

# Interrogating Complementarity in the Implementation of School-Based Assessment in South African Schools

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## ABSTRACT

The complementarity of the roles of participants is critical for success in the implementation of any programme. The roles of the different stakeholders need to be fine-tuned for the objectives of a programme to be achieved. The biggest hurdle with School-Based Assessment, as educational policy reform, has been its implementation, and among the several issues is the complementarity of the roles of teachers and learners. The current study focused on how the synchronisation of the roles of teachers and learners can create missing knowledge on the implementation of SBA in South African high schools. The study unpacked this issue from the perspectives of the different participants. A quantitative research design was employed in which a sample of hundred and forty respondents provided data collected from closed questionnaires. The findings in the study revealed a lack of consistency in the complementarity of roles of teachers and learners in the implementation of SBA in high schools. This signals an impediment in SBA as a teaching and learning tool

**Keywords:** Assessment, Complementarity, Roles, teachers, learners, schools

## INTRODUCTION

Assessments that evaluate students' work and reasoning will support more transferable learning and teaching, and provide more information to teachers and students. Complementarities of the roles of teachers and learners are critical in the pursuit of understanding and higher-order

thinking skills that are demanded by a knowledge-based economy (Darling-Hammond & Pecheone, 2010). Educational change is a complex phenomenon. Schools are a complex social system, and any change in the way of doing things needs to involve the whole system if it is to be effective. The assessment landscape should get over the teething problems in the implementation of the School-Based Assessment. There is a need for a paradigm shift on the perception of how teachers can help learners to how learners can help the teacher in the implementation of SBA. The intentions of SBA can be threatened if there is no mindset shift which calls for a dialogue model that allows student participation in debates about improving learning.

## LITERATURE REVIEW

Complementarities of roles of stakeholders look at convergence points in their execution of duties. Each stakeholder has a distinct role to play in the implementation of SBA. However, the implementation cannot be complete if the roles of the different stakeholders are not fine-tuned. Literature has reported an overwhelming embracing of SBA as an educational reform in the past four decades. SBA has also been seen as the vehicle to deliver 21<sup>st</sup>-century skills like problem-solving and critical thinking, entrepreneurship, and creativity (Obama, 2009 in Darling-Hammond & Pecheone

(2010). The biggest hurdle with SBA, as educational policy reform, has been its implementation, and among the issues was the complementarity of roles of teachers and learners. The study unpacked this issue from the different perspectives of participants. Among the countries that have registered high success in the implementation of SBA are Sweden and Finland, and Australia in some states (Darling-Hammond & Wentworth, 2010).

In Australia, Queensland State, externally-moderated School-Based Assessment is used to support teaching and learning. Teachers use their classroom assessment to monitor their teaching and provide feedback to students on their learning and grade student work. The teacher is part of the formal, official, summative assessment system, and has the responsibility to the school for ensuring that decisions about students' achievements are soundly based on evidence (Allen, 2012). Being part of the system implies convergence of roles with other stakeholders. In Sweden, teachers design School-Based Assessment on the nationally determined syllabi. Assessment in compulsory school (ages 7 to 16) consists of several components. During each term, the teacher, student, and parent meet to discuss the students' learning and development (Darling-Hammond & Wentworth, 2010).

In Australia, Queensland Curriculum Assessment and Authority (QCAA) (2014) gives the features of Queensland's approach to assessment (SBA) which includes teaching, learning, assessment, and reporting. These should be aligned so that what is taught informs what is assessed, and what is assessed forms the basis of what is reported. Teacher design continuous School-Based Assessment programmes and makes judgements about standards achieved by their students, including summative judgements for reporting purposes. Teachers work in partnership with the Queensland Curriculum and Assessment Authority to develop high-quality assessment tasks, a process supported by the development of

exemplar assessment instruments, and an annotated sample of student responses.

