 it is evident that intricate chunk of information that has to be taught to students is a big challenge for teachers to cope with the time constraint. Data collected through questionnaire are in line with the interview data

above as presented and summarized in figure 4.5 below when the teachers were asked via closed ended questionnaire to put a tick (✓) against the statements which appear to be the challenges they face when implementing AA. All teachers 100% (N=150) who were involved in the study declared that shortage of time for developing and grading of AA procedures was one of the most and chronic challenges which impede the implementation of the AA Procedures.



**Figure 4.5: Alternative Assessment is Time Consuming**

Data from figure 4.5 suggest that, large number of teachers reported that, time constraint is a big challenge in the implementation of Alternative Assessment methods. It was disclosed that both teachers and students need enough time to make this form of assessment successful. So teachers continued to use student centered methods like lectures and questions & answers believing that the use of Alternative Assessment methods utilize much time a thing which caused them not to finish the syllabus on time and led to students' failure in their examinations (Mhando, 2006).

**Resource related challenges:** AA methods and procedures need enough resources for making them successful. This is because some tasks demand the presence of

enough teaching and learning materials for making AA well implemented. It was disclosed that activities which demand practical application are very expensive and most of the schools are facing financial constraints. So there is a need for the government in alliance with different educational stakeholders to make sure that all schools are well equipped on different aspects so that anything in school can go in a sophisticated manner. Consider the experience of one informant:

*“Alternative Assessment is very nice, however we fail to implement it because it demands both knowledge and materials. In other words both a teacher and school administration are responsible to make it successful”*  
(Interview, Headmistress, school “G”:3- 5 -2018).

The explanations above are also in line with the information collected and presented in table 4.6 , which analyses the responses from the teachers when they were asked to rate the statement “Alternative assessments imposed additional financial burden to both teachers and students” as it appears in table 4.5 presented on page105 statement number xii.

**Table 4.6: Alternative Assessments Imposed Additional Financial Burden to both Teachers and Students**

| S/N   | Name of the School | Responses<br>(N=150)   |      |            |      |               |      |               |      |                           |      |       |     |
|-------|--------------------|------------------------|------|------------|------|---------------|------|---------------|------|---------------------------|------|-------|-----|
|       |                    | 1<br>Strongly<br>Agree |      | 2<br>Agree |      | 3<br>Not Sure |      | 4<br>Disagree |      | 5<br>Strongly<br>Disagree |      | TOTAL |     |
|       |                    | f                      | %    | f          | %    | f             | %    | f             | %    | f                         | %    | f     | %   |
| 1     | School A           | 8                      | 53.3 | 5          | 33.3 | 2             | 13.3 | 0             | 0    | 0                         | 0    | 15    | 100 |
| 2.    | School B           | 10                     | 66.6 | 5          | 33.3 | 0             | 0    | 0             | 0    | 0                         | 0    | 15    | 100 |
| 3.    | School C           | 6                      | 40   | 8          | 53.3 | 1             | 6.6  | 0             | 0    | 0                         | 0    | 15    | 100 |
| 4.    | School D           | 8                      | 53.3 | 4          | 26.6 | 2             | 13.3 | 1             | 6.6  | 0                         | 0    | 15    | 100 |
| 5.    | School E           | 7                      | 46.6 | 4          | 26.6 | 0             | 0    | 2             | 13.3 | 2                         | 13.3 | 15    | 100 |
| 6.    | School F           | 9                      | 60   | 6          | 40   | 0             | 0    | 0             | 0    | 0                         | 0    | 15    | 100 |
| 7.    | School G           | 5                      | 33.3 | 5          | 33.3 | 3             | 20   | 1             | 6.6  | 1                         | 6.6  | 15    | 100 |
| 8.    | School H           | 11                     | 73.3 | 4          | 26.6 | 0             | 0    | 0             | 0    | 0                         | 0    | 15    | 100 |
| 9.    | School I           | 6                      | 40   | 9          | 60   | 0             | 0    | 0             | 0    | 0                         | 0    | 15    | 100 |
| 10.   | School J           | 13                     | 86.6 | 2          | 13.3 | 0             | 0    | 0             | 0    | 0                         | 0    | 15    | 100 |
| TOTAL |                    | 83                     | 53.3 | 52         | 34.6 | 8             | 5.3  | 4             | 2.6  | 3                         | 2    | 150   | 100 |

Key: f= frequency % = percentage



Therefore, from the quotation presented on page 107 (Interview, Headmistress, school “G”: 3- 5 -2018 ) and the Table 4.6, it can be inferred that, AA is not well implemented in schools due to lack of different resources which are as a result of limited financial resources.

**Class Size Related Challenge:** It is obvious that, AA needs considerable teacher-student ratio. In most of our schools most of the classes are very large to the extent that a teacher cannot even be able to meet and treat each student as an individual. Most of the AA tasks demand concentration and close interaction between a teacher and students. This is not possible for example if a class constitutes students beyond forty-five as recommended by the ministry of education and international standards.

Consider the experience of one informant:

*“Our classes are very large. One class can accommodate even beyond one hundred (100) students. When it comes to assessment, it is very difficult to treat each student effectively. What happens is to treat them partially. The government should make sure that many classrooms are built so that congestion in the classrooms is reduced or mitigated totally”* (Interview, Headmaster, school “H” 25- 4 -2018 ).

The above explanations are also revealed from the data obtained through observation where it was seen that a class is highly congested in such a way that other students missed chairs and desks and were found standing up behind the classroom, making noises and joking to each other while the lesson was on progress and a teacher failed to comfortably control the class and apply the Alternative Assessment methods and procedures.



**Figure 4.6: Classroom Situation showing Teacher- Student ratio in school “J”**

In fact from the quotation and Figure 4.6, it is obvious that Alternative Assessment methods are easily implemented in those schools where there is considerable teacher- student ratio but very difficult to the over congested classrooms like in many public and community based schools.

#### **4.6 Ways to Improve Teachers’ Implementation of Alternative Assessment in Tanzania**

This section sought to find out ways to improve Teachers’ implementation of AA in secondary school in Iringa, Tanzania. Through interviews, observation and content analysis, ways to improve Teachers’ implementation of AA were established. It was evidenced from the research that large number of teachers identified some ways used to improve the implementation of AA like: consideration of Teacher-Student ratio; provision of enough teaching and learning materials; teachers’ involvement in education decision making and profession development.

#### 4.6.1 Consideration of Teacher- Student Ratio

The curriculum review of 2005, 2007 & 2010 respectively propose that Teacher-Student ratio is 1:45. That is to say one teacher is supposed to teach not more than forty-five (45) students per lesson for successful implementation of AA procedures. When the number of students in a class is above 45 then the class is said to be overcrowded. The research findings from observation, interviews and questionnaires directly revealed that most of the classes were overcrowded a thing that hampered the use of AA methods of assessing learners' progress. Wonderful enough is that, some of the class consisted of more than twice the proposed Teacher- Student ratio for instance 100 students using a single class and a teacher.

The following evidences through researchers' observation and interviews of the real Teacher- Student ratio reveal the statement above where by the researcher has observed the majority of the classes to be overcrowded to an extreme case. Consider the pictures in the next page which show the situation of Teacher-Student ratio in the researched areas.



**Figure 4.7: Classroom Situation showing Teacher- Student ratio in school “H”.**  
**Source:** Field data, 2018.



**Figure 4.8: Classroom Situation showing Teacher- Student Ratio in School “I”**

The figures above are in line with the interviews held with the HOS & Academic

Teacher as follows:

*“Most of our classes are overpopulated as you can see yourself dear researcher, and we have no way out because the government admits larger number of students each year than the school can accommodate. At the end of the day you find that the number of teachers and classroom are incompatible a thing which hinder the use of Alternative Assessment methods by teachers and students. I therefore advice the government via the ministry of education to have a deliberate plan of recruiting enough teachers and building more classrooms in order to curb this chronic condition”* (Interview, Headmistress, school “B” 27- 4 -201.

Other respondents had the following to declare:

*“You know the issue is that, secondary education has recently turned to be primary education to all school age youths. Therefore, the government drags all the primary school leavers to secondary schools sometimes without considering their academic abilities and qualifications of joining the secondary education as previously used to do. This is because our country has initiated the so called “Ward Based Secondary Schools” where by each ward is supposed to have its own school, now you can find that a single ward is having more than five primary schools where by the pupils leaving from these schools are expected to join the single ward secondary school present. What do you expect here? Possibly is the overcrowdings in the classes and shortage of teachers to serve this majority of students. Therefore, I recommend the government and education stakeholders to*

*make sure that there is reasonable number of secondary schools and teachers at each ward in the country so as to enable successful and effective implementation of Alternative Assessment” (Interview, Headmistress, school “I” 27- 4 -2018).*

*“Implementation of Alternative Assessment in our school cannot be possible because the classes are full particularly during science subjects’ periods, for the teachers of these subjects are few and they do combine more than four streams into a single class. So more teachers are needed especially science subjects teachers in order to solve the problem of overcrowdings and this will eventually facilitate the smooth application of Alternative Assessment in our school..... (Interview, Academic master, school “D” 24- 4 -2018).*

The quotations above show that Teacher to Student ratio is not well considered in secondary schools’ classrooms in Tanzania as it can be evidenced from the consulted informants. This eventually leads to overcrowding in the classrooms a thing that impedes the successful implementation of AA. Therefore, the following ways to improve the implementation of AA methods have been noted from the respondents’ views:

- i) The government to build enough classes in alliance with education stakeholders;
- ii) The government to recruit more teachers especially science subjects’ teachers to match with the mushrooming numbers of secondary school students and;
- iii) Elimination of political activities in education matters for successful implementation of AA methods in the classroom.

#### **4.6.2 Provision of Enough Teaching and Learning Materials**

Successful implementation of AA is in line with the availability of relevant teaching and learning materials. These materials include books (both text and reference books), teaching and learning aids and internet facilities. Also, conducive

environments in which the AA procedures are implemented help to aid the smooth application of AA. The research findings show that significant number of secondary schools in Tanzania are facing shortage of teaching and learning materials and some time if they are available, they are quite outdated and contrary to the requirements of the recommended curriculum which embraces AA methods (Paulo, 2014).

The research findings through content analysis and observation reveal the statement above: The figures in appendix IV from page 205 to 206 show that, the type of books used by this school (school D) are outdated in terms of content and objectives of the syllabus of secondary school education which is no longer recommended by Ministry of Education and Vocation Training to be used in schools, simply because they are against the AA procedures.

When the researcher asked the teachers as to why they used these books while they are contrary to the requirement of the new syllabus, the teachers had the following to declare:

*“The school has no books which are required. I have better to provide and use these old books to my students because there are some topics which appear and matches the demand of the syllabus. Something is better than nothing at all”* (Interview, Male teacher, school “B” 27- 4 -2018).

The researcher surveyed the books by analyzing the contents of the books. Wonderful enough is that, the nature of the contents of these books did not match the demand of the new syllabi which uses AA methods and procedures and therefore they lacked interactive features which could provide a chance for the teacher and the student to interact during the teaching and learning processes instead, the nature of their contents gave much priorities to a teacher as a master of knowledge who is

considered to have the ability to transfer it to learners and the learners remain passive and non-explorative.

When these books were carefully examined it was found that, their main objective is to enable student master the contents prescribed in the books in order for them to pass the summative examinations and proceed to higher levels of learning but not to prepare a student to learn and become competent through application of the learned knowledge in real life situations.

Another experience observed by the researcher is that, the schools which had the right books as per AA demands were insufficient in such a case that one book was used by more than ten students in the class during discussion. So the issue observed was the scramble of the students to win the book a situation that caused violence and restlessness in the classrooms and hence hindered the implementation of Alternative Assessment.



**Figure 4.9: Students' Scramble over a Mathematics Text Book in School "E"**

The researcher asked the HOS/Academic Master as to why the school has no books.

The respondents had the following to say:

*“We are expecting the fund from the government via school capitation with directives of use allocated in percentages of each identified category of expenditure, that is to say what amount of fund to be used to what specific category as per fund directives. But the fund allocated for books in our school is not proportional with the number of students we have. So the government has to consider the allocation of these funds as per requirements”* (Interview, Headmistress, school “B” 3- 5 -2018).

Another issue experienced and observed by the researcher was the presence of irrelevant books ( Appendix IV Page 208) and materials to most of the schools researched which are contrary to the demand of the syllabus and AA procedures. These books are those which are donated to these schools by donor agencies for instance USAID.

When the researcher asked through interview, the school management as to why they keep using these books, they had the following to declare:

*“These books are brought by our friends from abroad and we are using them so as to appreciate their honesty to us rather than damping the books, and they always feel comfortable when they see we are not ignoring their AIDS and it is one of the ways of consolidating our friendship and open doors for macro AIDS like cars, teachers’ house and conference halls. It is now the time for the facilitators to talk with these donors to bring to us the relevant and necessary materials we need for example books proposed by Tanzania Institute of Education (TIE) which follow Alternative Assessment requirements and procedures”*(Interview, Headmaster, school “E” 30- 4 -2018 ).

#### **4.6.3 Teachers’ Involvement in Educational Decision Making**

The research findings show that, teachers are not involved in important decision-making concerning education like education policy making, curriculum construction and its implementation. Teachers’ involvement in education decision making is of great importance simply because, teachers are the key implementers of the



curriculum. Therefore, they need to be involved in each stage of curriculum constructions and implementations and the decision of which teaching and learning methods to be used in real classroom interaction should come from teachers.

