

Linking classroom assessment approaches to learners' livelihood context in Tanzania: The disjunction between policy and practice

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Abstract: Assessment is fundamental to students' learning as it influences learner's knowledge, skills, and competences. According to the Tanzanian educational policy, the central focus of assessment approaches is to facilitate the building of capability for students to apply the learning outcomes adequately in diversified contexts. This study examines how the nature, modality, and contents of the assessments carried out in secondary schools in Tanzania have been playing the role of testing knowledge and skills relevant to learners' life.

The semi-structured interview was purposively conducted to a total of sixty subject teachers (Agricultural Sciences, Biology, and Civics) and 10 academic teachers in ten ward secondary schools in Mvomero district to assess their views on how formative assessments are being conducted. Besides, focused group discussion was held with secondary education leavers who work in informal sectors in Mvomero district, Tanzania.

The findings indicate that there was a disjunction between policy and actual classroom assessment practices. The assessment approaches were conducted not for testing the mastery of learning outcomes but conforming to examination demands. The livelihood knowledge and knowledge and skills such as critical thinking, innovation, creativity, and mastery of diversified livelihood skills were not given due weight. The practical examinations were mainly for students to retrieve the scientific facts rather than orienting towards solving real-life problems. It is, thus, recommended that entrepreneurial assessment approaches should be adopted to bring the school knowledge to reality.

Keywords: Tanzania, Education, Classroom assessment, Livelihood competences, secondary school, Policy.

1. INTRODUCTION

Like other Sub Saharan African countries, the majority of populations in Tanzania who are enrolled in lower levels of the formal education system do not get the opportunity to proceed to higher levels. Lupeja (2019) affirms only 1 percent of both primary and secondary education graduates are being enrolled in vocational training and 2.5 percent in tertiary education. For this case, basic education plays the role of imparting knowledge and skills useful to learners' life. In this regard, the educational policy stresses secondary education as the strategic weapon to poverty reduction as the knowledge and skills imparted help fight against poverty (ETP, 1995, 2014). In view of this, the objectives of formal education in Tanzania are based on the social and economic practices of the country and the world at large. Classroom teaching and learning practices should therefore reflect the policy by facilitating the acquisition of knowledge and skills that are relevant to the social and economic situations of the country. This study, thus, investigated how assessment practices in

secondary schools have been playing the role of testing knowledge and skills relevant to social and economic situations (livelihood relevant knowledge) as the policy stipulates.

The term assessment refers to all methods used to gather information about students' knowledge, understanding, ability, attitudes, and motivation (Lupeja, 2019). It is the systematic collection, review, and use of information purposely for improving learning. Assessment is mainly conducted as formative or summative. Formative assessment entails all activities undertaken to provide feedback, thus giving room for both teachers and students to modify their teaching and learning activities (Ho, 2015). It is a tool used by teachers to measure student's mastery of specific topics/skills they are currently teaching. It identifies specific student's misconceptions and mistakes while the material is being taught (ibid). On the other hand, summative assessment is done at the end of the programme, project, course, unit, program, semester, or school year (Lupeja, 2019). The summative assessment is used as evaluative or judgment such as certification, promotion, or admission to further levels of education rather than diagnostic.

Assessment is fundamental to effective classroom instructional practices. This means both teaching and learning are influenced by the type and nature of assessment. Studies (Brown, Rust, & Gibbs 1994, Ho, 2015 & William, 2013) avow the nature and type of assessment to have a significant influence on learner's knowledge, skills, and competences. Moreover, the influence of assessment modality on teaching and learning practices was noted by Sekyi and Tekyiwa (2016). In their study, it was noted that teaching and learning have the tendency of inclining towards assessment modality. Given the vital role of assessment in evaluating and judging both teachers' and students' performance, the misuse of it could automatically mislead the teaching and learning process and thus distort the intention of learning. On the other side, if the assessment practices are employed appropriately, the intended learning outcomes are likely to be achieved and thus reflect the pre-stated learning objectives.