One of the key benefits is that this model of continuous assessment provides more opportunities for teachers to give timely and comprehensive feedback to students about how they might improve their performance. Formative assessment at particular points indicates the standards achieved by students and provides meaningful reports to parents/carers on students' achievements. It helps students to achieve the highest standards they can within their capabilities. From this, students experience a total engagement with the assessment process and learn to think creatively about problems. The approach involves students and teachers in the entire process of teaching, learning, and assessment, which depicts a complete synchronisation of efforts in the educational partnership. There are many similarities in the Australian features with those of Sweden and Finland. This justifies why SBA has been successfully implemented as an educational reform in these countries. The current study focused on how the synchronisation of the roles of teachers and learners can create the missing link on the implementation of SBA in South African high schools.

Hong Kong has made significant strides in the implementation of SBA. Barley (2013) reports that, in Hong Kong, teachers can help students in resolving their queries on SBA related matters, guide them through the assessment requirements and methods in their respective SBA subjects, and explain to them the complementary nature of written examinations and SBA in public assessments. However, in the same state, Annie (2011) observes communication gaps between teachers and students. This shows that teachers must appreciate that providing and responding to feedback is a complex and social activity that requires sensitivity to the individual needs of the student. Students feel that feedback works best when it is provided from the onset with a detailed brief and

assessment criteria as to the teachers' expectations. Students also observed that to be effective, feedback needs to be precise, given in a timely fashion, constructive, and where possible, written (Annie, 2011).

There is potentially a misalignment between Assessment for Learning (SBA) environment as perceived by the Hong Kong Examination and Assessment Authority (HKEAA), and the actual assessment environments as perceived by the students. SBA can be threatened if the learning conditions are not supportive; teachers' behaviour affects the way a student perceived assessment feedback (Annie, 2011; Barley, 2013). Students' perceptions and reactions to feedback are not necessarily in line with that of their teachers or schools. What students like should not dictate the nature and form of feedback, and teachers must be prepared to defend unpopular but effective feedback. At the same time, the more the rules and goals are shared, the better the students can interpret the feedback. Students preferred focused and systematic feedback and appreciated it when learning support was imbedded (Annie, 2011). The issue of feedback is critical in the implementation of SBA as it acts as the bridge between the different stakeholders. Effective feedback could be the missing link in the implementation of SBA in South African schools. This study unpacked the issue of effective feedback and its impact on the implementation of SBA in SA high schools.

A recent study by Tong and Adamson (2015) in Hong Kong entitled: *Student Voices in School-Based Assessment* is one of the few known to the researcher to focus on students only in SBA. The researcher acknowledges that research on student perception has been very thin. The current study sought to contribute to closing this gap. Some of the findings in Tong and Adamson (2015), which had serious negative implications on the complementarities of roles teachers and learners, include the view that SBA was unfair to students because it resulted in them

being over-assessed. The second finding was that students resented SBA because of the need for extra classes to complete SBA tasks. The third finding was that students (64%) agreed that SBA had little impact on their learning. The fourth finding was that students claimed that they did not see how their SBA performances impacted on their teachers' teaching as the teachers had their schedules to follow. The fifth finding was that the students seemed to be sceptical about the capacity of SBA to perform the functions ascribed to it. These findings raised serious issues which cannot be described as teething problems, but gaps in terms of lack of research on learners; hence, this study.

In the United States of America, the assessment regime is still dominated by public examinations despite legislative changes calling for 21<sup>st</sup>-century learning. It is for this reason that the US still falls way back in terms of Programme in International Student Assessment (PISA) test rankings as compared to Finland. In pursuance of the assessment policy regime change, Darling-Hammond and Pecheone (2010) report that in the United States of America, Assessment must support ongoing improvements in instructions and learning, and must be educative for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public and policymakers. Assessment systems must be designed to increase the capacity of teachers to prepare students for the demand for college and career in the 21<sup>st</sup> century. This calls for an increase in the prominence for school-based tasks (Darling-Hammond & Pecheone, 2010). Developing both school-based and external assessments around learning progressions allows teachers to see where students are on multiple dimensions of learning, and to strategically support their progress.