When teachers were asked to answer the research question as to whether they are involved in important decision-making concerning teaching and learning including assessment methods used, significant number of teachers revealed that they were completely not involved at any stage of education decision making.

Consider the voice of the following respondent:

*“If I were asked to provide my views on how to implement this current curriculum particularly in O-Level Chemistry subjects, I could suggest the extension of time to cover all the topics involved but I have no way out because I am not given an opportunity to provide my comments to the people concerned”* (Interview, Male teacher, school “G” 3- 5 -2018 ).

From the above quotation it is apparent that, teachers need to be considered in all important decisions regarding education matters for instance during curriculum construction and proposition of assessment methods to be used during teaching and learning processes because teachers are the primary implementers of all official education matters including the aspect of assessment of learner’s progress. Ignoring teachers’ involvement in educational decision making implies leaving the gap unfilled between making plans and putting plans into actions and at the end of the day when things go astray the first person to be blamed is the teacher (who puts these plans into actions/implementer) and not the officers who make these plans.

#### **4.6.4 Professional Development**

For effective implementation of AA teachers need on-going professional development. Darling Hammond and McLaughlin (1995) defined professional

development as increasing teachers' understanding of the processes of teaching and learning, and facilitating their understanding of the students whom they teach. Professional development must begin with training for the role of teacher, and continue throughout the course of teachers' professional service.

The research findings revealed that, most of the teachers have been experiencing the problem in implementing the AA procedures due to lack of necessary skills about AA methods and their applicability to real classroom interaction. Therefore, teachers continued to use traditional assessment methods when preparing their lessons and during teaching in classes. Teachers showed that, they need to attend some seminars and workshops in order to instill them with new information because they indicated that, they were constrained with lack of awareness and knowledge on how to implement AA methods. This can be evidenced in the following lines:

*“It does not mean that, I prefer to incorporate Traditional assessment methods to Alternative Assessment methods in my lessons, but it is because of lack of sufficient knowledge on how to properly execute Alternative Assessment methods. So seminars and workshops are needed in order to enable teachers to understand better the Alternative Assessment methods and use them in our lessons”* (Interview, Female Teacher, School “C” 27-4 -2018).

Another informant had the following to declare:

*“We fail to apply Alternative Assessment methods during teaching and learning process because we have partial skills and knowledge concerning these methods of assessment, that is why you can see we are very much using Traditional Assessment methods in our classes”* (Interview, Male teacher, School “B” 30-4 -2018).

Therefore based on the findings of this study the model of Continued Profession Development (CPD) was recommended. The central characteristic of this model is the combination of practices and conditions that support a transformative agenda. In this sense, it could be argued that the transformative model is not a clearly definable

model in itself; rather it recognizes the range of different conditions required for transformative practice (Kennedy, 2005). Therefore, this approach is useful to teachers because once teachers are exposed to Continued Profession Development they can easily change from using Traditional Assessment procedures to AA without great barriers especially technical barriers involved in switching from one assessment approach to another and therefore flexibility can successfully be achieved by teachers and hence improve the teaching and learning process.

According to Continued Profession Development model, teachers must make progress in the course of their professional development, first of all, because of the many innovations and developments introduced in their fields of expertise over the years, and secondly, as a result of the essential nature of the teaching profession, which not only enables, but also requires development, due to the dynamic and ever-changing work environment (Darling-Hammond, 2005).

Improvement by teachers of Alternative Assessment practices will usually involve a significant change in the way they plan and carry out their teaching, so that just as there is powerful evidence that AA can improve students' learning and achievement, it is just as clear that sustained professional development using CPD model for teachers is required if they are to improve this aspect of their teaching (Black and William, 1998).

Therefore, from the interviews above, it can be inferred that, anything is possible if somebody is given information and necessary knowledge to cope with the prevailing changes. Yet the teachers claimed that, even when the seminars are provided which

involve payments, the top leaders are the one who attend the seminars and then after coming back they prepare a conference with all teachers so as to share what they obtained from seminars for the teachers to implement and always involve no payments to teachers instead they tell teachers that, it is a seminar prepared for inducing teachers' proper responsibility procedures.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.1 Introduction**

This chapter presents discussion of research findings. The discussion is organised around findings in the sequence they were presented in chapter four. The presentation is also organised into five sections. Section One, discusses findings on types of AA methods used by secondary school teachers in Tanzania. Section Two discusses findings on teachers' perceptions of AA in Tanzania. Section Three discusses findings on challenges facing teachers in implementing AA in Tanzania. Section Four discusses findings on AA procedures practiced by secondary school teachers in Tanzania. Section Five discusses findings on ways to improve teachers' implementation of AA in Tanzania.

#### **5.2 Types of Alternative Assessment Methods Used by Secondary School Teachers in Tanzania**

It is obvious from the findings that many teachers in Tanzania are well versed in the traditional assessment methods. Study findings unveiled that large number of teachers were observed to be familiar with traditional assessment methods like written tests, examinations, oral questions, home works/exercises, quizzes and individual activities. AA methods such as portfolio, project works, practical's or experiments and field trips were rarely and sometime not used at all. The findings reveal that teachers are facing difficulties when they are told to adopt new assessment methods due to different reasons mentioned by teachers such as lack of knowledge concerning the AA procedures, poor environments, shortage of resources/materials, time constraint and unrealistic teacher to student ratio.

The findings also shows that traditional assessment method of teaching like paper and pencil dominated in classes because they were easy to use than the AA methods. This concurs with the study done by Agrey (2004) who found that; paper and pencil tests are easy to develop, inexpensive to administer and the results are simple to report and understand. Beside that standardized assessments (tests and examinations) are also objective measure of achievement as a result are not affected by personal values or biases of the person who evaluates the assessment, hence it is regarded as a sound device that are valid and reliable indicators of students' knowledge and skills.

Throughout the study, the findings showed that teachers continued to use content based syllabi instead of competency based syllabi which are recommended by the Ministry of Education and Vocational Training due to lack of necessary skills required for implementation of AA. Teachers opted to use content-based syllabi although competency-based syllabi were available in schools. This observation is in line with the study done by Slavin (2006) who argues that, planning for group assessment requires educators who are well skilled in AA procedures. This person has to consider both group effort and individual liability.

The study findings have unveiled that, to date the secondary school teachers rely more on traditional types of assessment which is opposite from the requirement of the formal education curriculum to be implemented. The current curriculum emphasize on the use of AA methods to be used by secondary school teachers during the teaching and learning. According to TIE (2013), 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, and analysis (for example of texts).

But the teachers fail to change from traditional to competence-based assessment which uses AA due to various prevailing reasons as found by previous researchers like Kafyulilo (2012) who found that teachers were continuing to use the normal lecture methods even after having trained about AA. Furthermore, the study by Saware (2021) in her study found that majority of teachers assessed students using oral presentation and HomeWorks. Surprisingly the AA methods such as portfolio; rating scale and rubrics; project work and checklist were not identified by any teacher. Saware further added that only few teachers were able to identify AA methods such as practical, tasks to demonstrate performance skills, writing essay and analysis of text. Additionally, Nyoni (2018) in his study identified the most common types of assessment methods like questions and answers, quizzes, lectures and oral questions.

This shows that despite of the deliberate intention of the government of Tanzania through her Ministry of Education and Vocation Training to change the education curriculum from content based to competence based yet the assessment methods have remained static among teachers. Teachers are still using traditional assessment methods than AA methods. The current situation reveal that there is something lagging behind which have caused teachers to continues using more traditional

assessment methods than AA methods, that is the reluctance of the teachers to accept changes have been the issue which is to be worked upon by the concerned education authorities if we are to achieve the pre-stated teaching and learning objectives of the new competence based curriculum which uses AA.

Otherwise it looks like the wastage of time and resources especially when education authorities are insisting about AA while in reality traditional assessment methods are the one which are more used than AA methods. Therefore, it is a right moment by the government through her ministry of education to understand the prevailing situation about types of assessment methods which are used by secondary school teachers which are dominantly traditional than AA and take necessary actions to enable teachers change from traditional to AA like making serious trainings among pre-service and Inservice teachers on the AA methods used in assessment of teaching and learning.

### **5.3 Secondary School Teachers' Perceptions of Alternative Assessment in Tanzania**

It has been observed that there is no common understanding among teachers about classroom assessment. Large number of teachers perceived assessment as a process whereby a teacher administers tests or examinations to students for the purpose of understanding their academic positions. The results of study have revealed that majority of secondary school teachers have positive perceptions about AA but its implementation in practice have become a serious problem. Indeed teachers are well versed with the theoretical stance of AA methods in terms of advantages in using in assessment of teaching and learning but hows to use them in real classroom settings



have become a challenge to majority of secondary school teachers in Tanzania.

This observation is in line with the study which was done by Saware (2021) about Teachers' Conceptions of CBC and its implementation challenges in selected secondary schools in Ilala Municipality, Dar es Salaam, Tanzania. The study found that perceptions held by secondary school teachers had either contributed or reduced the implementation of AA. Those who perceived AA positively and being capable of using it in teaching and learning process were successfully as opposed to those who negatively perceived AA.

It was further found that, every teacher perceived AA differently due to lack of awareness of AA and its ways of implementing them, for instance Rweyemamu (2021) argues that, competency-based curriculum stakeholders including teachers do not aptly understand the curriculum in focus including AA methods. They think they know it but they actually don't know how it is practiced. The missing link between what they think they know and what can do in practice is likely to be resulting from the lack of training on AA practices among teachers.

This suggests that teachers are likely to have just a superficial knowledge of AA and thus being unable to mentor the students to develop competence-based teaching approaches which uses AA. Teachers' beliefs about their students may affect their willingness to change their practices. Changing those beliefs may be a key step toward spreading effective teaching practices to all classrooms. To illustrate, teachers can have perceptions of a new assessment after implementing it in their classes. Perceptions on assessment can be positive as well as negative. TIE (2010)

write that, teachers' perceptions of CBC is limited in terms of understanding of teaching and learning assessment methods with CBC guideline as has implication in ineffective implementation of AA. Because perceptions require us to imagine alternative points of view simultaneously, it has epistemic advantage of making inconsistencies more apparent which under most conditions will increase teachers' knowledge on AA.

Also, large number of teachers did not understand clearly what actually AA, and therefore they were unable to distinguish between traditional and AA procedures. For this reason, it is obvious that large number of teachers did not incorporate AA procedures in their lessons for they even did not understand what is all about AA. Teachers are encouraged to use more than one assessment method in order to have enough, accurate evidence of student learning, again it is emphasized that, the assessment should match the learning target and provides meaningful feedback to students and all teachers should be well versed in AA procedures for the betterment of their students (Nitko, 2001). The findings showed that AA approach seemed to be less efficient for large number of teachers have poor understanding concerning AA methods and procedures.

In addition, the American Federation of Teachers, National Council on Measurement in education and National Education Association (1990); have defined seven standards for teacher competency in implementing AA to students. The standards emphasized that teachers should competently be able to choose and develop assessment methods appropriate for instruction decisions, administer, score and interpret results of externally produced and teacher made assessment, use results

when making educational decision, develop valid assessment, communicate results and recognize unethical, illegal and inappropriate methods and uses of assessments.

But all these standards as per the research findings showed that they cannot be achieved by teachers in Tanzania unless teachers are given seminars and workshops so as to enable them to understand the AA approaches and apply them in real classroom settings. In the context of assessment, it is likely that a teacher's behaviour will be influenced by their perceptions of the dimensions of that assessment, whether these are the purposes and dependability of its outcomes, or the procedures and processes used to achieve them. Much of what we know about teachers' perceptions of assessment processes and outcomes has arisen from studies of change situations, for example where new practices or requirements are presented for assimilation by the teaching community. It is this change situation that is more likely to expose the types of perceptions harboured by teachers who may, up to that point in their careers, have passively followed routine or conventional practices.

The major change of the last decade or so is the increasing awareness that assessment should be used to support learning, manifested in the initiatives to introduce or consolidate AA. Those hesitant to try alternative assessments commented that traditional tools, in particular formal tests and examinations, are quite useful because they are objective and impartial. This might look a plausible comment, as Wiggins (1993) affirms that alternative assessments are normally subjective and value-laden. In spite of such and other shortfalls, alternative assessments are believed to provide students with a wide range of tasks that reflect priorities and challenges found in the instructional activities that allow knowledge

construction.

#### **5.4 Alternative Assessment Procedures Practiced by Secondary School Teachers in Tanzania**

Study findings indicated that many informants were not used on the implementation of AA procedures although they are informed of different advantages upon implementing it and that, these procedures can enable a teacher to realize the best position of a student in the course of teaching and learning process. This observation is in line with the study which was done by Salema (2017) about assessment practices in secondary schools in Kilimanjaro region, Tanzania; a gap between theory and practice when he found that both students and teachers were negative about assessment procedures used in their schools to reflect AA.

The negativity about the use of learner centered assessment is based on its low rate of application and unfamiliar with the AA procedures. These results are consistent with those of Joram (2011), who found that even if the curriculum is well implemented in terms of classroom teaching and learning, the process of putting the curriculum into practice will not be successful until there is a good way to assess learners' ability to act in accordance with reflection on theory. Similarly, Celine (2020) discovered that using observation schedules frequently to assess students' learning is a better technique for ensuring successful curriculum implementation in schools than relying just on paper and pen assessment tools.

