

Integrating assessment for learning in teaching and learning of biology to enhance students learning achievement in secondary schools in Tanzania

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This study investigated how the integration of assessment for learning (AFL) in teaching and learning process of Biology enhance students' learning achievement in secondary schools in Tanzania. This was determined by comparing students' learning achievement between those taught by integrating AFL and those taught in conventional way. Moreover, the challenges associated with the integration of AFL in teaching and learning process were identified. The study employed non equivalent control group design involving students in two schools in their intact classrooms. Students in one school (N=44) were assigned to experimental group, while students in another school (N=45) were assigned to control group. Moreover, two teachers in experimental school participated in the study. Data was collected using achievement test, questionnaires and interviews. Students scores on achievement test were analyzed using t-test (paired sample and independent sample), while students responses to questionnaire were analyzed descriptively and interview responses were subjected to content analysis. Findings revealed that students taught by integrating AFL had higher learning achievement compared to those taught in conventional way. Moreover, need for adequate time for preparation and implementation, large class size and accountability to national examination were revealed to be challenges hindering integration of AFL in teaching and learning process. Basing on the findings, it is concluded that the integration of AFL in teaching and learning process can potentially enhance students learning achievement in secondary schools. It is recommended that the use of assessment for learning in the teaching and learning process should be emphasized in every process of teaching and learning activity as it may help students understand what to learn, how to learn and what efforts are needed to achieve better.