The move towards more School-Based Assessment has occurred in various ways in the United Kingdom. The nature of the tasks and the administration has changed over the last two decades to include more

school-based tasks and projects. Teachers used diagnostic information about learners' strengths and weaknesses to improve teaching, learning, and assess learner progress (Darling-Hammond & Wentworth, 2010). However, Opposs (2016) observes that excessive input from teachers and parental support were distorting SBA marks and adversely affecting learning. Opposs' observation shows a lack of convergence in the roles of teachers and parents which harms the implementation of school-based tasks. This could be the reason behind the UK lagging in terms of its implementation of SBA despite its acceptance at the policy level.

The Asia-Pacific region has seen a multitude of research studies on the implementation of SBA, as a Policy reform following its wide acceptance in several countries. In Thailand, Tangdhanakanond and Wongwanich (2012) reveal that student learning assessment should be holistically performed under the active participation of various parties, that is, students, peers, and teachers. Active participation in this context means complementing each other. Nair et al. (2014) acknowledge that SBA is a system where teachers and learners are empowered to gauge student learning. In Indonesia, Supramono and Larasati (2014) argue that allowing teachers to participate in school programmes and activities such as SBA, schools give a chance to their teachers in making decisions. The findings cited in the above scenarios in the Asia-Pacific region shows high levels of complementarities of the roles of teachers and learners in the implementation of SBA. The current study took a leaf from these scenarios, to enhance the effective implementation of SBA in SA schools.

In a study in Fiji, Narayan (2014) focuses on challenges faced by students and teachers and the reforms needed in the implementation of the internal assessment system (SBA). One of the findings was that teachers have commented that some of the students are not able to bring resources to their SBA tasks due to the poor financial

status of parents. Kennedy (2013) argued that the biggest challenge for SBA was winning the hearts and minds of students and teachers. This is in essence, calling for complementarities of roles of teachers and learners in the implementation of SBA. Majid (2011) reports the finding that respondents (teachers) were uncertain about the role they needed to play in SBA. Weir (1994), in Majid (2011), states that the implementation of SBA requires serious changes in teachers' perceptions of their role concerning their students and their classroom practice.

Another area in need of attention is teachers' collaboration with their students and colleagues. Teachers indicated a need for their students to understand the students' role in SBA, and the feedback from students needs to be taken into consideration and relevant modifications are necessary to suit the students' learning experiences (Majid, 2011). Malakolunthua and Hoonb (2010) report that the School-Based Assessment was a new venture in the Malaysian school system. Unfortunately, insufficient guidelines for teachers on the implementation of the School-Based Assessment, poor knowledge-base of teachers, and lack of proper external monitoring created hurdles in the successful implementation of School-Based Assessment. Samsudin et al. (2014) assert that the management of schools should provide great assistance and adequate facilities to implement the new system. In an almost similar study by Veloo et al. (2015) aimed at finding the level of teachers' knowledge and readiness towards the implementation of SBA, two key findings stand out. First, the success of SBA depends on teachers' knowledge and readiness to implement the new assessment for learning. Second, teachers feel that their level of knowledge is not complete and more initiatives need to be taken by the educational authorities so that teachers are more confident of their level of readiness.

The studies in Malaysia were centred on one focal point, that is, the

implementation of SBA. The findings indicated the need for complementarities of roles of teachers and learners in the implementation of SBA to enhance teaching and learning. The current study takes lessons from the findings in these studies to facilitate the implementation of SBA in South African schools. One common phenomenon in Malaysian studies is that they all focus on teachers, which creates a lack of balance in the findings. This study provided balance as it focused on teachers and learners.