It is clear from the research findings that most of the teachers who were involved in research showed the over reliance to traditional assessment procedures than

Alternative Assessment Procedures. Teachers continued to use traditional methods and procedures throughout their teaching time. This is because traditional assessment approaches and procedures according to them were easy to develop, inexpensive to administer in terms of time and resources incurred, results are simple to report and understand, used to compare student's performances easily and they are not affected by personal bias. On the other hand the AA forms of assessment showed the opposite for they were difficult to develop and apply them in the classroom, very expensive in terms of time consumption and resources needed, the results are complex to understand, prepare and report to parents.

Also it was found that most of Traditional Assessment forms which were used such as tests, quizzes and examinations were intended for the students to perform better in their final examinations and that, teachers used to teach to the test for accountability reasons which encouraged self-perpetuation and not to teach for the test which required the student to demonstrate their understanding and personal meaning of what they have learnt in class and hence encourage high order thinking skills and critical thinking.

It was also shown that, the AA procedures were rarely used and applied during normal classroom sessions except during inspections so as to avoid conflicts with the education inspectors who insist teachers to follow the AA procedures when preparing their lessons for they emphasize on "real-life" skills such as problem-solving skills and decision-making skills to prepare students for the work force in the real world. In this era of teaching and learning, teachers need to be cognizant of the times in which they are working and adapt their teaching and assessment strategies.

If alternative assessment use can improve student learning, then teachers should step out of their comfort zones and adopt new methodologies. Furthermore Jidamva (2012 )and Nzilano (2013) have also found that many secondary school teachers in Tanzania face challenges when preparing and implementing teaching and assessment activities for their students. Serious shortfalls have been identified in areas such as the way these teachers were trained at college, especially the assessment procedures that they underwent.

In most cases only abstract learning outcomes and their application in limited contexts as measured by paper and pencil tests and academic assignments such as writing term papers are assessed. Infrequent written assignments in groups, mid-term tests and terminal examinations were found to constitute the predominant assessment strategies employed by the teachers. This shows that the assessment of teachers' teaching competences is conducted mostly in a theoretical manner, emphasizing the reproduction of knowledge. There was, furthermore, little evidence of the use of assessment data to improve subsequent instruction and students' learning, as the majority of the teachers preferred to give group assignments only to be collected as portfolios and marked at the end of school term. Assessment practices like these may also imply that 'competence' is viewed as nothing but the possession of a series of desirable attributes in someone's head. Thus, assessment is made to check whether someone possesses such mental attributes or not.

### **5.5 Challenges Facing Teachers in Implementing Alternative Assessment**

This subsection discusses different challenges that teachers encountered while implementing the AA. The findings revealed that, most of the teachers have been

experiencing problems in implementing AA. Most of them were observed to be used to traditional assessment procedures, so it was difficult for them to get acquainted with AA procedures unless they are taken to attend some seminars and workshops for instilling them with new information. Teachers indicated that they were constrained with lack of awareness and skills on how to implement AA methods.

The researcher also discovered that, most of AA methods demand enough time to make them successful. This concurs with what was reported by Abbas (2012) when she asserted that, AA takes a lot of time, so its application seems to be highly difficult within time allocated. Insufficient time allocated for secondary school subjects and lack of time for developing and grading of AA tasks is one of the big challenges facing teachers in implementing AA methods. Normally, the implementation of AA methods is more time consuming than Traditional Assessment methods. Similarly, overloaded syllabus also cause insufficient time for teachers to implement AA as most of teachers try to cover all the topics found in the syllabus.

Also this kind of assessment is always successful in those schools where teacher-students ratio is manageable. This is because both teachers and students need to spend much time in setting criteria, meeting and discussing assessment results. Similarly, through this study it was obvious that AA need small teacher to student ratio. In most of our schools most of the classes are very large to the extent that a teacher cannot even be able to meet and treat each student as an individual. Most of AA tasks demand concentration and close interaction between a teacher and student. This is not possible to meet the recommended standards. On the aspect of resources

the researcher discovered that AA methods need enough resources for making them successful. This is because some tasks demand the presence of enough teaching and learning materials for making them successful.

It was disclosed that activities which demand practical application are very expensive since most of the schools are financially constrained. Large proportion of study informants revealed that most of the AA methods are very demanding in terms of both time and materials. So there is a need for the government in alliance with different educational stakeholders to make sure that all schools are well equipped on different aspects so that anything in school can go in a sophisticated manner.

This concurs with what was suggested by Aksu (2008) that, application of AA methods in Turkey for instance is highly difficult due to unfavorable physical conditions and lack of resources such as textbooks among others. Furthermore, there are no many resources that are available in the area of AA and the text books do not reflect AA concepts. If the materials on AA are not available, and those strategies are new to teachers it will be difficult for teachers to implement the assessment strategies.

Most of the teachers admitted to using oral questions in the classrooms, and, if possible, they gave group assignments to be marked at the mid-term or end of term. This was evident during the review of their teaching plans, as the majority of the teachers had very few or no records of assignments. This suggests that the teachers are too preoccupied to cover the content and meet demands on time, and that there is very little or no use of AA data for improving teaching and learning. This tendency



further reflects the substandard nature of frame factors and teaching processes of secondary school teachers in Tanzania, on the one hand, and the dissatisfaction of the teachers, on the other.

The findings further revealed that the teachers' reliance on preferring teacher centred, transmission-type teaching strategies to practical-oriented or experiential teaching strategies can be chiefly explained by such factors as the large numbers of students, the inadequate time allocated for teaching (and of course for tutors' space for professional development) by the school teaching timetables, demands placed on them by circulars to finish a certain number of topics in the syllabuses within a certain period of time, and the availability of instructional resources. Such factors might also explain the continuous traditional assessment practices of the teachers.

### **5.6 Ways to Improve Teachers' Implementation of Alternative Assessment in Tanzania**

The findings revealed that teachers have been experiencing problems in implementing AA. Most of the teachers were observed to be used to traditional assessment methods, so it was difficult for them to get acquainted with assessment procedures unless they are exposed to Continued Professional Development or they are taken to attend some seminars and workshops for instilling them with new information. Teachers indicated that, they were constrained with lack of awareness and skills on how to implement Alternative Assessment methods.

The research findings also showed that, most of the AA methods and procedures demand enough time than traditional assessment to make them successful, for

example the use of portfolio, projects and field works. The findings showed the need for the country's review of secondary education curriculum which could match with the available time as per the requirement of AA methods and procedures. This concurs with the study done by Henshall & Fontanez (2010); Komba (2007) who acknowledged that when educational changes are introduced, the teacher plays a pivotal role in the change process.

Structural and curricular changes alone may not be sufficient unless they consider that the teacher is the key to the qualitative improvement of education and determines the success or failure of whatever curriculum reform is desired to implement this means that when assessment reforms are introduced, teacher education is very important. The teacher is the heart and a critical determinant of the success or failure of whatever curricular reform or innovation to be implemented. In this light, teachers are expected to play important roles as part of systemic reform efforts.

Consideration of teacher-student ratio is another way in which implementation of AA can be improved. As shown in the research findings that, this kind of assessment is always successful in those schools where Teacher- Student ratio is manageable. But most of the observed classes were so overcrowded a situation that hindered the proper implementation of AA methods and procedures for most of the AA tasks demand concentration and close interaction between a teacher and students. This is not possible for example if a class constitute students beyond fourth as recommended by the government and international standards.

The research findings also showed that, AA methods and procedures need enough resources for making them successful. This is because some tasks demand the presence of enough teaching and learning materials for making them successful. It was disclosed that, activities which demand practical activities are very expensive since most of the schools are financially constrained. Large proportion of the study informants revealed that most of the AA procedures are very demanding in terms of both time and recommended materials.

Figures in Appendix IV Page 210 show the sample of the recommended books by Tanzania Institute of Education (TIE) which are in line with the demand of the new syllabus of 2005 with Alternative Assessment methods and procedures. As explained above, these books are very few in schools and sometimes not available at all, the reason being shortage of funds allocated to buying books and stationary from the government. If the materials on AA are not available, and those strategies are new to teachers it will be difficult for teachers to implement the assessment strategies.

It was evident from the research findings that, teachers were not involved in important decision-making concerning education including assessment methods and procedures to be used in teaching and learning. Teachers need to be involved in all decisions concerning assessment methods to be used because they are the key implementers of education curriculum. When teachers are ignored what follows is the poor implementations of the issues proposed by minority as it has been evidenced in this study about the implementation status of AA methods in Tanzania secondary schools which is generally poor.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter presents the summary of the study, conclusions and recommendations based on the study findings. Also, the chapter presents the contribution of this study to knowledge. The presentation is organised into four sections. Section one is a summary of the whole study and section two presents the conclusions emanating from the findings of each specific objective as presented in chapter four. Section three presents recommendations based on findings. Section four presents the contribution of the study to knowledge.

#### **6.2 Summary of the Study**

This study focused on the assessment of the stakeholders' perceptions about the implementation of Alternative Assessment in Tanzania Secondary schools. Five specific objectives guided this study as follows:

- i. To identify types of assessment methods used by secondary school teachers' in Tanzania.
- ii. To explore Secondary school teachers' perceptions of Alternative Assessment practices in Tanzania.
- iii. To determine Alternative Assessment procedures practiced in secondary schools in Iringa, Tanzania.
- iv. To investigate challenges facing teachers on implementation of Alternative Assessment in Tanzania.
- v. To find out ways to improve Teachers' implementation of Alternative Assessment in Tanzania.

In identifying the knowledge gap, the literature relevant to the study problem were reviewed for the purpose of establishing what is already known as well as identifying what is not known. The review focused on the concept of AA, concept of classroom assessment, stakeholders' perceptions, types of AA used by teachers in assessing the student learning, students' involvement in assessment, challenges faced by teachers and students in implementing AA and ways to improve teachers' implementations of AA

To achieve the purpose of the study, mixed approach was employed. The study employed different tools for data collection namely; interviews, questionnaires, documentary review and observation to obtain data from different sources and triangulation purpose. In conducting the interview, the researcher talked to both teachers and students in different time ranging from 20 to 60 minutes per interview session.

Respondents were: 150 Secondary school teachers, 50 Secondary school students, 10 Academic teachers, 10 Head of Schools, 1 District Education Officer and 1 Regional Education Officer, amounting to 222 respondents. Data were analyzed according to the research objectives and research questions. The data that were obtained in this study were subjected to processing, analysis and presentation. Data were collected, coded and analysed to include frequencies of responses and percentages. The frequencies and percentages were also used for tabulation and graphics in order to enable easy interpretation and analysis. Therefore, qualitative data were analyzed by using Miles and Huberman (1994) stages:

*Data reduction*, where data were selected, focused, simplified, abstracted and transformed.

*Data display*, where data were organized and compressed to permit conclusion to be drawn and action to be taken; and

*Conclusion-drawing and verification*, where data processed through the above procedures were digested to get their meaning and tested for their validity.

Quantitative data were subjected to SPSS computer version 20 to compute the frequencies, charts and percentages.

### **6.3 Summary of the Major Findings**

This part provides a summary of the findings of this study. The major research findings are summarized on the basis of the research objectives:

#### **6.3.1 Types of Alternative Assessment used by Secondary School Teachers in Tanzania**

The study findings showed that, most of the teachers who participated in the study applied the Traditional forms of assessment such as home works, quizzes, tests and examinations. AA forms such as portfolios, practical works, projects, fieldworks and experiments were rarely used by great number of secondary school teachers. The findings from the students also revealed that, most of the teachers used oral questions, quizzes, tests, exercises and home works as teaching methods and not as assessment tools. The findings showed that Alternative Assessment are rarely used because they use much time, very complex to prepare and use, rather they used Traditional Assessments because they are not time consuming, they are easy to prepare and use.

Study findings unveiled also that, most of the teachers are used to Traditional Assessment procedures where they decide what to teach and what to be assessed. Students are only required to comply with what has been decided by the teacher. In this context it is obvious that things like; clarification of instructional objectives to be achieved by students at the end of learning process, providing them a chance to assess themselves and their peers among others are not common to many teachers in Tanzania. Educational institutions implementing the curriculum under National Award for Technical Education (NACTE), insists teachers to involve students in all processes pertaining teaching and learning. However it was unveiled that it is not possible to do so because the nature of the curriculum they implement and the approaches they use do not demand them to do so.

### **6.3.2 Secondary Schools Teachers' Perception of Alternative Assessment in Tanzania**

AA methods and procedures were seen as the best assessment approaches that can enable a teacher to realize the best position of a student in the course of teaching and learning process. However, it has been observed that there is no common understanding among teachers. Study findings disclosed that the majority of teachers perceived the classroom assessment as a process whereby a teacher administers a test or examination to students for the purpose of understanding the academic position of a student. Similarly, large number of teachers showed that they do not understand properly on how to distinguish between Traditional and AA procedures. Small number of teachers perceived AA as a term that can be used interchangeably with Traditional Assessment.