Regardless of the vital role of assessment in testing students' knowledge, skills, and competences, it can also have a negative influence on both teaching and learning strategies if it could be done inappropriately. Studies (Banks & Calvert 2011, Smyth et al., 2011) have indicated that assessment outcomes that can be used as a reference in making educational decisions about teachers, students, school, or school district can greatly influence teaching and learning practices. For example, studies (Leung, 1991, Ma & Lam, 2001, Lam, 2007 in Lupeja, 2011) underline the contention that examination-oriented education in countries such as China influences classroom teaching and assessment practices. Thus, getting high scores in the final examination has a great implication for both teachers' job performance and students' future careers. In this sense, classroom instructional practices rely on preparing students to answer the examination rather than equipping them with the intended knowledge/skills as per intended learning outcomes.

Moreover, the negative impact of assessment was noted by Lupeja (2011). In the comparative study on science teaching methods between China and Tanzania, Lupeja found that the methods practiced by both Chinese and Tanzanian teachers relied on preparing students to achieve high scores in their examinations. As such, it is hard to reveal whether students' learning has been aligned with the policy objectives or something else since the instrument for assessing the learning outcomes is contrary to the policy expectations.

According to the key objectives of secondary education in Tanzania and the policy of education in particular, secondary education graduates should apply the school knowledge to solve the challenges emanating from social-economic situations in their immediate environment and the globe at large (TIE, 2010, 2013). The central focus of assessment practices should be therefore to facilitate capacity building for students to apply the learning outcomes adequately in diversified contexts. In this regard, the classroom assessment practices should encompass diversified learning domains such as cognitive elements, functional aspects such as technical skills, social-economic or organizational skills (interpersonal attributes), and ethical values. The inclusion of such learning domains has a lot to do with both the nature and type of assessment. Seeing the role of assessment in achieving the intended learning outcomes, this study examines how the assessment practices used by teachers reflect livelihood relevant competences as the policy of education stipulates. To achieve the objective, aspects such as frequency, modality (the nature of assessment such as practical or theory), and the contents of assessments carried out in schools were examined. The study reminds education stakeholders to fill the existing gap between the policy objectives and the real classroom assessment practices.

1.1 Conceptual framework

Concerning the education policy, secondary education is intended to equip learners with livelihood competences such as critical thinking; problem-solving skills; entrepreneurial skills; innovative mind, and creative thinking skills (TIE, 2013). These competences are very useful and applicable in ones' livelihood. The realization of livelihood competences to learners could be facilitated by livelihood competences building assessment methods. The assessments that bear the features of livelihood competences are facilitated by the frequency of assessments, modality, and content of the assessment. The frequency is very important as regular assessments facilitate the mastery of learning objectives. Moreover, the modality of assessment such as practical assessments matters a lot as they have a direct impact on building livelihood competences to learners. All in all, the contents of assessment (examination items) have to test knowledge and skills that are relevant and applicable to social and economic situations. In this aspect, the examination items have to test learning outcomes such as critical thinking, problem-solving skills, entrepreneurial skills, innovativeness, and creativity. However, the achievement of expected outcomes depends on factors such as resources both physical and human resources.

1.2 Theoretical underpinnings

This study is guided by Sen's capability approach. According to Sen (1992), education is central to capability building as it plays a crucial role in human development. It also has an empowering and distributive role in facilitating the ability of the disadvantaged, marginalized, and excluded to be organized politically (Walker & Unterhalter, 2007). As the key component of education, the school instructional practices should have the potential of providing young people with access to positive resources that are necessary to obtain, as well as ensuring their ability to make choices that matter to them (Otto & Ziegler, 2006). With regard to the Tanzania education policy, students are likely to develop livelihood relevant skills/knowledge if classroom instructional practices could be in a position to develop such skills/knowledge. This study thus relates Sen's capability approach with teaching and learning that is facilitated by appropriate assessment tools for learners' capability building. The assessment practices that develop livelihood knowledge to learners bear the features of Sen's capability approach.