Williamson (2017) explores and discusses the issues and concerns that are related to teachers' role in the use of SBA in public examinations. Some of the concerns which influence this study include giving the teacher a role in the summative assessment of SBA as part of the public examination, seen to weaken the value of public examinations. Having both formative and summative dimensions, SBA may not fit a typical public examination model and is often a source of anxiety among stakeholders. SBA utilises scores awarded by the teacher and these contribute to the final score or grade of the student, while public examinations are typically administered by an external agent to the school where the student has studied (Williamson, 2017). An issue relating to the SBA component and the involvement of the teacher is that differences in the nature and magnitude of teacher inputs into the SBA work of students may unfairly over-compensate some students while unfairly penalising others. SBA marks tend to be inflated due to the assessment process, parental pressure, and in some cases, threats; which interfere with public confidence (Williamson, 2017). Fairness in the SBA process may be questionable. These concerns place the implementation of SBA in a quagmire. The concerns confirm the findings of two different studies conducted in the same year in different places, Hong Kong and Malaysia, with two different respondents, that is, learners and teachers respectively (Tong & Adamson,

2015; Veloo et al. 2015). The only common aspect of the two studies was the data collection instrument (Questionnaire). The concerns and findings from the two 2015 studies reflect a wide research gap in terms of the roles of teachers and learners in the implementation of SBA.

The situation in terms of SBA implementation on the African continent is almost the same as the one in the Asia-Pacific region in which there are more challenges than successes. In Ethiopia, Gobena (2013) says that teachers and students should be convinced that when the assessment is at its best, it can be motivating and productive for students, helping them know how well they are doing and what else they need to do. In Nigeria, Adediwura (2012) investigated the perceived effect of SBA on Nigerian secondary school teachers, with the specific aim of determining the preparedness of the teachers to conduct SBA, as well as the perceived effect of the SBA on their teaching practices and students' learning. The results indicated that more than half of the sampled teachers were not adequately prepared to conduct SBA.

In Tanzania, Ndlichako (2015) highlights the existence of the blame game in that teachers were blamed for not teaching effectively and students were blamed for not being serious with their studies. The government was blamed for not providing sufficient teaching and learning facilities. The findings from the studies identified issues such as lack of teacher preparedness, students lacking proper orientation, and stakeholders blaming each other, all point to challenges in the implementation of SBA particularly on the issues of complementarities of roles of teachers and learners.

On the contrary in Zambia, the Organisation for Economic Cooperation and Development in Kapambwe (2010) reports that teachers' relationships with students were stronger. Students had greater involvement in the learning process with their teachers. Both the teachers and the learners worked together to set the specific

learning targets which could be attained at different stages.

The Zimbabwean scenario is different from other countries in that SBA was exclusively for practical subjects (Mhishi et al. 2012). Masole (2004) in Mhishi et al. (2012) asserts that SBA which is done at school level attempts to empower the learner, and if correctly implemented and incorporated into summative assessments, a more comprehensive cumulative judgement about the learner is achieved.

*Education experts warn that if teachers are not well-equipped and confident in their work, they may succumb to pressure and corruption from some parents who want good grades for their children, or they may not want to be blamed for the learner's failure hence they end up inflating scores (Mhishi et al.2012;33).*

In South Africa, Polia (2009) asserts that the purpose of SBA is not uniformly understood across the education system by all implementers. Reyneke, Meyer, and Nel (2010) stated that the main problem with SBA in SA lies with the implementation of the policy. Van der Berg and Shepherd (2010) state that tasks set by the teacher at the school level may not support the outcome set by the national curriculum standards. This may result in weak assessments that give students wrong signals that would influence their learning strategies, their examination effort, and their future planning. The studies raise almost the same challenges in the implementation of SBA, in South Africa. Umalusi (2015) observes a lack of formative feedback from teachers to learners when they mark work, and at different levels of internal moderation to both teachers and learners. This may be considered an unfortunate scenario because SBA has been part of the SA education system for more than four decades. The roles of teachers and learners are not complementing each other; hence the implementation has not been effective. The study sought to understand the deficiency in

role complementarities of teachers and learners in the implementation of School-Based Assessment.

### **Objective**

This study sought to:

Interrogate the complementarity of teachers and learners in the implementation of School-Based Assessment in high schools in Mpumalanga province in South Africa.