### **6.3.3 Alternative Assessment Procedures Practiced by Secondary School**

#### **Teachers' in Tanzania**

The findings of the study disclosed that Traditional Assessment procedures are followed and applied than the AA procedures. The Traditional Assessment procedures used never involved the student during the whole time of assessment and that, its main objective was to measure the students' knowledge of content and emphasized mastering of content than competence as recommended in the subject syllabi. AA procedures which required the student to demonstrate proficiency by performing relevant tasks and showing application of what has been learned were rarely applied, rather the students were found practicing cognitive ability through recall and reconstruction of a body of knowledge that has been taught.

This has been evidenced from the interview when most of the teachers explained the methods they use in their classroom which reflect the use of Traditional Assessment procedures like questions and answers, quizzes, assignments, lecturing and essay questions. Teachers continued to use these Traditional Assessment procedures than AA Procedures for the reason that, the approach (Traditional Assessment Procedures) is simpler to understand and use, straight forward, economical in terms of cost & time and lastly it is quite reliable and fixed. On the other hand, AA procedures its process was seen rigorous for the teachers for it was harder to evaluate, more time consuming, less economical for it demands a lot of resources and investment.

Also it was found that the teachers who incorporated AA procedures in teaching and learning to their classes, did so for accountability purposes only but not to help



students measure their proficiency based on analytical, reasoning and logical thinking skills so that they gain better experience and learn to tackle the problems all the time rather the teachers seemed to switch to Traditional Assessment procedures soon after the inspectors leave their schools. This makes the teaching and learning environment more confusing and inconsistent to both teachers and students.

The issues of validity and reliability to teachers who used Traditional Assessment procedures were found easily made because the students were given the same assessment content in a documented manner so what was observed is the repetition of assessment results. In case for the teachers who used AA procedures which required well defined criteria or rubric for scoring, the validity and reliability of assessment results were low simply because the teachers gave the students the same tasks but the assessment results were different from one student to another because the students were required to demonstrate their knowledge acquired by doing.

The findings showed that the Traditional Assessment procedures used by teachers were rigid and fixed in such a way that the assessment of student was done after the instruction time has elapsed or in other way was done outside the classroom after the teaching and learning session ends and this hindered the teacher to provide immediate feedback to students while AA procedures which require the assessment to be carried in the class throughout the instruction time to aid students improve their learning was not observed at all. All these have been verified from the interviews when the teachers declared to provide questions to students and do corrections for them after completing marking the test so as to provide the students with the correct answers which were prepared by the teacher for the students to read, understand

them and apply them in the next tests and examinations.

#### **6.3.4 Challenges Facing Teachers in Implementing Alternative Assessment**

The findings revealed that most of the teachers have been experiencing problems in implementing AA procedures. Most of the teachers were observed to be used to Traditional Assessment procedures, so it was difficult for them to get acquainted with assessment procedures unless they are taken to attend some seminars and workshops for instilling them with new information. Teachers indicated that they were constrained with lack of awareness and skills on how to implement AA procedures. Normally, the implementation of AA procedures is more time consuming than traditional assessment. This is because both teachers and students need to spend much time in setting criteria, meeting and discussing assessment results. Similarly, overloaded syllabus also caused insufficient time for teachers to implement AA as most of teachers tried to cover all topics found in the syllabus within short time available.

On the aspect of resources, the researcher discovered that, AA procedures need enough resources for making them successful. This is because some tasks demanded the presence of enough teaching and learning materials for making them successful. It was disclosed that activities which demand practical activities are very expensive since most of the schools are financially constrained. Large proportion of the study informants revealed that most of the AA tools procured are very demanding in terms of time and materials. Similarly, through this study it was obvious that AA need small teacher- student ratio. In most of the schools surveyed the classes were very large to the extent that a teacher cannot be able to meet and treat each student as an

individual. Most of the AA tasks demand concentration and close interaction between a teacher and students. This was not possible for example when a class constituted students beyond forty (40) as recommended by the government and international standards.

### **6.3.5 Ways to Improve Teachers' Implementation of Alternative Assessment in Tanzania**

The research findings from observation, interview and questionnaires as presented in chapter four and discussed in chapter five showed that in order to improve teachers' implementation of AA in Tanzania secondary schools, issues like consideration of Teacher-Student ratio, provision of enough and relevant teaching and learning materials, teachers involvement in education decision making and provision of seminars and workshops are to be considered.

In the aspect of teacher-student ratio; the research findings revealed that most of the classes were overcrowded a thing that prevented the proper application of AA methods of assessing learners' academic progress. Therefore the respondents were seen to provide their views as the way forward to curb this problem like; the government in alliance with different education stakeholders to recruit more teachers especially science subjects' teachers and build enough classes in order to match with the mushrooming number of secondary schools in the country. Also political activities in education matters should be abolished by all education stakeholders for successful implementation of AA.

In the aspect of teaching and learning materials; the research results showed that significant numbers of secondary schools in Tanzania are facing the huge shortage of

teaching and learning materials like books, teaching and learning aids and internet facilities. The findings also showed that if some of these materials identified like books are available, they are outdated and are contrary to the requirements of the recommended syllabus which embraces AA methods and procedures. Also the research findings revealed that teachers are not involved in important decision making concerning education matters like policy formulation, curriculum construction and its implementation.

Lastly the research findings showed that teachers continued to use Traditional Assessment methods during teaching and learning process. Therefore the teachers (respondents) showed that they need some seminars and workshops in order to instill them with new information for they indicated that they were constrained with lack of awareness and knowledge on how to implement AA procedures.

#### **6.4 Conclusion**

This study aimed at assessing secondary school teachers' perceptions of implementation of AA in Tanzania. It provided an opportunity to get information about the actual practice of AA in secondary schools in Tanzania. From the findings of the study it can be concluded that positive teachers' perception of AA implementation influence students' academic performance while negative teachers' perception of AA implementation adversely affects students' academic performance. It can also be concluded that there is inefficiency in the implementation of AA among teachers in some of the schools revealed by this current study, due to lack of knowledge about AA methods and procedures, shortage of resources, time constraint and that, teachers are not involved in all stages of important education matters like

curriculum construction, assessment methods and procedures to be used in evaluation of student learning and education policy formulation for one reason that teachers are the key implementers of important education plans and decisions including the aspect of assessment procedures to be used in learning processes.

The implication of the study lies on the fact that it was underpinned by the constructivist theory. The study has also contributed to the body of knowledge regarding the status of the implementation of AA in Tanzania government and its influence on students' academic performance, a study which had not been done in Iringa Municipality secondary schools before. The study proposed the best approaches to AA to trainings for professionalism and provision of adequate facilities for conducting and using the AA methods.

The study pursued a distinct research problem and methodological design. This kind of design, an embedded research design in assessing the influence of secondary school teachers' perceptions of AA on students' academic performance in secondary schools of Iringa Municipality has not been done in Tanzania before. Therefore the study provides baseline data and a framework for future studies on the influence of secondary school teachers' perceptions of AA on students' academic performance in Tanzania and elsewhere.

## **6.5 New Development in Knowledge**

As discussed elsewhere, this research aimed at adding the existing body of knowledge about the stake holders' perceptions of the implementation of AA and their current practices in secondary schools in Tanzania.

The findings of the study showed that stakeholders' perceptions about the implementation of AA is positive and appreciative but teachers failed to properly implement in their classrooms due to the gap present between what they know and actually what they do. This has been shown through the AA Procedures practiced by teachers which are considered by them as AA approaches while in reality are Traditional Assessment procedures. In this case showed that, large number of teachers does not understand the AA procedures and guidelines and thus the assessment of student learning always remained rhetoric than practical. Therefore necessary skills are needed to aid the teachers fill the gap between what they know and what actually is done in their classes.

In particular the study findings were expected to inform different education stakeholders in the education industry on the extent to which AA is of significant importance for the betterment of secondary school students and that, AA help to build a better rapport between the students, teachers and classmates get established the whole process of instruction bases because greater involvement and engagement in the activities also enhance the communicative and interactive skills of the students and hence improve the meaningful academic performance.

Specifically, such information and knowledge are expected to provide feedback to the educational planners and administrators, curriculum developers, policy makers and practitioners at district, regional and national levels and thus assist in devising effective means for assisting AA methods and procedures. This can only be done by these education stakeholders through regular reviews and adjustments of the teaching and learning approaches practiced by teachers through a special mechanism

which can be created to make follow-ups on real practices conducted by teachers in their classrooms while implementing the AA.

## **6.6 Recommendations**

On the basis of the research findings and conclusions of this study, the following recommendations are made:

### **6.6.1 Recommendations for Action**

Effective AA training to teachers should be enhanced to enable efficient use of AA methods in CBC teaching and learning process. The use of AA methods will make the learning meaningful to the students as they go back to their societies after completing their secondary education. Most of the students will engage in various activities such as farming, mining, fishing, livestock keeping to mention a few which have the direct impact to their future real life if not sustainably performed. Therefore, it is important to ensure that in the world that is developing so fast in terms of technology, students are effectively taught using AA methods to assist them so that they won't lag behind with the changing world. If AA is efficiently taught in secondary education, majority of Tanzanians will be able to use the competence-based knowledge in their daily lives and therefore reduce the negative impacts of their day to day activities which were previously done by using content-based knowledge in their lives.

### **6.6.2 Recommendations for Policy Review**

On the other hand, this study revealed that teachers are facing various challenges in using AA in teaching and learning. Therefore, the training of teachers in the

pedagogical issues should be increased if teachers are to be convinced of the value of using AA in their teaching and learning process. Also, continuous professional development in a work place environment and as part of a culture of lifelong and peer learning, building up a clear political will and other related factors will consolidate investment in AA. In addition, more AA resources should be provided to each secondary school institutions to enable teachers get sufficient and reliable AA facilities to enhance the teaching and learning as per CBC.

It is envisaged that proper and well implemented AA policy for secondary education, leadership and colleagues support, and other related factors will increase the probability of excellent integration of AA in teaching and learning process. Needless to mention, teachers are the foremost individuals to be trained and oriented on how to use AA in their teaching processes. Moreover, teachers' education institutions must help teachers to understand how the new technologies can best be used in the context of the culture, needs, and economic conditions of their country. Hence, building the capacity of teachers in the CBC teaching and learning process.

Even after the training, teachers are required to get the support both from their colleagues and from the school administration specifically for the technical part of basic skills of using AA facilities since the training might not cover the technical part. However, inadequate AA facilities on the other hand were seen as a major challenge to the teachers even after receiving the AA training. In addition, the schools may organize through the parents' meeting on how to contribute funds for the purpose of purchasing AA facilities.



Alternatively, this school administration may write the project to the donors to contribute funds to enhance the availability of AA facilities in secondary schools. Also, teachers can be motivated with little honoraria to have AA self-learning from private and other available AA training colleges in order to get more advanced AA training. Teachers can as well develop the culture of AA where they can enrich themselves with AA resources to assist them have the up to date knowledge to teach students. Finally, in order to make sure that AA in secondary schools is efficiently taught using CBC facilities, proper guidelines should be prepared by MOEVT and delivered to teachers.

The guidelines should state clearly how to teach with AA facilities, what, where and when to teach. Since teachers are the main implementers of CBC expecting to deliver the knowledge to the students, they need to receive adequate pre-service and in-service AA training programmed so that they are equipped with new AA knowledge every now and then to assist them with the changing technology. The study generally shows that ineffective AA training programmed incapacitate the professional competence for AA use to the secondary school teachers. This has been revealed to be a serious challenge in enabling teachers to fully integrate AA in teaching and learning process.

The AA training programmes have to be thoroughly included in the teacher education curriculum as well as the in-service AA training programmes to be introduced to all teachers in all the secondary schools instead of only few secondary schools. The programmes should also be well implemented and well monitored. The training programmes that are well planned, well implemented with ongoing support,

designed with built-in evaluation and sustained by adequate financial support will assist teachers to comfortably integrate AA facilities in CBC teaching and learning process.

### **6.6.3 Recommendations for Further Research**

The integration of AA in teaching CBC is expected to facilitate effective teaching of students in secondary schools. The use of competence-based methodologies of teaching will enhance meaningful learning to the students who if well prepared are expected to bring the immediate effect when they go back to their society. Students are expected to bring immediate impact to their societies because their livelihoods and that of their societies depend on the current world situation and therefore the knowledge which they get through AA will be deployed to the society to help the society in facing different challenges in their day to day life situations.

This study focused on assessment of secondary school teachers' perceptions of AA in teaching and learning Iringa Municipality. This study focused on Secondary school education but another study can be conducted in primary education and other education sub-sectors. This would reveal various practices that may enhance changes in teaching using AA especially in secondary schools. In addition, this study was conducted in urban area but another study can be conducted in rural areas. More importantly, another study can be conducted in teachers' colleges to explore the teaching of AA to the prepared secondary school teachers. This is because teachers are expected to have the multiplier effect in disseminating knowledge to the students particularly the AA knowledge. Therefore, when the foundation is well built through the AA pre-service training programmes there is a higher expectation that teachers

will deliver well when it comes to teaching and learning of AA.

The study in teachers' colleges will shed light on how the teachers are trained and prepared to teach in the world using competence-based approach embracing AA methods. For example, one can conduct the study on how the training of teachers can contribute to the effective integration of AA in teaching CBC. The findings of this study revealed that majority of the teachers are not competent in integrating AA in teaching CBC because they lack the AA knowledge base from either the pre-service AA training programmes or in-service AA training programmes. The knowledge base is very important to the teachers to enable them teach effectively. Therefore, research on teachers' colleges can assist to find out if they get effective training to enhance them with the knowledge and skills of integrating AA in teaching CBC.