2. MATERIALS AND METHODS

In order to examine the frequency of assessments, modality, and contents of assessment tools, a semi-structured interview was purposively done to a total of sixty (Agricultural sciences, Biology, and Civics) subject teachers and 10 academic teachers in ten ward secondary schools in Mvomero district. The intention was to assess their views on how the formative assessments are being conducted. Moreover, a focused group discussion was conducted to secondary education leavers who are working in informal sectors in Mvomero district.

Regarding the assessment frequencies, the study selected some assessment tools in relation to their significance in building livelihood competences. The assessment methods picked by the study are the ones recommended by the secondary education curriculum to be practiced by teachers so as to achieve the outcomes as indicated by the policy. The tools included assignments, tests, project work, and practical tasks. Teachers were asked to rate the frequency of assessment on a five-point Likert scale (Never, Rarely, Occasionally, Frequently, and Very frequently). Respondents were then required to provide reasons, vivid examples, or related stories in relation to their choice. Since formative assessment is vital in developing competence as it monitors students' learning and diagnoses weaknesses concerning teaching and learning, the researchers were interested to find out the frequency of formative assessments per term. The study also examined the modality and contents of assessment items in relation to the development of livelihood relevant competences to students. In order to achieve the objective, the key informants including subject teachers, academic masters/mistress were interviewed.

The focused group discussion was conducted to secondary education leavers so as to examine their observations on whether the assessment modality encourages critical and creative thinking, entrepreneurial, innovation that lead to the development of livelihood competences as indicated by the policy. Content analysis was employed to analyze both teachers' and secondary education leavers' observations concerning the modality of assessment in relation to the development of livelihood relevant competences.

Furthermore, past National examination papers from 2015 to 2017 were reviewed to see whether they reflect the policy objectives. The national examinations were selected because the study presumed the quality of test items to reflect the aims and objectives of secondary education as they are standard examinations. This means that there is a possibility of the examination items to test livelihood relevant competences as the policy of education stipulates. After collecting the examinations the questions were then scrutinized to find out how they related to the expected competences such as creativity/innovation, entrepreneurial competences, social and life skills. Content analysis was done to analyze the questions at hand.

3. RESULTS AND DISCUSSION

3.1 Assessment frequencies and their role in building livelihood competences to learners

Since formative assessment is vital in developing competence as it monitors students' learning and diagnoses weaknesses concerning teaching and learning, the study was interested to be informed with the frequency of formative assessments per term. The findings show that teachers prefer to test form four classes more frequently than form three in all aspects of testing. This implies that form four classes do tests more frequently than form three classes. The frequency of assessments as indicated by the study signifies the influence of external assessments on internal assessments.

To build competence, learners are supposed to be tested more as the frequency of assessment is very important in giving feedback to both teachers and students. The feedback could be helpful in modifying the teaching and learning strategies. About the findings, the frequency of testing is not uniform between the normal classes and that having the national examinations as a summative assessment. Teachers had concerns on assessments irregularities between the classes as one noted, *"The inconsistency of assessment provision between classes is because of the National examinations as teachers tend to provide more tests to classes which their summative assessment will be National examinations. This is done purposely to prepare students to perform well in the examinations"* Another respondent added, *"Since the national examinations have a significant impact on student's future life and they evaluate teachers' job performance, we tend to assess classes expecting to take national examinations more frequently than those with no examinations so as to make students capable in attempting the examinations well"*

Studies (Banks & Calvert 2011; Smyth et al, 2011 & Huebert's, 2000) noted that the examination results of which could be used as a reference in making educational decisions about teachers, students, school, or school district can greatly influence teaching and learning practices. Besides, studies (Leung, 1991; Ma & Lam, 2001, Lam, 2007) acknowledge the examination-oriented education in countries such as China influences classroom teaching and assessment practices. Similar to the studies above, the form four national examinations in Tanzania have a significant impact on students' future such as career and employment. Getting high scores has a great implication on promotion to further levels of education that could lead to formal employment. In the same light, Lupeja, (2011) avowed examination-oriented education to be a limiting factor for Tanzania teachers to practice constructivists' teaching approaches.