To unpack the study the question which had to be answered was:

How do teachers and learners complement each other in the implementation of School-Based Assessment in high schools?

### **METHODOLOGY**

The study followed a quantitative approach in which data was collected from a sample of one hundred and forty respondents. Quantitative research generates statistics through the use of large-scale survey research, using tools such as Questionnaires (Dawson, 2002). In this study, Questionnaires were used to collect data from teachers and learners. The advantage of the quantitative approach is that the processing of numerical data can be done using statistical software to save time and resources (Daniel, 2015).

The validity and reliability of quantitative data were given the attention they deserve to ensure the utility of results. A structured (closed-ended) questionnaire was deployed in the gathering of data. Closed-ended questions in the Questionnaires for both learners and teachers allowed the collection of quantitative data which can easily be analysed. Responses were indicated on a Likert scale ranging from Strongly Agree (SA), Agree(A), Neutral (N), Disagree (D), and Strongly Disagree (SDA). Version 2.1 of the SPSS computer software programme was used to synthesize the data. Descriptive statistics in the form of Tables and frequencies were applied in presenting the data.

## RESULTS

Teacher and learner respondents in Table 1 revealed the various typologies of complementary roles.

**Table 1: Views of teachers and learners on the complementary roles of in the implementation of SBA in high schools**  
(Learners N=68) (Teachers N=53)

Complementary roles		SA	A	N	D	SDA	Total	Mean	Chi-square test
1.Preparing SBA tasks	Learners	21 (30.9)	14 (20.6)	14 (20.6)	12 (17.6)	7 (10.3)	68 100	3.44	p .114
	Teachers	4 (7.5)	11 (20.8)	10 (18.9)	17 (32.1)	11 (20.8)	53 100	2.62	p.090
2.Responding to SBA tasks	Learners	23 (33.8)	21 (30.9)	13 (19.1)	7 (10.3)	4 (5.9)	68 100	3.76	p.000
	Teachers	6 (11.3)	20 (37.7)	11 (20.8)	13 (24.5)	3 (5.7)	53 100	3.25	p.000
3.Supervision of SBA tasks	Learners	14 (20.6)	20 (29.4)	15 (22.1)	12 (17.6)	7 (10.3)	68 100	3.32	p.161
	Teachers	5 (9.4)	16 (30.2)	10 (18.9)	16 (30.2)	6 (11.3)	53 100	2.96	p.033
4.Monitoring of SBA tasks	Learners	18 (26.5)	21 (30.9)	14 (20.6)	8 (11.8)	7 (10.3)	68 100	3.51	p.027
	Teachers	8 (15.1)	12 (22.6)	11 (20.8)	18 (34.0)	4 (7.5)	53 100	3.04	p.039
5.Evaluating SBA tasks	Learners	25 (36.8)	21 (30.9)	10 (14.7)	10 (14.7)	2 (2.9)	68 100	3.83	p .000
	Teachers	8 (15.1)	24 (45.3)	13 (24.5)	6 (11.3)	2 (3.8)	53 100	3.57	p.000
6.Providing adequate resources for SBA	Learners	26 (38.2)	23 (33.8)	12 (17.6)	3 (4.4)	4 (5.9)	68 100	3.94	p.000
	Teachers	12 (22.6)	22 (41.5)	12 (22.6)	6 (11.3)	1 (1.9)	53 100	3.72	p.000
7.Providing psychosocial support	Learners	20 (29.4)	24 (35.3)	18 (26.5)	5 (7.4)	1 (1.5)	68 100	3.83	p.000
	Teachers	7 (13.2)	16 (30.2)	12 (22.6)	16 (30.2)	2 (3.8)	53 100	3.19	p.008
8.Researching on SBA tasks	Learners	20 (29.4)	22 (32.4)	15 (22.1)	7 (10.3)	4 (5.9)	68 100	3.69	p.000
	Teachers	6 (11.3)	24 (45.3)	11 (20.8)	9 (17.0)	3 (5.7)	53 100	3.39	p.008
9.Consulting each other on SBA issues	Learners	18 (26.5)	21 (30.9)	15 (22.1)	9 (13.2)	5 (7.4)	68 100	3.55	p 0.13
	Teachers	7 (13.2)	17 (32.1)	10 (18.9)	13 (24.5)	6 (11.3)	53 100	3.11	p.105
10.Administering of tasks	Learners	15 (22.1)	10 (14.7)	20 (29.4)	16 (23.5)	7 (10.3)	68 100	3.15	p .102
	Teachers	4 (7.5)	13 (24.5)	12 (22.6)	17 (32.1)	7 (13.2)	53 100	2.81	p.042
11.Creating of enabling learning environments	Learners	21 (30.9)	21 (30.9)	13 (19.1)	12 (17.6)	1 (1.5)	68 100	3.72	p .001
	Teachers	6 (11.3)	23 (43.4)	9 (17.0)	14 (26.4)	1 (1.9)	53 100	3.35	p.000
12.Ensuring compliance with SBA task expected standards	Learners	17 (25.0)	26 (38.2)	15 (22.1)	7 (10.3)	3 (4.4)	68 100	3.69	p.000
	Teachers	5 (9.4)	17 (32.1)	9 (17.0)	19 (35.8)	3 (5.7)	53 100	3.03	p.001