The results of such a study can be a good basis for planning both AA pre-service and in-service training programmes to teachers also this study was based in Iringa Municipality and employed mixed approach. Consequently; it will be difficult to generalize the findings to other areas. Therefore, another study should be conducted with comparison approach to assess the stakeholders' perceptions about the implementation of AA in the teaching and learning in secondary schools in Tanzania. Another study on the right to familiarize secondary school teachers on the implementation of AA should be conducted.

### **6.7 Contribution of the Study in the Body of Knowledge**

The findings of the study revealed that the AA training programmes, as they have been conducted among the secondary school teachers, are not effective in enhancing

the teaching of CBC using AA methods. It was expected that during this era of advancement in science and technology, teachers would be capable of using modern tools in teaching and learning particularly after AA training. The modern AA methods were expected to improve the teaching of CBC for the betterment of the nation since there is still a struggle towards improvement of students' academic performance. Modern teaching of CBC using AA methods were expected to raise the academic performance of the students.

However, the results confirm that there are number of challenges that hamper the teaching of CBC while integrating AA methods one of them being ineffective AA training from both pre-service and in-service training programmes. Even the training that were conducted from both school teachers (in-service) and college teachers (pre-service) revealed to be ineffective in enhancing the use of AA in teaching and learning. However, the teachers' practices in integrating AA in teaching differed from one teacher to another.

The findings confirm that the challenges that hampered the use of AA facilities in Teaching and learning included knowledge related challenges, time related challenges, teaching and learning facilities related challenges. Effective AA training programmes to teachers are expected to assist the teachers to improve their ways of teaching through the use of competency-based approaches. The competency-based approaches assist teachers to integrate the AA methods which contribute to the improvement of AA teaching and learning process. Secondary school teachers in Tanzania are not well equipped with the AA knowledge and skills since its establishment in 2005 as stipulated by the MOEVT curriculum .However, the

trainings, particularly the in-service AA training programmes, were reported to be inadequate in terms of content to the extent that even for the conducted training, teachers stated that what they expected from the training was not clearly stated.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS

#### PART A: INTRODUCTION

Dear Teacher,

I am, Kassim Peter Mlawa a student pursuing a PhD of Education of the Open University of Tanzania (OUT). I am here to observe how you assess your students to suit the newly revised syllabus. You and your school were chosen to help the researcher find out more about assessment practices currently in use. It is confidential no one in school will know what you have written, therefore do not write your name and feel free to participate. Please just answer honestly as much as you can.

As you complete the questionnaire please refer to the definition below:

Alternative assessment: Any means of determining students' understanding of a topic other than an objective test (multiple choices/ true-false).

#### PART B: BACKGROUND INFORMATION

| School | Sex | Highest education level | Teaching experience[year(s)] |
|--------|-----|-------------------------|------------------------------|
|        |     |                         |                              |

#### PART C: O-LEVEL SECONDARY SCHOOL TEACHER S' PERCEPTIONS OF ALTERNATIVE ASSESSMENT.

1. Mark a statement below that best defines assessment as you use in your classroom.

[ ] a. classroom assessment is a process of administering a test to students in order to assign grades and report to parents and officials.

[ ] b. classroom assessment is a process, which helps teachers to promote students from one class to another.

[ ] c. classroom assessment refers to all tests a teacher gives at the end of a topic or term

[ ] d. classroom assessment is a tool that a teacher uses to inform teaching and learning

2. What are your views and experiences with Alternative Assessment in your respective subject class? Place a tick (✓) using the key below for the following statements. Key: 5=strongly Agree, 4= Agree, 3=Not sure, 2=Disagree, 1=strongly disagree

| S/N   | STATEMENT   | OPTIONS |   |   |   |   |
|-------|---|---------|---|---|---|---|
|       |   | 1       | 2 | 3 | 4 | 5 |
| i.    | My lessons are prepared to incorporate alternative assessment strategies in them.   |         |   |   |   |   |
| ii.   | Despite the introduction of new forms of assessments many teachers are still using very traditional forms of assessment.                                    |         |   |   |   |   |
| iii.  | Alternative assessment can promote active learning and self confidence among students.  |         |   |   |   |   |
| iv.   | By conducting alternative assessments I am aware of my teaching strength and weakness.  |         |   |   |   |   |
| v.    | The use of alternative assessment does not help learners to understand the subject better.  |         |   |   |   |   |
| vi.   | Alternative assessment has led to a positive change in my teaching style .  |         |   |   |   |   |
| vii.  | Alternative assessment strategies like research projects help improve learners' knowledge in my subject I teach.  |         |   |   |   |   |
| viii. | Teachers in our school need more workshops to empower themselves to implement alternative assessment.   |         |   |   |   |   |
| ix.   | In my view some of strategies in alternative assessment are difficult to use because they are subjective (e.g. oral questions, journal writing, group work) |         |   |   |   |   |
| x.    | My teacher preparation program provided a variety of ways to assess students.   |         |   |   |   |   |
| xi.   | Implementing alternative assessment methods increased students' active participation in the class.  |         |   |   |   |   |
| xii.  | Alternative assessments imposed additional financial burden to both teachers and students   |         |   |   |   |   |
| xiii. | The nature of National (final) examination undermines the use of alternative assessment strategies (e.g. investigation).                                    |         |   |   |   |   |
| xiv.  | I become more responsive by conducting alternative assessment.  |         |   |   |   |   |
| xv.   | Alternative assessment caused me to have limited time to make teaching preparation.   |         |   |   |   |   |

**PART D: TYPES OF ALTERNATIVE ASSESSMENTS USED BY TEACHERS IN O-LEVEL CLASSROOMS**

3. a. Mention all assessment techniques that you use in your respective subjects' lesson.

.....

.....

.....

.....

b. For each assessment technique you have mentioned state one reason why you use it.

.....

.....

.....

.....

.....

c. In trying to determine students' understanding of a topic how often do you use the following assessment techniques? Put a (√) where applicable using the following key: 5 Very frequently, 4 frequently, 3 occasionally, 2 rarely, 1 Never

| Assessment technique                        | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| a). Homework                                |   |   |   |   |   |
| b). Presentation (group or individual)      |   |   |   |   |   |
| c).Project                                  |   |   |   |   |   |
| d).Experiments                              |   |   |   |   |   |
| e).Group activities                         |   |   |   |   |   |
| f).Quizzes.                                 |   |   |   |   |   |
| g).Tests (part or all multiple choices.     |   |   |   |   |   |
| h).Test (part or all essay/problem solving. |   |   |   |   |   |
| i). Portfolio.                              |   |   |   |   |   |
| j).Individual activities.                   |   |   |   |   |   |



Others, please specify .....

.....

.....

.....

.....

**PART E: STUDENTS’ INVOLVEMENT IN ASSESSMENT PROCESS.**

4. Please answer the following Items by writing one number in the scale column your actual classroom practices.

1= Never, 2= Sometimes, 3=Always,

| No   | Strategies   | Scale (1-3) |
|------|--|-------------|
| i.   | I clarify to them the intended instructional objective before the lesson.                        |             |
| ii.  | I inform them about the criteria in which their achievement will be assessed.                    |             |
| Iii  | I Clarify the weight of each item by grade in the assessment method.                             |             |
| Iv   | I help students to understand what to do against specific criteria that they will be judging on. |             |
| v.   | I give students the chance to assess themselves.   |             |
| Vi   | I give students opportunity to assess their peers.   |             |
| Vii  | I guide students to be prepared for the test.  |             |
| Viii | I train students on previous tests.  |             |
| Ix   | I explain to each student his/her progress in achieving targets.                                 |             |

5. What factors could be problems or challenges when implementing Alternative Assessment? Put (√) against the statement (You can choose more than one statement).

- i). I had many tasks to perform which are not teaching activities.
- ii). I did not have enough skills in order to create assessment tools.
- iii).Some students and parents did not involve in assessment process.
- iv).Lack of time for developing and grading of Alternative Assessment. .

v) My school does not have enough resource to implement

vi). Unrealistic teacher-student ratio

Others, please specify .....

.....

.....

6. Other comments you want to indicate about current assessment methods of students' achievement that are used now.

.....

.....

.....

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.....

-THE END-

Thank you for taking the time to complete this questionnaire.

## **APPENDIX II: QUESTIONNAIRE FOR O-LEVEL STUDENTS**

### Part A: Introduction

Dear students,

I am, Kassim Peter Mlawa a student pursuing a PhD of Education of the Open University of Tanzania (OUT). I am here to observe how your social science subjects' teachers are assessing students to suit the newly revised syllabus. You and your school were chosen to help the researcher find out more about assessment practices currently in use. It is confidential no one in school will know what you have written, therefore do not write your name and feel free to participate. Please just answer honestly as much as you can.

### **PART B: INDIVIDUAL INFORMATION**

i. School name.....

ii. Class level.....

iii. Sex F (    ) M (    )

iv. Date.....

### **PART C: ASSESSMENT PRACTICES AND INVOLVEMENT OF STUDENTS IN ASSESSMENT PROCESS**

1) Please tick (✓) against the statement in the option that most appropriately applies to from the following scale: 1=Strongly Agree, 2= Agree, 3= not sure, 4=Disagree and 5=Strongly Disagree

| S/N | STATEMENT  | OPTIONS |   |   |   |   |
|-----|--|---------|---|---|---|---|
|     |  | 1       | 2 | 3 | 4 | 5 |
| 1   | My assignments and tests questions in social science subjects are what I have memorized.                 |         |   |   |   |   |
| 2   | My assignments and tests in social science subjects test are about what I understand.                    |         |   |   |   |   |
| 3   | My assignments are about what I have done in class.  |         |   |   |   |   |
| 4   | Assignments and tests in social science subjects test my ability to apply what I know to real problem.   |         |   |   |   |   |
| 5   | My assignments and tests contain questions similar to those appeared in National Examination.            |         |   |   |   |   |
| 6   | My teachers share with me the objectives to be achieved in lessons.                                      |         |   |   |   |   |
| 7   | I am involved in judging other students' works (peer assessment).  |         |   |   |   |   |
| 8   | I am involved in judging my own work ( self assessment).   |         |   |   |   |   |
| 9   | I am aware how my assessment will be marked.   |         |   |   |   |   |
| 10  | I understand what is needed in all social science subjects assessment tasks                              |         |   |   |   |   |
| 11  | I am told in advance when I am being assessed.   |         |   |   |   |   |
| 12  | My assessment results are reported to my parents.  |         |   |   |   |   |
| 13  | My teacher gives me feedback in terms of my strengths and weakness after a test, assignment or any task. |         |   |   |   |   |
| 14  | My teachers give me feedback in form of grade or marks.  |         |   |   |   |   |
| 15  | My teachers train me on previous tests.  |         |   |   |   |   |
| 16  | My teachers guide me to be prepared for the test.  |         |   |   |   |   |

b) How often does your teachers use each of the following assessment methods? Put

a (✓) where applicable.

| Assessment tool                | Never | Rare | Frequently | Very frequently |
|--------------------------------|-------|------|------------|-----------------|
| a). Oral questions             |       |      |            |                 |
| b). Exercise/homework          |       |      |            |                 |
| c). Observations               |       |      |            |                 |
| d). Tests/quizzes/examinations |       |      |            |                 |
| e). Projects/field work        |       |      |            |                 |
| f). Group activities           |       |      |            |                 |
| g). Individual activities      |       |      |            |                 |
| h). Experiments/practical work |       |      |            |                 |

-THE END-

Thank you for your cooperation.

### **APPENDIX III: INTERVIEW GUIDE FOR ACADEMIC TEACHERS**

Interview guide questions for academic masters/mistress on current practices of subjects' teachers on implementing Alternative Assessment. Please answer the following questions to the best of your knowledge. Your response will be treated completely confidential.

#### **SECTION A: Background information**

Name of the school .....

Academic qualification .....

Working experience.....

1. How subjects' teachers assess their students in the classroom during the year?

Are they using varieties of assessment methods to assess their students?

How do you know that the teachers are assessing their students?

2. Do teachers use multiple choice and/or short answer question in their terminal and annual examination? Why/why not?

3. The curriculum review of 2005 in social science subjects emphasizes the use of new types of assessment such as performance assessment, project/field work, presentation, oral questions, demonstration etc. so as to assess competency.

Do teachers use these new approaches of assessment in their classrooms?

What types of assessment tools do they normally use?