With regard to the findings, teachers conduct formative assessments not just because they intend their students to master or achieve the pre-stated learning outcomes but to conform to the demands of the examination. They give the examination classes more tests in a form of drilling and practice following the format of the national examinations. With respect to this, the livelihood competences such as critical thinking, innovation, creativity, mastery of specific skills, and particularly livelihood knowledge/skills are neglected. The results relate with those of Lupeja (2011) and Ma (2001) who pointed out that the national examination format in China and Tanzania limits learners to acquire useful knowledge in their life. In line with Ma and Lupeja, one respondent had this to say; *"Our assessment frequencies do not focus on building livelihood relevant competences to learners but rather memorizing and reproducing the facts for the sake of getting high scores in the examinations"* Since more practice makes perfect, teachers' assessments therefore emphasize classes with national examinations and neglect classes which do not have national examinations. In this situation, the frequency of assessment aims at enhancing learners the knowledge to respond to the examinations in order to obtain high scores rather than building learners' competences that could be useful beyond the classroom context.

It is obvious that the frequency of testing does not intend to assess the mastery of curriculum objectives but rather to conform to the examination format. This is contrary to the policy aims and goals of using secondary education as a livelihood capability building. In fact, the assessment frequencies and practices in schools have been used as a means of

getting high scores in the examinations that could be used as a selection criterion for further levels of education, career, and employment. This is the total distortion of the aims and objectives of assessment practices in enhancing the expected outcomes such as livelihood relevant competences.

3.2 Assessment modality and its role in building livelihood competences to learners

In the aspect of assessment modality, the study examined how the assessments are carried out and the extent to which formats of the assessment tools (i.e. tests, quizzes, and examinations) reflected the expected learners' competences, such as critical and creative thinking, entrepreneurial, and innovation that lead to the development of livelihood relevant competences as indicated in the secondary education curriculum. However, the findings indicate the assessments to be conducted theoretically, mainly involving pen and paper. Although teachers tend to administer practical examinations to students, they are mainly for students to retrieve/reproduce the scientific facts and ideas discussed in the classroom rather than orienting towards solving real-life problems as stated by one of the informants; *"Our internal assessments reflect the national examination format. The assessment techniques rely on preparing students to memorize and reproduce facts to get high scores and pass examinations but not to the extent of making them apply the knowledge in another context than in answering the examinations"* It could be deduced that, since the national examinations require a student to reproduce facts, it is not surprising to find that teachers' assessment methods/tools focus on encouraging students to memorize and reproduce facts as reiterated by one of the key informants: *"Though some students may get high scores by passing the examinations of a specified subject matter, they may hardly link the subject knowledge or apply in real-life settings"*

Furthermore, the study shows the assessment tool formats (i.e. tests, quizzes, and examinations) do not reflect the expected learners' livelihood competences. For example, the majority of interviewed graduates admitted to being incompetent enough in linking school knowledge to their livelihood strategies/social-economic activities because the methods used to assess the skill and knowledge acquisition were irrelevant. The knowledge, skills and competence assessment tools used in secondary education in Tanzania are pencil and paper examinations. This has a direct influence on students' learning process as it requires a student to memorize and reproduce the facts. Once a student is smart enough in reproducing the facts she is likely to pass the examinations as one graduate insisted; *"Though I passed the national examinations, secondary education knowledge has not been applicable in my economic activities as when I was at school I used to memorize the facts to pass the examinations"*. Studies affirm the examination type which encourages memorization of facts as the limiting factor for students to acquire useful knowledge (Ma, 2001; Lam, 2007; Lupeja, 2011, 2021; O'saki, 2007; Kimaryo, 2009 & Lucas, 2014). In this sense, passing examinations does not necessarily mean that students are capable of applying the learned knowledge and skills in their life.

It was also revealed that students were rarely subjected to assessments which would enable them to link the knowledge obtained in classrooms with real-life situations for example one of the interviewed respondent had these to state; *"Although the subject such as Agriculture is directly linked to the livelihood strategies I have been pursuing, I could hardly apply what was taught at school because the subject was taught theoretically for the purpose of getting high scores in the tests and particularly the national examinations"* Similarly, another secondary education graduate had the similar observation as she said; *"If the assessment methods in livelihood relevant subjects could had embraced the practical aspects and specifically on the application of the knowledge in life, students learning strategies would have reflected the mode of assessment and thus the development of livelihood relevant competences becomes possible"*

Although some teachers affirmed to provide practical tasks as one of the assessment tools, the secondary education graduates acknowledged that the practical were not constructive as they had no direct linkage with real-life situations. The assessment in practical requires a student to memorize and reproduce for the sake of getting high scores in the examinations as one had to say; *"Though I had practical sessions in my studies, I used to memorize the procedures for the sake of reproducing them in the final examinations. Involving in the practical did not open up my minds to link what I was doing to real-life settings"*

Another graduate had the similar observation as he stated; *"Though I studied poultry production in Agriculture, I could not remember the basics of poultry production as I used to memorize to reproduce the facts in the examination"* According to the aims and objectives of secondary education in Tanzania and the policy of education in particular, students should apply the knowledge and skills acquired at school to solve the challenges emanating from social and economic situations in their immediate environment and the global at large (TIE, 2010, 2013). The central focus of

assessment practices should be to build capability for students to apply learning outcomes adequately in diversified contexts. The assessment tools should not only encompass cognitive elements but also functional aspects such as technical skills, social-economic or organizational skills (interpersonal attributes), and ethical values. This means that the nature of examinations that students would be given should reflect the curriculum aims and objectives. Contrary to the curriculum, the examination format has been acting as a setback for students to develop the knowledge and skills necessary for their life because the examination assesses the reproduction of facts.

The National Examinations Council of Tanzania (NECTA) is responsible for the administration of all National Examinations in Tanzania. Regardless of its key role in accomplishing the aims and objectives of formal education and particularly the education policy “education for self-reliance” the examination format has not been reflecting these key functions. Studies (Vavrus, 2008, Lupeja, 2011, 2017, 2019, 2021) acknowledge secondary education Nation examination encourages rote learning by having the tendency of repeating the past years' questions. This was also noted by the study as the limiting factor for students to acquire livelihood relevant competences. Instead of understanding the knowledge and its application students just memorize the facts to get high scores. *“I used to memorize the facts for the sake of reproducing in the examinations; once I passed I forgot each and everything”*

As the key determinant of students' future life, examinations in countries like China have been given special emphasis on teaching and learning practices. The teaching and learning methods practiced by Chinese teachers respond to the public examinations because students' performance in public examinations has a significant impact (Lupeja, 2011) on their future education and careers as well. This has a significant effect on teaching, learning and assessment “shaping both what is taught and how it is taught” and often changing the frame in terms of what counts as worthwhile knowledge (Conway and Sloane, 2005 in Aysel, 2012). As noted by the education policy, the aims and goals of student's learning are to equip students' knowledge and skills which could be applicable in different situations. Teaching facts for making students get high scores is not the intention of secondary education.

When students' learning focuses on memorizing the facts, the learning process becomes rote. Rote learning produces passive students who might not be able to think creatively and hence not be able to apply the knowledge in their daily life. As the key component in the curriculum implementation process and the policy of education in particular, examinations are supposed to reflect the policy aims and objectives. In this regard, all the competences intended to be demonstrated by students should be assessed accordingly. The assessment of students' achievement should encompass a range of knowledge and skills in aspects such as cognitive, mastery of skills, and also the behavior of a student. Given that examinations have a significant impact on teaching effectiveness, changing the examination format would automatically influence the teaching and learning methods. By doing so, the objective of making secondary education as a livelihood competence building could be achieved.

3.3 Assessment tools' contents and livelihood competences' building

Assessment tools (methods/examinations) are the techniques, instruments, and strategies used to collect information to determine the extent to which learners demonstrate the intended learning outcomes. Assessment methods are key drivers to students' learning due to their role in testing expected learning outcomes (O'Donovan, B., Price, M. E., & Rust, C., 2008). They are very critical to students' learning as they significantly impact what and how students learn, how much, and how effectively they study (Jimaa, 2011). The achievement of expected learning outcomes depends on the quality of assessment methods. The quality of assessment entails the contents of the examinations/assessment tool and their power to test the learning outcomes. Inappropriate content testing stresses students to take the wrong approach to learn (Ibid) and thus distort the intentions of learning and the achievement of intended learning outcomes in particular.

Regarding the importance of assessment methods and the quality in particular, the study also assessed the examination contents in order to find out whether the contents reflected the expected learner's competences as the policy stipulates. The findings show that the examination items in selected subjects from 2015 to 2017 did not reflect the livelihood competences as they are hardly being assessed both by mock and National examinations. In this regard, it is very hard for the teachers in the continuous/formative assessments to construct questions that assess the livelihood competences. This is because teachers' job performance and students' achievement is measured through the National examinations. It is therefore very hard for teachers to orient their continuous assessments towards building livelihood competences to students.

The influence of summative assessment on formative assessment was put forward by Ho, (2015) who avowed the summative assessment to influence the format and modality of formative assessment. The study found that the summative assessment changes teachers' orientation from teaching knowledge to teaching how to respond to the examination as the examination has a significant impact on students' future life and teacher's job performance (Ibid). The examination-oriented learning culture (Harman & Nguyen, 2010, Pham, 2010b, Lupeja, 2019) is considered as a hindrance for formative assessment practices which are significant in providing feedback, monitoring learning, and diagnosing misconceptions among students. Since the focus of learning becomes the examination, it would be very hard for students to develop the competences as put forward by the education policy.

3. 4 Building learners' livelihood competences through entrepreneurial assessment methods

Although in the past there were limited studies regarding entrepreneurial assessment and evaluation methods (Draycott, M., Rae, D. Vause, K. 2011, Fayolle, 2008, Fayolle & Gailly, 2008, Pittaway & Edwards, 2012, Fayolle, 2013, Pepin, 2012), currently there is an inclination towards developing entrepreneurial assessment and evaluation methods. Studies (Pittaway & Edwards, 2012, Pittaway et al., 2009, Draycott et al., 2011, Fayolle & Gailly, 2008) acknowledge the entrepreneurial assessment and evaluation methods are criterion oriented because they focus on measuring a specific knowledge or skills or tools, degree of participation or motivation of a learner.

In line with the literature, the study findings affirmed assessment and evaluation in entrepreneurial teaching and learning should not only be specific but also should have a direct connection with learners' life. "Topics that are useful in real-life settings should be insisted by assessing students' competence in specified tasks". Assessing specific tasks have both direct and indirect impact to learners' livelihood competences. The direct impact of entrepreneurial assessment concerns job creation and new ventures while the indirect impact is about the cultivation of entrepreneurial spirit (Fayolle et al, 2006) to learners. Fayolle's observations are significant and useful to Tanzania education and particularly in secondary education at which the majority of students do not get the opportunity to join for further studies and training as study respondents acknowledged; "Entrepreneurial assessment methods should be emphasized so as to build livelihood relevant capability to students as the majority of them do not get the opportunity to join further studies"

Although secondary education does not offer professional skills like as those of vocational training institutions, teaching and learning that would be accompanied by entrepreneurial assessment methods are likely to prepare competent graduates who would be able to address social-economic challenges in their life. Edwards and Muir, (2012) noted entrepreneurial assessment should be developed beyond business establishment to assessing pedagogical objectives and students' entrepreneurial identity. This is because it is easy to assess the impact of the pedagogy on entrepreneurial skills development than assessing the specific course (Bird, 1988; Katz & Gartner, 1988; Krueger, 1993; Krueger et al, 2000; Shepherd, 2004). With this regard, the pedagogical entrepreneurial assessment could be very useful in ordinary level secondary education where the majority of students exit from the formal education system as one of the secondary education graduates noted; "To cultivate creativity and entrepreneurial spirit to secondary education students, let the assessment process insist learning by doing and letting learners participate fully"

Although entrepreneurial assessment is in a position to build livelihood relevant knowledge to learners, it depends on the type of assessment. The findings of the study shows formative entrepreneurial assessment as the one that could build capability to learners as teachers noted; "Entrepreneurial formative assessment should be emphasized to identify students' weaknesses and correct accordingly, this could give the real picture of what students are learning and the way forward" Studies acknowledge the importance of formative assessment as it plays the role of modifying, improving programs/products or activities by giving immediate feedback on the learning process (Bloom et al, 1971). By conducting formative entrepreneurial assessments during the teaching and learning process, students could be in a position to develop livelihood relevant capability that could be applicable in their life once they graduate.

Considering the vital role of secondary education as a capability building agent, the secondary education curriculum is likely to be more relevant to real-life settings if the entrepreneurial assessment methods would be effectively practiced. This could address the current situation of having many secondary education graduates who are jobless and selective in livelihood strategies that are available in their immediate environment. The entrepreneurial instructional methods that would be accompanied with formative entrepreneurial assessments have the potential to prepare creative, innovative, and responsible youths who could participate fully in the process of development and particularly in sustaining their

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livelihood. It is thus advisable for stakeholders to facilitate the necessary resources such as in-service training for teachers and financial resources. Moreover, the school administration should establish some cooperation with companies that could host study tours for students for the sake of making them gain firsthand experience.

Entrepreneurial instructional and assessment approaches bring learners to reality by connecting the school knowledge to real-life settings. This is done when students not only actively participate in the teaching and learning process but also when they can connect the materials with real-life settings. Unlike other methods, entrepreneurial approaches emphasize meaning-making to learners by letting them connect the school knowledge to life. Entrepreneurial instructional approaches focus on personal development such as creativity, dynamism, pro-activity, analytical, and cooperativeness which leads to flexibility in planning, goal-setting, and monitoring of progress. They reinforce the application of the learned knowledge and emphasize its relevance to learners' life and the community at large. The approach prepares learners to be open-minded, innovative, and problem solvers. According to teachers' suggestions, the innovative and open-minded youths are in a good position to overcome the social and economic challenges occurring in their immediate environments.

4. CONCLUSION

Assessment is very important in evaluating students' knowledge competence. The study examined frequency, modality, and contents of assessments carried out in schools. On the aspect of frequency, the study examined how frequently do teachers assess their students for the sake of getting feedback from the learning objectives. It was observed that teachers tend to give tests more frequently to classes that their summative assessment would be national examinations. This means that assessment frequencies are directly linked with the national examinations rather than building livelihood skills. Moreover, the practical examinations are mainly for students to retrieve and reproduce the scientific facts and ideas rather than orienting students towards solving real-life problems. In this sense, passing examinations does not necessarily mean that students are capable of applying the learned knowledge and skills in their life. The study also observed that, the national examination format influences teachers' orientation from teaching knowledge to teaching students on how to respond to the examination. Since the focus of learning becomes the examination, it is very hard for students to develop the competences as put forward by the education policy. It is thus advisable for the concerned stakeholders to redefine the purpose of the examinations in relation to the key objectives of education.

With regard to the findings, there is a disjunction between the knowledge evaluated by classroom assessment approaches and that intended by the curriculum objectives and thus, learners are not being evaluated in relevant competences as expected by the policy. Given that, the study suggests an entrepreneurial approach to assessment in order to bring learners to the reality by connecting the school knowledge to real-life settings. The entrepreneurial assessment approaches reinforce the application of the learned knowledge and emphasize its relevance to learners' life and the community at large. By applying entrepreneurial assessment methods, school education could be relevant and applicable to learners' livelihoods.

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