SA =Strongly Agree; A=Agree; N= Neutral; D= Disagree; SDA=Strongly Disagree; Trs= Teachers; Lrs = Learners. (Mean 1- 2.4 = low; 2.5 – 3.4 = moderate; 3.5 – 5.0 high)

Teacher and Learner responses on the complementarity of roles of teachers and learners in the implementation of SBA in high schools

Several stakeholders perform various roles in the educational process. This study was delimited to the roles of teachers and learners in the implementation of School-Based Assessment as one of the

educational processes. The complementarity of the roles of stakeholders was critical for the effective implementation of SBA and for enhancing teaching and learning. Findings in Table 1 above are interrogated below.

### Preparing SBA tasks

The findings of the present study suggest that 35(51.5%) of the learners agreed to the complementarity of roles

during the preparation of SBA tasks, while only 15(28.3%) of the teachers agreed that roles were complementary during the preparation of SBA tasks. The majority of the teachers 38(71.8%) disagreed. They found it to be practically impossible to bring complementarity among teachers, learners, and parents during the preparation of SBA tasks. Although more learners were agreeing, a p-value of .114 was greater than .05 which shows that there was a significant difference meaning there was no complementarity. Similarly, for teachers, a p-value of .090 was greater than .05, which shows that there was no complementarity.

### **Responding to SBA tasks**

Learners' responses showed that 44(64.7%) agreed to the need for stakeholders to work together when they respond to SBA tasks but 11(16.2%) disagreed. Teacher responses showed that 26(49%) agreed and 16(30.2%) disagreed. The p-value for learner and teacher responses was .000 indicating that there was no significant difference. This means teachers and learners confirmed the need for stakeholders to work together in assisting learners when responding to SBA tasks to enhance teaching and learning.

### **Supervision of SBA tasks**

The results showed that 34(50%) of learners agreed to the supervision by stakeholders, while 19(27.9%) disagreed, with the other 15(22.1%) deciding to remain neutral. Speculation on the polarisation could be fear of supervision by learners. Teacher respondents 21(39.6%) agreed to the supervision of learners by the identified stakeholders, while 22(41.5%) disagreed. 10(18.9%) The neutral figure of 10 (18, 9%) was an unexpected response coming from teachers who were professionally and academically qualified to have a better understanding of supervision. The p-value for teachers (.033) and learners (.161) was greater than .005, which means there was a significant difference in the way teachers

and learners viewed complementarity on the supervision of SBA tasks by stakeholders.

### **Monitoring of SBA tasks**

Teacher responses showed that 20(37.7%) agreed and 22(41.5%) disagreed with 11(20.8%) undecided. The sum of 'disagree' and 'neutral' was more than the affirmations, a scenario that raises issues in the implementation of SBA in high schools. Learner responses showed a different picture with 39(57.4%) agreeing and 15(22.0%) disagreeing, and 14(20.6%) were undecided. Learner responses confirmed that they acknowledged the need for complementarity in the monitoring of SBA tasks to facilitate its implementation and enhance learning. The p values for both teachers (.039) and learners (.027) were more than .005. This confirms a significant difference in the way teachers and learners view complementarity in the monitoring of SBA tasks.

### **Evaluating SBA tasks**

Results showed that most learners 46 (67.7%) agreed and few 12(17.6%) disagreed, with 10(14.7%) remaining neutral. Teachers 32(60.4%) agreed and 8(15.1%) disagreed, with 13 (24.5%) remaining neutral. The p values for both were less than .005 at .000, which means that there was no significant difference in the way teachers and learners viewed the complementarity needed in the evaluation of SBA tasks by stakeholders.

### **Providing adequate resources for SBA.**

The issue of adequate resources was critical for the successful implementation of SBA assessment in high schools. Findings in the current study confirmed the need for complementarity in the provision of adequate resources for the implementation of SBA in high schools. The results of views on the provision of adequate resources were; teacher 34(64.1%) agree and 7(13.3%) disagree, with 12(22.6%) undecided; learners 49(72%) agree and 7(10.3%) disagree, with 12(17.6%) undecided. The p values were at .000 which was less than .005. This means there was



convergence in the way teachers and learners view the need for complementarity in the provision of adequate resources for the implementation of SBA in high schools.

#### **Providing psycho-social support**

Teacher views on the complementarity of roles of stakeholders in the provision of psycho-social support showed that 23(43.4%) agreed and 18(34.0%) disagreed, while 12(22.6%) decided to remain neutral. However, results showed that teachers supported the complementarity of stakeholders in providing psycho-social support during the implementation of SBA in high schools.

Learner responses on the provision of psycho-social by stakeholders in the implementation of SBA showed that 44(64.7%) agreed and 6(8.9%) disagreed; with 18(26.5%) deciding to remain neutral. A p-value of .000 for learners and 0.008 for teachers show that there was a significant difference in views of teachers and learners on the need for complementarity in the implementation of SBA in high schools.

#### **Assistance in researching SBA tasks**

Results on views of learners on the complementarity of roles in the implementation of SBA showed that 42(61.8%) agreed and 11(16.2%) disagreed while 15(22.0%) remained neutral. Teacher responses on the same aspect were 30(56.6%) agreeing and 12(22.6%) disagreeing, while those remaining neutral were 11(20.8%). The results showed that views of teachers and learners were polarised as evidenced by a p-value of .008 and .000 respectively.

#### **Stakeholders consulting each other on SBA issues**

Learner views on the complementarity of stakeholders consulting each other on SBA issues showed that 39(57.4%) agreed and 14(20.6%) disagreed, with 15(22.0%) being undecided. The p-value was at .013 depicting a polarised perspective. Teacher views on the same aspect were 24(45.3%) agree and 19(35.8%) disagree, while 10(18.9%) were undecided.

The p-value was .105 confirming polarisation. This means teachers and learners do not see the need for stakeholder consultations on SBA issues during the implementation of SBA in high schools.

#### **Administration of SBA tasks**

Results on the views of teachers and learners on the role of complementarities in the administration of SBA tasks showed that teachers 17(32.1%) agreed and 24(34.3%) disagreed, while 12(22.6%) were undecided. Learners' results on the same aspect showed that 25(39.7%) agreed and 23(36.5%) disagreed, with 15(23.8%) undecided. The p values for both teachers and learners were .042 and .102 respectively are greater than .000. This means teachers and learners viewed complementarities in the administration of SBA tasks with different lenses.