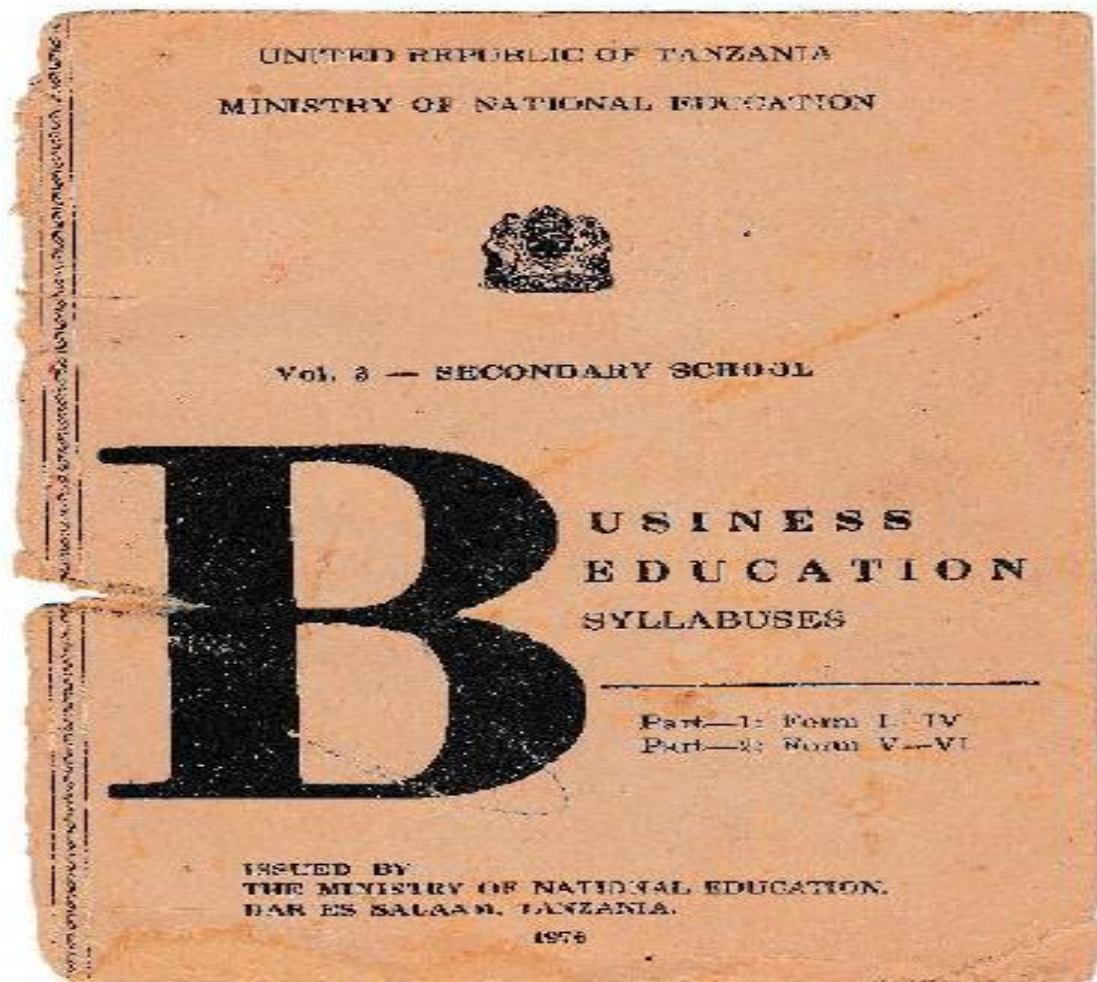
How do you support teachers to implement these new forms of assessment?

4. Are there any reported problems faced by teachers when implementing new forms of assessment?

That is the end of our formal interview. Are there things you wanted to say but you did not have the opportunity to say?

**APPENDIX IV: DOCUMENTARY ANALYSIS**

**THE SCANNED PICTURES OF BOOKS AND SYLLABUS COVERS USED  
BY TEACHERS IN TANZANIA SECONDARY SCHOOLS**

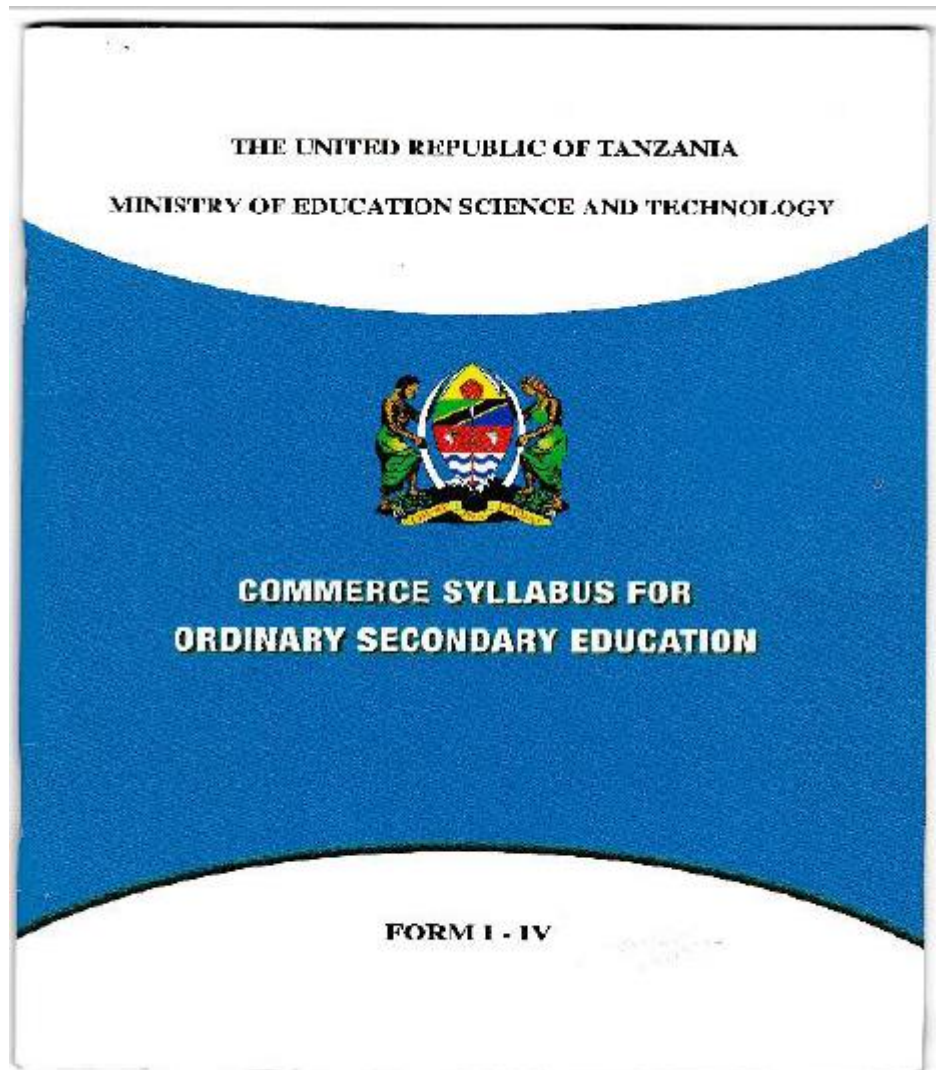


FORM I

| TOPIC                    | OBJECTIVES  | LEARNING/<br>TEACHING<br>STRATEGIES   | TEACHING<br>AIDS  |
|--------------------------|---|---|---|
| 1. The Scope of Commerce | The student should be able to:<br>1. explain the nature and the subject matter of commerce.<br>2. draw the commerce flow chart.<br>3. explain the importance of commerce in everyday life.<br>4. distinguish between commerce and economics.<br>5. discuss the development of commerce in Tanzania. | 1. The teacher should guide students to:<br>- define commerce<br>- explain the branches of commerce.<br>- explain the importance of commerce through prepared questions and charts.<br>2. Teacher-students to discuss the importance of the branches of commerce and their relationships.<br>3. Students should write a guided summary of commerce. | 1. Commerce flow chart<br>2. Pictures showing businessmen at work to earn a living. |
| 2. Production            | The student should be able to:<br>1. define the term "production"<br>2. explain the different types of goods.   | 1. The teacher should expose students to a production activity and through guided questions, let students.<br>- define production   | 1. Production Flow Chart.<br>2. Pictures showing a production process where there   |

The Commerce subject Syllabus (without Alternative Assessment Procedures) used by the teacher in school "E".

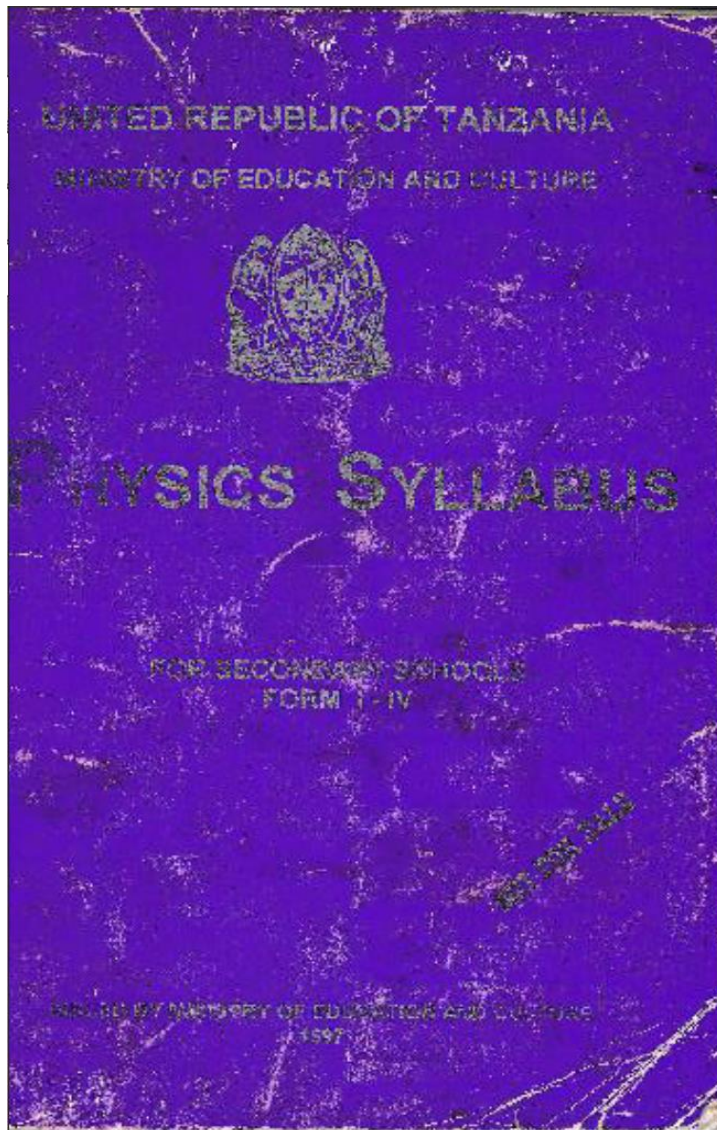
Source: Field data, 2018.



The Commerce subject Syllabus (with Alternative Assessment Procedures) used by the teacher in school “ F”.

Source: Field data, 2018.

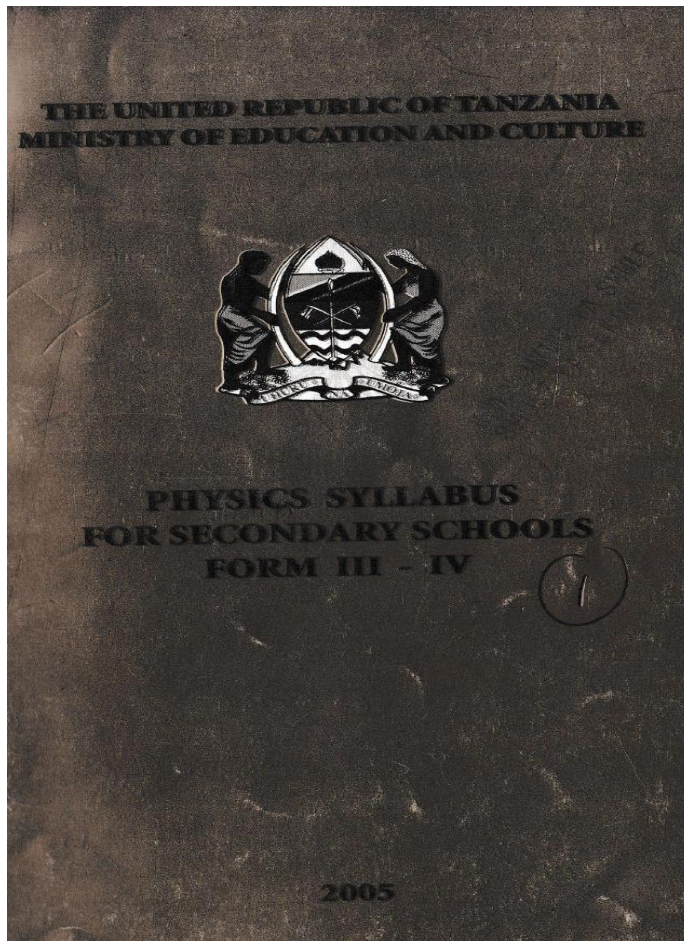




The Physics subject syllabus (without Alternative Assessment Procedures) used by the teacher in school “H”.

