APORTAL VoL3 (1) 2019

Examining views of teachers, parents and learners on their understanding of the role of School-Based Assessment in the learning and teaching process

Jack Chipfiko
Jacob Mdluli High School
Mpumalanga, South Africa

Cosmas Maphosa
Institute of Distance Education
University of Eswatini, Eswatini

Abstract

In South Africa, School-Based Assessment (SBA) is one of the tools used to assess the content competences, skills, values and attitudes; to provide learners, parents and teachers with results that are a meaningful indication of what the learners know, understand and can do at the time of assessment (Department of Basic Education(DBE), 2012). The purpose of this study was to examine the implementation of SBA with a view to unearth the factors contributing to the perennial rejection of SBA marks, resulting in learners from some schools being unfairly assessed. This study was informed by the Total Quality Management theory, popularly known as TQM. To explore the research problem, a mixed methods study, employing a concurrent triangulation design, was employed. The sample size for this study was 140 respondents for the quantitative sample and 88 participants for the qualitative sample. Data was collected using closed-ended (structured) and open-ended (unstructured) questionnaires, interviews and focus group discussions. Questionnaire and interview questions were a blend of closed and open-ended questions, thus making them semi- structured and aligning well with mixed methods research study. Findings revealed that participants and respondents were implementing SBA in high schools as evidenced by the confirmations of the roles of SBA. However, a number of inconsistencies in the understanding of the roles could be picked from the findings, which are pointers to obstacles in the implementation of SBA as a teaching and learning tool.

***Key words*:** School-Based Assessment, Implementation, Total Quality Management

1. INTRODUCTION

School-Based Assessment is an on-going diagnostic classroom-based process that uses a variety of assessment tools to measure learner performance (Afemikhe & Omo- Egbekuse, 2010; Annie, 2011; Awofala & Babajide, 2013; Bello & Tijani, 2010; Daugherty, 2011; Department of Basic Education (DBE), 2011; Kapambwe, 2010 and Ogunleye & Omolayo, 2016). Research studies have shown that the issue of SBA implementation was problematic in many countries, and widely researched. Studies have shown that, if properly implemented, SBA enables teachers and education managers to effectively monitor learners' progress, thereby providing the basis for improving the quality of teaching and learning in classrooms (DBE, 2014). In South