#### **Creation of an enabling learning environment**

Results from responses on the role of complementarity in the creation of an enabling learning environment showed that teachers 29(54.7%) agreed and 15(28.3%) disagreed, while 9(17.0%) were undecided, while 42(61.8%) agree and 13(19.1%) disagree, with 13(19.1%) undecided. The p values for both teachers and learners were .000 and .001 respectively, depicting support for complementarities in the creation of an enabling learning environment for effective implementation of SBA in high schools.

#### **Ensuring compliance with SBA task expected standards**

Views of teachers and learners on complementarities in ensuring compliance with SBA expected standards showed that learners 43(63.2%) agreed and 10(14.7%) disagreed, and 15 (22.1%) decided to remain neutral; teachers, 22(41.5%) agreed and 22(41.5%) disagreed, with 9(17.0%) being undecided. The p values for teachers and learners were .001 and .000 respectively, confirming that teachers and learners view complementarities in ensure compliance with expected SBA standards

during the implementation of SBA in high schools with the same lens.

## **DISCUSSION**

Complementarities ensure synergy in the execution of roles by different stakeholders. The findings suggested that, in general, respondents and participants confirmed the complementarity of roles in the implementation of School-Based Assessment. However, the findings revealed a highly polarised scenario with some of the roles showing almost no complementarity. On the preparation of SBA tasks, learners revealed a slightly high prevalence of agreeing. Teachers, however, revealed a high prevalence of disagreeing with the complementarity of roles in the preparation of tasks.

Results for the role of assisting in responding to SBA tasks showed a high prevalence of agreeing by learners while teachers showed a high prevalence of disagreeing. Similarly, findings on the supervision of SBA tasks learner responses showed a stalemate. Teachers revealed a high prevalence of disagreeing on the supervision of SBA tasks. Statistics for monitoring of SBA tasks revealed a slightly high prevalence of the agree responses while teachers revealed a slightly high prevalence of disagreeing. Results for evaluation of SBA tasks and the provision of adequate resources received a high prevalence of 'agree' responses by teachers and learners. Teachers revealed a slightly high prevalence of disagreeing while learners on the other revealed a high prevalence of agreeing for the provision of psychosocial support and researching SBA tasks. Results for consulting each other on SBA issues, creation of an enabling learning environment, and ensuring compliance with SBA expected standards show a high prevalence of a slightly high prevalence of agreeing for learners. Teachers revealed a slightly high prevalence of disagreeing. Results for administering of SBA tasks teachers and learners revealed a high prevalence of divergence. Overall, teacher

and learner results diverged on the complementarity of roles.

## **CONCLUSION**

The complementarity of roles depicts a well organised system in any organisation. The systems and sub-systems of the department of education resemble various centres of power in the implementation of SBA. The centres needed to synchronise their power to ensure synergy in the implementation of SBA in high schools. Findings confirming stakeholder acknowledgment of complementarity of roles was a positive development for the successful implementation of SBA in high schools. However, results revealed sporadic incidences of lack of complementarities with some of the critical roles such as; supervision of SBA tasks, monitoring of SBA tasks, providing psychosocial support, holding stakeholder consultative meetings of SBA and ensuring compliance with SBA tasks standards. On these roles, while learners agreed on the need for complementarity, teacher results showed that they disagreed. Failure by teachers to uphold the need for complementarity on such critical roles placed the implementation of SBA in serious jeopardy. Another interesting result was the convergence of the administration of SBA tasks where they disagreed. The findings revealed serious cracks in the implementation of SBA in high schools, particularly on the aspect of complementarity of roles.

## **Recommendations**

This study revealed the prevalence of polarisation on the complementarity of roles, particularly critical roles such as; supervision of SBA tasks, monitoring of SBA tasks, providing psychosocial support, holding stakeholder consultative meetings about SBA, and ensuring compliance with SBA tasks standards. Confirmation of the lack of complementarity of roles by teachers revealed serious cracks in the

implementation of SBA in high schools. This calls for a dialogue model that allows student participation in debates about improving learning. The mindset of the teachers needs to change and embrace and infuse self-directed learning in the teaching and learning processes.

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