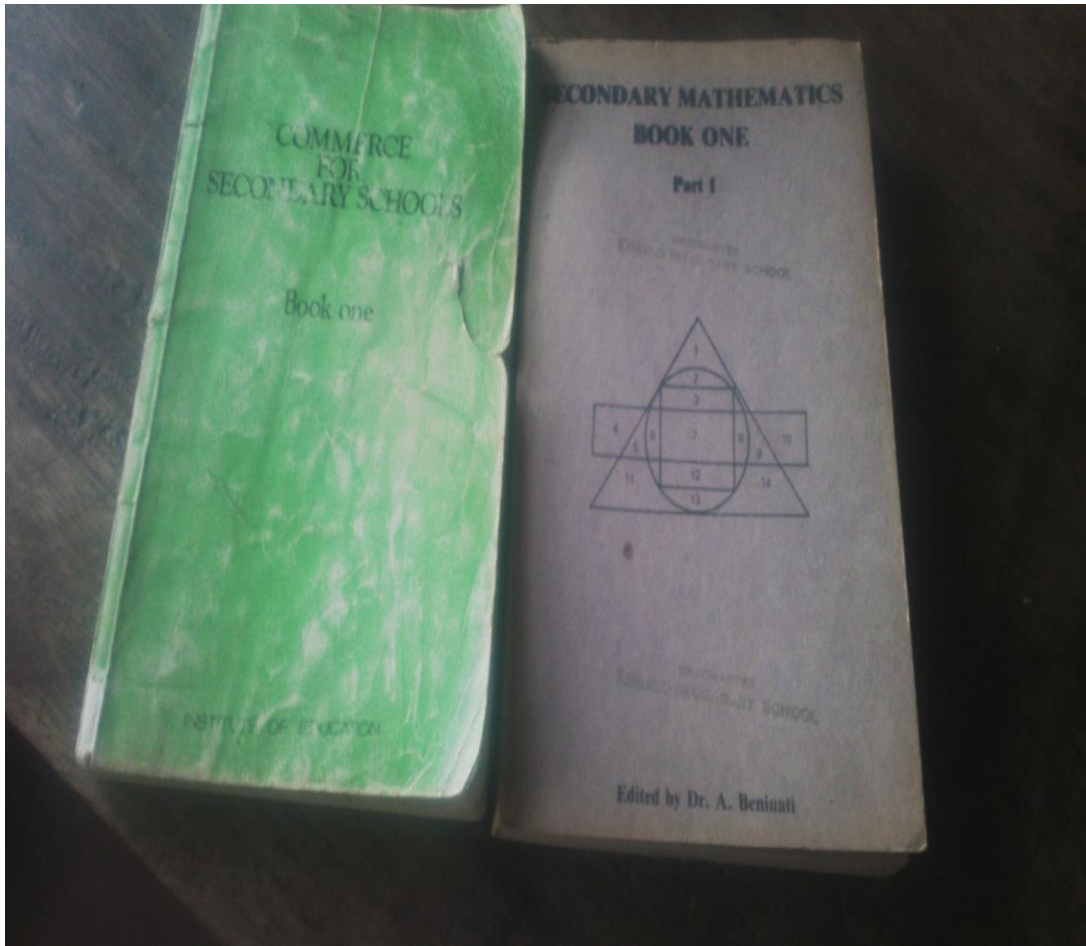
Source: Field data, 2018

| TOPIC         | SUB-TOPIC               | SPECIFIC OBJECTIVES   | TEACHING/LEARNING STRATEGIES   | TEACHING AND LEARNING RESOURCES                                     | ASSESSMENT   | NUMBER OF PERIODS |
|---------------|-------------------------|---|--|---|--|-------------------|
| 5.0 MECHANICS | 5.1 Gravitational Force | The student should be able to:<br>explain the concept of gravitational force; | (i) The teacher to lead students to discuss the concept of gravitational force and related equations.<br>(ii) Students to solve problems on gravitational motion.  | • Solid objects (stone)   | Can the students explain the concept of gravitational force?                       | 6                 |
|               |                         | determine experimentally the value of acceleration due to gravity;            | (i) Students to carry out an experiment to determine the acceleration due to gravity ( $g$ ) using a simple pendulum.<br>(ii) The teacher by question and answer to lead the students to derive formula<br>$T = 2\pi\sqrt{\frac{l}{g}}$ and its use. | • Thread<br>• Bob<br>• Retort stand<br>• Stop watch<br>• Metre rule | Does the student know how to determine the acceleration due to gravity?            |                   |
|               |                         | sketch graphs of bodies moving under gravity;                                 | (i) Students to sketch the graph of bodies moving under gravity.<br>(ii) The teacher by questions and answers to lead students to the motion formula<br>$S = ut + \frac{1}{2}gt^2$   | • Graph paper   | Is the student able to sketch correctly the graphs of bodies moving under gravity? |                   |
|               |                         | explain the concept of terminal velocity                                      | (i) The teacher to lead students to demonstrate the terminal velocity of a body moving through a viscous liquid.<br>(ii) Students to observe the terminal velocity of a ball falling in glycerine.   | • Glycerine<br>• Ball<br>• Tall measuring cylinder                  | Can the student explain precisely the concept of terminal velocity?                |                   |



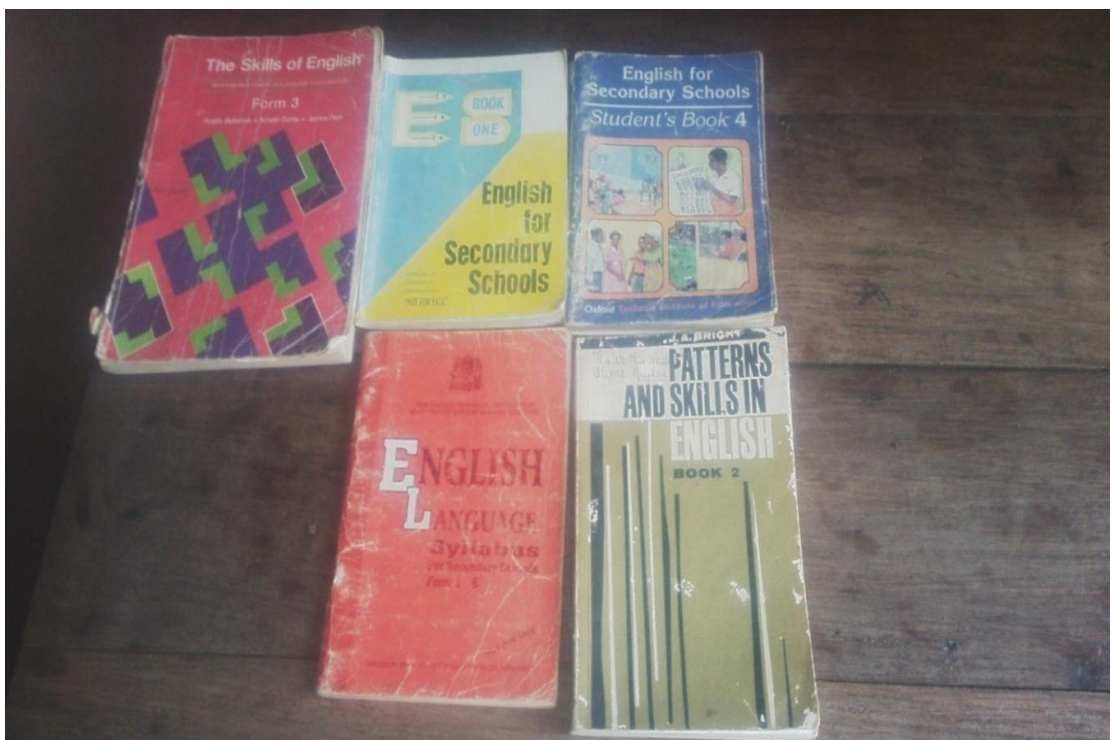
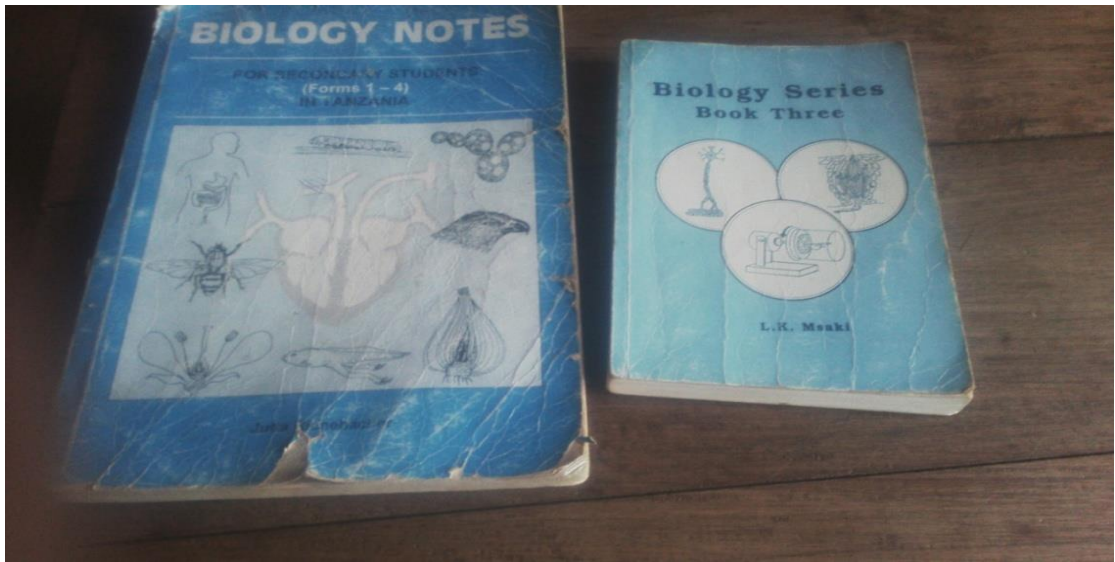
The Physics subject syllabus (with Alternative Assessment Procedures) used by a teacher in school “B”.

Source: Field data, 2018.



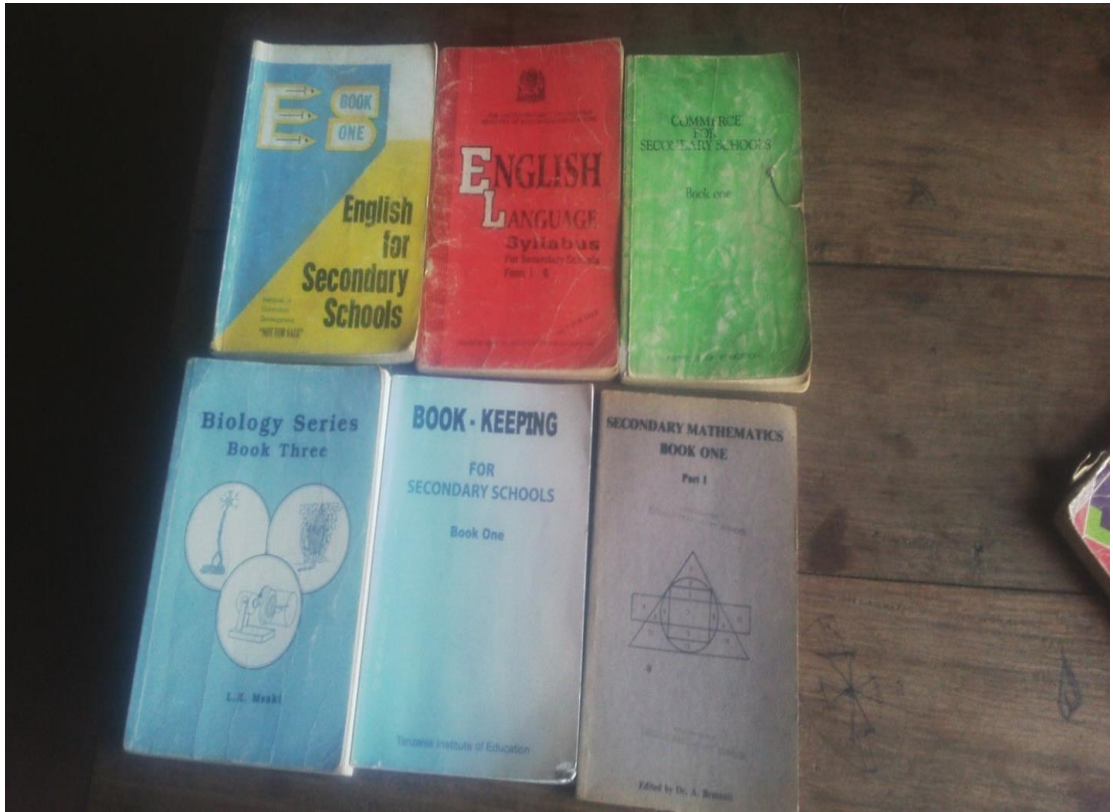
Sample of books used by form one class in school “D”.

**Source:** Field data, 2018.



Sample of books used by form one class in school “D”.

Source: Field data, 2018.



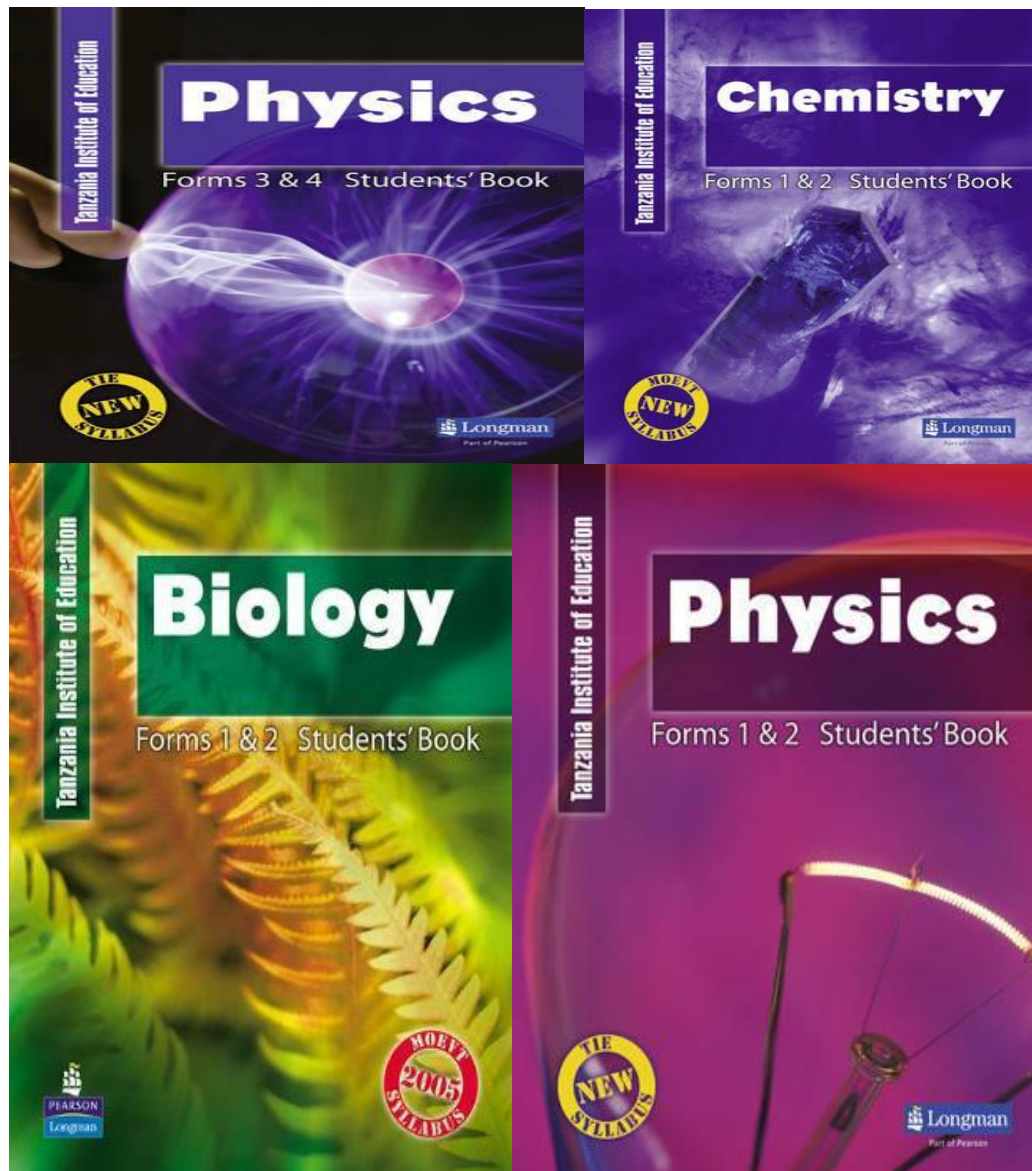
Samples of the books used by Teachers and Students in School “C”.

Source: Field data, 2018.



Sample of Students’ Text Books from USAID used in School “J”.

Source: Field data, 2018.



Samples of the books which are in line with Alternative Assessment Procedures.

**Source:** Field data, 2018.

**APPENDIX V: CLASSROOM OBSERVATION SCHEDULE**

School name..... Date.....Form.....Stream.....

Subject.....Topic.....Number of students.....

Time .....

**(a). Classroom Physical Setting Checklist**

How is the classroom organized?

**(b). The Pedagogical Relation.**

How does the teacher interact with students?

How do students interact with each other

**(c). The role played by teachers and students in assessment**

What is the student role?

What is the teachers role

**(d). Assessment strategies employed**

What assessment practices are employed?

What is involved when these practices are used?

**(e). Tasks employed to reveal Alternative Assessment**

What kind of tasks are students engaged in?

Who design the task?

What is the nature of questions and answers that are used in the classroom.



**APPENDIX VI: CONTENT ANALYSIS OF THE SYLLABUS AND TEXT BOOKS USED BY**

**TEACHERS AND STUDENTS**

**PART A: SUBJECT SYLLABUS USED BY TEACHERS**

Name of school.....

Teacher's name (pseudo name).....

Education level.....

Subject he/she teaches.....

Class/form the teacher teaches.....

The version/ type of the syllabus the teacher use (content based/competency based)  
.....

**PART B: TEXT & REFERENCE BOOKS USED BY TEACHERS AND STUDENTS**

Name of school.....

Name of the teacher/student.....

Education level (for teachers only).....

Subject.....

Class/form the teacher teaches /the student studies.....

References/titles of the books you use

(i) .....

(ii) .....

(iii) .....

Nature of content of the books used: Content based/Competency based.....

**APPENDIX VII: DECLARATION OF CONFIDENTIALITY  
DIRECTORATE OF RESEARCH, PUBLICATIONS AND POSTGRADUATE  
STUDIES**

Tel: 255-22-2668992; E- mail:drpc@out.ac.tz

P.O. Box 23409,

Tel: 255-22-2668992;

Dar es Salaam, Tanzania

**<http://www.out.ac.tz>**

**DECLARATION OF CONFIDENTIALITY**

To: The Chief Executive Officer of .....  
(give the title of the Chief Executive Officer of the institution/firm/organization etc  
visiting)

I, ..... (Name and Reg. no.), of  
the Department of....., Faculty of  
....., Open University of  
Tanzania, declare that, I will maintain secrecy and confidentiality, and will not use  
any data and information obtained from your organization in the course of my  
research for any purpose other than for my academic endeavors.

Signature,..... (student) Date .....

Countersigned by:

Name ..... (Supervisor)

Signature ..... (Supervisor) Date .....

## APPENDIX VIII: CLEARANCE LETTER FROM OPEN UNIVERSITY OF TANZANIA

**THE OPEN UNIVERSITY OF TANZANIA**  
**DIRECTORATE OF, POSTGRADUATE STUDIES**

Kawawa Road, Kinondoni Municipality,  
P.O. Box 23409  
Dar es Salaam, Tanzania  
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445  
Ext.2101  
Fax: 255-22-2668759,  
E-mail: [dpgs@out.ac.tz](mailto:dpgs@out.ac.tz)

Date: 20<sup>th</sup> March 2018

Our Ref: PG201701089

Regional Administrative Secretary,  
P. o Box 858,  
Iringa.

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Mr Mlawa Kassim Peter Reg No: PG201701089 Pursuing PhD in Education (PhD Education). We here by grant this clearance to conduct a research titled "an assessment of the teachers' perceptions about implementation of alternative assessment in tanzania secondary schools." He will collect his Data in Iringa Region From 21<sup>st</sup> March 2018 to 21<sup>st</sup> May 2018.

Incase you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

  
Prof Hossea Rwegoshora  
For: VICE CHANCELLOR  
THE OPEN UNIVERSITY OF TANZANIA

**APPENDIX IX: RESEARCH CLEARANCE LETTER FROM IRINGA  
REGION ADMINISTRATIVE SECRETARY (RAS)**

**THE UNITED REPUBLIC OF TANZANIA  
PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

**IRINGA REGION:**



Regional Commissioner's Office,  
P.O. Box 858,  
IRINGA.

Tele:2702021/2/02715

FAX:2702082

For Reply please quote:

Ref.No.RAS/IR/E.10/64/III/2037

23/03/2018

Municipal Director,  
P.O.Box 162,  
IRINGA.

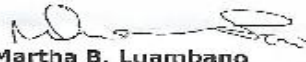
**RE: A PERMIT FOR MR. MLAWA KASSIM PETER THE BONAFIDE  
STUDENT OF THE OPEN UNIVERSITY TO CONDUCT AN  
EDUCATIONAL RESEARCH IN YOUR COUNCIL.**

I hereby inform you that the aforementioned party has been granted a permit by the Regional Administrative Secretary to conduct research in your area of jurisdiction namely Council.

The title of his research is **"An Assessment of the Teacher's Perceptions about Implementation of Alternative Assessment in Tanzania" A case Study of Iringa Municipal.**

I therefore ask you to kindly give him any pertinent/needful support to this task in order to make this event a great Success.

I beg to remain yours sincerely and wish you all the best for the season.

  
**Martha B. Luambano**

FOR REGIONAL ADMINISTRATIVE SECRETARY  
IRINGA.

CC. Vice Chancellor  
The Open University of Tanzania  
P.O.BOX 23409  
Dar Es Salaam

FOR  
IRINGA

**APPENDIX X: RESEARCH CLEARANCE FROM IRINGA MUNICIPAL  
DIRECTOR**

**PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT  
IRINGA MUNICIPAL COUNCIL**

*(All Official Correspondence Should be Addressed to Municipal Director)*

Tell No : 026 2702647  
Fax No : 026 - 2702203



Municipal Director Office,  
P.O.Box 162  
**IRINGA**

REF. No. IMC/T.40/28/88

09/04/2018

To:  
Heads of School,  
Ipogolo, Kihesa, Iringa girls, Kwaklola, Lugalo, Mawelewele, Miyomboni,  
Mlamke, Mtwivila and Tagamenda Secondary School,  
**IRINGA MUNICIPAL**

**REF: A RESEARCH PERMIT FOR MR. MLAWA KASSIM PETER  
THE BONAFIDE STUDENT OF THE OPEN UNIVERSITY TANZANIA TO  
CONDUCT AN EDUCATIONAL RESEARCH IN YOUR SCHOOL**

This is to inform you that the above named student has been granted a permit to conduct an Education Research at your school.

The title of his research is **"AN ASSESSMENT OF THE TEACHERS PERCEPTIONS ABOUT IMPLEMENTATION OF ALTERNATIVE ASSESSMENT IN TANZANIA SECONDARY SCHOOLS"**

I kindly ask you to give him any helpful support in order to succeed in his course.




With thanks,

  
Eletruda Mtwete  
For: MUNICIPAL DIRECTOR  
IRINGA

KAMUKURUGENZI WA MANISPA  
IRINGA

**APPENDIX XI: PHOTOGRAPH RELEASE FORM**

We head of schools signed below after the agreement of the students' parents/ guardians and teachers of our respective schools in which the Researcher intent to collect data, grant permission and consent to MR. Kassim Peter Mlawa (a PhD student from Open University of Tanzania with Registration number: PG 201701089) for the use of our students' and teachers' photographs in his research which has been clearly explained to us regarding its main objectives and that these photos will be used for research purpose only and not otherwise.

| S/N | DATE       | NAME OF RESEARCH SITE/ SECONDARY SCHOOL | NAME OF THE HEAD OF SCHOOL | CONTACTS       | SIGNATURE   | SCHOOLS' SEAL  |
|-----|------------|---|----------------------------|----------------|---|--|
| 1.  | 20/04/2018 | IRINGA GIRLS                            | DAVID BALAMA               | 0962424695     |  | FOR HEADMISTRESS<br>IRINGA GIRLS SECONDARY<br>P.O. BOX 1488 IRINGA |
| 2.  | 23/04/2018 | IPOGOLO                                 | VICKY KASSANDRA            | 0755-89362     |  | HEADMISTRESS<br>IPOGOLO SECONDARY S<br>P.O. BOX 1488 IRINGA        |
|     | 24/04/2018 | KWAKILOSA                               | HUDSON<br>- N. LUPHWAGO    | 0754654<br>458 |  | THE HEADMISTRESS<br>KWAKILOSA SEC.                                 |

|    |            |             |                      |                |  |   |
|----|------------|-------------|----------------------|----------------|--|---|
| 4. | 24/04/2018 | MAWELEWE LE | BONIFACE<br>M BUNGU  | 0655983577     |  | MKUU WA SHULE<br>SHULE YA SEKONDARI MAMBE<br>S.L.P. 855<br>IRINGA       |
| 5. | 25/04/2018 | MLAMKE      | Nassoro<br>Haroun    | 06534014<br>50 |  | MAKAMU MKUU WA SHULE<br>SHULE YA SEKONDARI MLAMKE<br>S.L.P. 1055 IRINGA |
| 6. | 27/04/2018 | MTWIVILA    | MSTLLS<br>DANIFA     | 0784663971     |  | MKUU WA SHULE<br>YA SEKONDARI MTWIVILA<br>S.L.P. 2477<br>IRINGA         |
| 7. | 30/4/2018  | LUGALO      | BENJAMIN<br>ICABUNGO | 75464152       |  | HEADMASTER<br>LUGALO SECONDARY S.S.                                     |
| 8. | 30/4/2018  | TAGAMENDA   | JOHO T. CHULLA       | 0756145796     |  | THE HEADMASTER<br>TAGAMENDA SECONDARY SCHOOL<br>P.O. BOX 1632<br>IRINGA |

|     |            |           |                |            |  |   |
|-----|------------|-----------|----------------|------------|--|---|
| 9.  | 02/05/2018 | MIYOMBONI | MARY L. NDONZE | 075496265  |  | THE HEADMASTER<br>MIYOMBONI SECONDARY SCHOOL<br>P.O. BOX 1827<br>IRINGA |
| 10. | 02/05/2018 | KIHESA    | SHAIBU UYAGILO | 0758101075 |  | THE HEADMASTER<br>KIHESA SECONDARY SCHOOL<br>IRINGA                     |

NAME OF THE RESEARCHER: KASSIM P. MLAWA SIGNATURE:

