Background to the Study

The researcher decided to indulge in this research in spite of the myriad of issues that could be researched in education, due to the pertinence of Assessment for Learning (AfL) in improving learning. To find out if students and teachers understand the concept of assessment for learning and seek ways through which it could be improved. Assessment as often understood has often been for classification, promotion, certification and decision making. In this respect, it is called summative assessment, the assessment that occurs at the output of learning process (Barclay & Stoltz, 2016)

On the other hand, formative assessment, occurring at the process stage of learning, has also been basically for decision making on part of teachers and administrators and often than not, accumulates in contributing an index for summative assessment. An example is when teachers use Continuous Assessment (CA) marks (a facet of formative assessment) to obtain an index in end of year exam (a facet of summative assessment). These two types of assessment which contribute to decision making are referred to as Assessment of Learning (AoL) and are performance driven and extrinsic to learning nature.

However AfL is designed to assess the process of learning and what drives learning and is thereby aimed at providing feedback to improve learning. In AoL, a learner has the tendency to ask 'how do I get a maximum score on this assignment'? In AfL the learner is in a position to ask 'how do I improve my understanding of course material through this assignment? Through the understanding of cognitive and affective fibers, AfL is concerned with what makes the learner 'want to learn' or 'not want to learn'. As such, it identifies classroom psychological and physical factors that can be manipulated to provoke and sustain learning (SQA, 2005)

As such, issues that are assessed include; factors that motivate learning, the process of learning in itself, metacognitive skills, obstacles to learning, learning skills and study strategies. These factors are analyzed and results fed back to enhance learning. Therefore, this type of assessment is aimed at ensuring leaning and not just documenting the amount of learning that has taken place (Impara & Plake , 2006)

The ability to deal with information scientifically through the way we perceive the world (cognitive perception) as well as through record keeping are some issues that can improve objectivity and empiricism in assessment. Both concepts are fundamental in guidance of students, where the way the guidance counselor perceives a client affects the decisions that emerge from the teacher –student interactions (Njobo, 2013). This decision making process is inherently assessment and is partly affected by the store of information often contained in records or documentation of events or transactions that have existed before; called transcripts in this work (Lent, 2013; Pophom, 2001)

These concepts (AfL, transcripts and perception about learning) were investigated in some High Schools in Bui Division. There was no readily available literature on research carried out in this area concerning perceptions of leaners and teachers about AfL, learning and transcripts. The issue of guidance counseling as a profession in secondary schools is just gaining grounds, and many schools are still void of a professional guidance counselors (World Bank, 2006). In spite of the availability of professional counselors in some schools, they are insufficient given the multiplicity of problems that arise in schools on daily bases.

However, the professional teacher also performs a counseling role. As such it was necessary to examine the perceptions held by guidance counselors/teachers and students involved in counseling practice in this area about learning, which was a way to understand the nature of practice in the English Educational sub-system in order to understand its strengths and weaknesses and propose solutions.

This study was carried out in Bui Division in the North West Region of Cameroon. This Division possessed denominational, public and lay-private colleges which represented the type of schools in the region and Cameroon at large. It therefore was chosen due to its representative nature.

Statement of the Problem

The level of academic performance in the English educational sub-system of education has largely been unsatisfactory in recent years. This entails in part that learners did not receive the type of scaffolding that could help them learn, achieve and subsequently perform to expectation (Ansu & Tan, 2012). Many factors could be responsible for the underperformance, including the inability of the type of assessment carried out to capture factors that promote learning and manipulate these factors to maximize and improve upon learning (Lo-oh, 2014).

Factors that promote learning such as learning style, importance of learning task, self-assessment skills, peer-assessment, self-confidence, purpose of assessment, level of achievement expected, method of assessment, timely feedback, learner motivation, attention and interest, mode of presentation, task interpretation, teaching method, level of motivation, identification of learners strengths and weaknesses, placement of learners into appropriate remediation, appropriate norm referencing, appropriate use of resources and opportunities can be tactically manipulated to invoke intended learning (Nenty & Lusweti, 2014). These physiological and psychological factors which lie in the learner's classroom or learning environment may not directly be captured

by conventional classroom tests, suggesting a shift from assessment of learning to assessment for learning (Nenty & Lusweti, 2006)

It is possible that the type of assessment carried out in school simply documents learning and provide information for decision making without actually reinvesting this information to help learners to learn better (Nenty & Fotegong, 2015). Should this be the case, then the assessment which is supposed to be a gauge loses its position. In which case, learners fail to understand where they are in their learning, where they need to be and how best to get there. Teachers however can help students if they understand the nature and type of assessment that matters in their classroom: assessment for learning.

This involves a lot of ingenuity on the part of the teacher who should be able to identify factors that underlie learning, gather information from various sources such as transcripts of learners and try to examine their perceptions about learning to see how to help these learners maximize their learning resources. These practices require a constantly alert professional who is persistently motivated to work with diversity of issues that directly or indirectly affect learning. The perceptions of teachers and students with respect to learning, how AfL and transcripts can be used by professionals to help students improve and maximize their learning was the preoccupation of this study.

Cameroon is in the verge of becoming an emergent economy by 2035, entailing an improvement in the efficiency of all systems particularly the educational system through which the required man power machinery will be provided (Nkechi, 2015). However, there is a myriad of issues that must be dealt with, if this dream would materialize. To begin with, there is the need for the right human resources that would put in place the right mechanism to achieve this objective; emerge Cameroon economically. Education is one major tool through which manpower capacity building can be achieved. However, if the school professionals are unable to target issues that affect learning and maneuver them to maximize learning, then wastage of human resources which would have developed the material resources will continue to occur (Giroux, 2005)

Hence, it becomes imperative to closely examine the nature of assessment carried out in our school system and whether transcripts which are developed from assessment practice over time should have an impact on the decisions that emerge about learners. Teachers on their part may need to be re-sensitized on the importance of these issues.

Arguably, the important thing done for students is to assess their work (Assessment of Learning: AoL) and most importantly, to assess the means through which their work can be improved (Assessment for Learning: AfL). This however will depend on the perceptions of the various educational stakeholders as to what the place of assessment practice in learning is. Most importantly, what students and counselors/teachers think about assessment in relation to learning is primordial in that the decisions that emerge from the interaction between the counselor/teacher and students do not rest only on the hands of both parties.

Furthermore, the type of assessment carried out also goes a long way to affect the quality and quantity of learning. Assessment practices employed are also inevitably instrumental. Other stake-holders are involved and their take on what emerges will depend on their perceptions. It is for this reason that the researcher decided to closely examine what teachers and students think about AfL, learning and transcripts in order to suggest ways through which learning could be improved.

Main Objective of the Study

The main objective of this study was to investigate if there was a mean difference between the perceptions of teachers and students about AfL in selected High Schools in Bui division.

Specific Research Objectives

The following three specific research objectives were developed to guide the study:

1. To investigate if there was a mean difference in perception about Determinants of AfL between students and teachers in selected High Schools in Bui Division
2. To investigate if there was a mean difference between the perceptions of students and teachers about competencies AfL in selected High Schools in Bui Division

Main Research Question

Is there a mean difference between the perceptions of teachers and students about AfL in selected High Schools in Bui Division?

Specific Research Questions

The following specific research questions guided the study:

1. Is there a mean difference in perception about Determinants of AfL between students and teachers in selected High Schools in Bui Division?
2. Is there a mean difference between the perceptions of students and teachers about competencies in AfL selected High Schools in Bui Division?

Specific Research Hypotheses

The following statistical hypotheses were formulated to guide the study:

Ho_1:there is no mean difference in perception about determinants in AfL between students and teachers in selected High Schools in Bui Division.

Ho_2: there is no mean difference between the perceptions of students and teachers about competencies in AfL in selected High Schools in Bui Division.

Justification for the Study

The first reason for carrying out this study was to compare the perceptions of teachers and learners about AfL, learning and transcripts. Since both parties' perceptions about these issues affect their behavior, it was important to find out the nature of their opinions about assessment practice related to AfL, learning and transcripts.

Secondly, there was no available literature on research carried out in Bui Division concerning perceptions of learners and teachers about AfL, learning and transcripts and so the researcher deemed it important to carry this study which can be the impetus for further research in this area which could help reveal why performance is not 'satisfactory' in the English education subsystem.

Nenty (2006) carried out similar studies in Botswana. The researcher from reviewing his works became interested in finding out if issues he raised to possibly be the root cause of inability to reconcile level of achievement to the degree of socio-economic insertion into society in the Cameroonian context.

Significance of the Study

To the researcher;

The study was intended to find out if there was a mean difference between the opinions of teachers and students about AfL, Learning and transcripts. It therefore tried to find out what learners and teachers think about basic classroom processes such as questioning, timely feedback, giving directives, mode of presentation and question interpretation in order to reveal any misconceptions or to applaud prevailing practice in this area.

To teachers and educators or other stakeholders

The study revealed the perceptions of teachers and learners concerning determinants of learning and competencies in learning which by reflecting on them can help teachers on how to interact with students more appropriately.

The study highlighted some indicators (including; learning style, task importance, self and peer assessment, method of assessment, timely feedback, interest and motivation, mode of presentation) that can be considered in assessment practice which through deliberation in seminars, secondary school teachers can find ways to improve upon learning by reflecting on what aspects actually help the learners to learn.

Scope and Delimitation ofthe Study

The scope of the study was considered under the following categorizations;

Geographical scope

The study was carried out specifically in Bui division of the North West Region of Cameroon in some selected lay private, confessional and government high schools. This Division is headed by the second biggest town in the region; Kumbo. Bui Division is subdivided into Nkum subdivision, Mbiami subdivision, Oku subdivision, Kumbo central subdivision and Jakiri subdivision. This division has government, lay private and confessional schools running from kindergarten to tertiary level. In addition to representative nature of schools in this locality, this area was selected because the researcher masters the terrain better than any other Division and had participated in other research works in this locality previously. This would reduce logistical issues in trying to contact the population.

Conceptual scope

The study examined if there is a significant difference in perception about learning, AfL between students and teachers in some selected high schools in Bui Division. Academic guidance is the type of guidance aimed at helping students overcome difficulties that hinder learning and which helps them employ skills and strategies that enhance learning. Assessment for learning (AfL) involves assessment whose main prerogative is to improve learning as distinct from Assessment of Learning (AoL) which can be summative or formative and is mainly aimed at decision making.

Theoretical scope

Biggs approaches to learning (1987) and McREL'S dimensions of learning (1997) and Finks's taxonomy of significant learning (2003) are theories whose parts guided the study.

Methodological scope

Questionnaires were developed to explore data which was collected in the study through a survey design and analyzed using descriptive and inferential statistics with the help of SPSS. Specifically, the t-test was used to verify significant difference in mean between teachers and students.

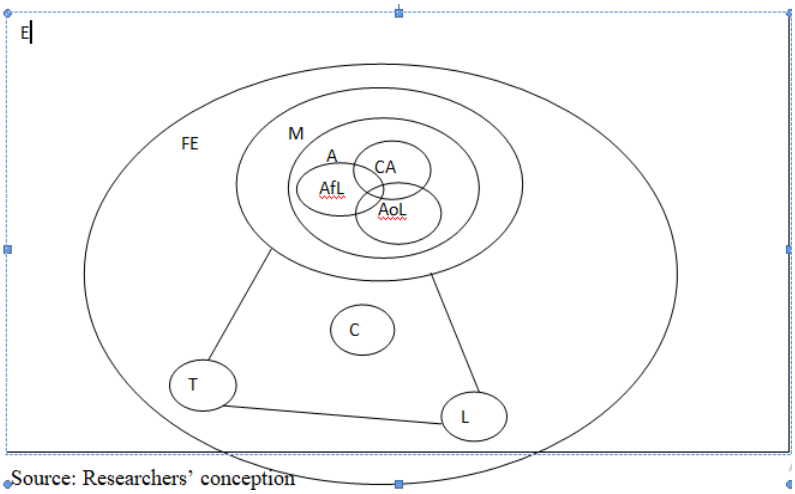
Operational Definition of Terms

The following words mean as follows in this work:

- Assessment: the ongoing process of gathering and analyzing evidence of what student can do.
- Guidance: assistance made available to an individual by personally qualified and adequately trained men/or women to an individual of any age to help him manage his own life, activities, develop his own points of view, make his own decisions and carry his own burdens.
- Assessment of learning (AoL): assessment of learning is used to measure what students have learnt at the end of a unit, to promote students, to ensure they have met required standards on the way to earning certification for school completion or to enter certain occupations, or as a method for selecting students for entry into further education.
- Assessment for learning: assessment which identifies underlying factors in the learning process with the aim to manipulate these factors to improve and maximize learning.
- Perception : attitude, impression based on what is observed or thought

REVIEW OF RELEVANT LITERATURE

Conceptual Background (Conceptual diagram)



Source: Researchers' conception

Key (T=teacher, L=learner, C=Curriculum content, FE=Formal Education, AoL= Assessment of Learning, AfL= Assessment for Learning, CA=Continuous Assessment, M=Methods, A=Assessment, E= Education)

Assessment for learning (AfL)

The most fundamental way through which change occurs in human growth and development is through learning (Nenty & Lusweti, 2006). By gathering information through a variety of methods, analyzing and feeding the results back to learners, parents and administrators for one type of decision making or the other, learning can be assessed. This is referred to as formative and summative assessment when done at the process and output stages of learning respectively. This type of assessment aimed at documenting the amount of learning with variation in degree is referred to as Assessment of Learning (AoL).

AfL is the type of learning aimed at provoking, maximizing and ensuring learning. Formative assessment results are often combined with summative results to make some type of terminal decision about learners. These decisions are never about learning itself. Was it the case, consideration would be made about conditions under which learning took place or the issues which hindered or enhanced learning. No matter if it is summative or formative assessment, if it is high stakes setting, it becomes a great intimidator due to the high anxiety it causes in the learner which hinders learning(Nenty & Lusweti, 2006)

Whereas AoL is concerned with the extrinsic product of learning, AfL is concerned with the factors that underlie the learning process and how this information can be reinvested in the form of feedback to improve learning. Current assessment practice places learners in a position where they tend to find out how they can get maximum scores on an assignment rather than how they can use the assignment to improve an understanding of the course material (ARG, 2002)

Results from assessment are an effective precursor for behavior change within and outside the classroom as they can motivate or demotivate learners. Pessimistic feelings and lack of confidence in oneself can result from consistency in poor performance in a learner. With the feeling that assessment should ensure success at learning, learners tend to withdraw from the learning process.

Learners can fail not because of lack of ability, but because the right ingredients for learning are lacking and because the science of learning and learning techniques have not been assessed and the results used to improve learning. Improvement in the cognitive fibers of learning and what makes a learner want to learn and how such factors can be manipulated in the psychological and physical classroom environment to provoke and enhance learning is the major preoccupation of AfL.

Assessment if meant to help learners must be designed to improve learning and not just to document the amount of learning that has taken place. Assessment designed to document performance and not necessarily if learning has taken place will find a learner failing. Since AfL is aimed at ensuring learning which sustains performance, AoL is of less importance since it simply documents performance.

Without appropriate assessment learners who perform may even underperform as they would have done better if assessment results were fed back into the learning process to maximize learning. The processes of learning itself must be closely examined to understand what motivates or enhances learning and factors which hinder learning isolated and assessed and results used for the purpose of learning.

Continuous Assessment (CA) shares a great deal with AfL but they are different. CA does not involve the conceptual or theoretical aspects of AfL but operationalizes AfL. AfL is research-provoking concept which sustains research by which means learning can be improved. Theories of learning are keys in providing foundation on which the improvement of learning can be designed. AoL targets performance while AfL targets how the process which results in performance can be improved.

AfL 'is the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best they can get there' (ARG, 2002). As such, aspects of the hidden curriculum such as motivation and attitude are also assessed by retrieving information from the learner in a comprehensive manner. It also deals with assessing the non-performance components of learning since not necessarily all learning leads to change in behavior.

AoL is inferior and may lead to teaching for assessment and not teaching for learning thereby limiting its scope without always providing learners with a clear understanding on how to improve in their learning (Birenbauam, 2006). As such, AfL is multidimensional in nature, measuring the learners progression, informing the learner about their progression, areas that need improvement and ways by which to improve. Therefore, there is need for a paradigm shift from AoL to AfL.

Qualitative measures obtained through AfL provide information on issues concerning learning which are not revealed by conventional tests scores (McAlphine, 2015). Learningstyles used by learners, their perception about the importance of the task, the approach taken, learning strategies and study skills are some determinants as to whether the learner is intrinsically motivated to do an in-depth study. In this light, AfL differs from CA.

The concept of CA is narrower in that it entails frequent summative assessments given at regular intervals to find out which students have not yet mastered the criterion (Chappuis, Stiggens , 2006). This therefore is formative assessment which informs teachers about where more work is required. As for the learner, their marks and remarks made by teachers inform them about their performance but do not inform them about how to make progress towards further learning.

> AfL goes deeper than identifying incorrect answers and pointing out to students. It should identify the nature of the concept or rule that the student is employing that governs his or her performance in some systematic way (in most cases, the students behavior is not random or careless, but driven by some underlying misconception or incomplete knowledge)(ARG, 2002)

We can assess many aspects of teaching such as teacher enthusiasm, questioning techniques, demonstration techniques, teaching method, teaching skills and so on in order to improve teaching. Similarly, AfL argues that we can do the same with aspects of learning to improve learning. Teachers are therefore charged with the responsibility to find ways to improve upon these intrinsic learning aspects to build confidence in learners and maximize learning.

Chappuis (2006) adds that national standards should be disintegrated to classroom learning targets which in turn are broken to dependable classroom assessment aspects which are integrated into classroom instruction. With this method students are expected to understand success in a similar way and are able to watch them grow. Success here means students can see where they are now, and understand where they are supposed to be and what do to get there.

According to ARG (2002), AfL recognizes all educational achievements, develops the capacity for self-assessment, helps learners know how to improve, promotes understanding of goals and criteria, fosters motivation and is incentive and constructive. By articulating objectives in a language at the level of the learners, the learners are motivated since they know exactly what is expected of them. Teachers have to pinpoint learners strength's and advise them on how to improve.

By considering learners partners in the assessment process, they are given the chance to assess each other's work and assess themselves. Self-assessment is a cognitive strategy that allows students to be more aware of their thinking and learning process, encouraging deeper approach to learning. Teachers comments should be sensitive to learners confidence, enthusiasm and motivation since learning is pivoted on learners attitude and perception about the content material, the teacher, his/her peers and self (Klenowski, 1996)

Competencies in Assessment for Learning

Chappuis and Stiggins (2006) stipulate that teachers must have a deep knowledge of why they are assessing the students and of what consequences are to emerge from the process, who will be affected and of what information is helpful to the process. As such, the degree of achievement set for the students must be very clear to the learners with a clear algorithm on when and how the learning targets will be assessed.

Secondly, learning targets should be translated into assessment that leads to valid results. Meaning the leaners must be assessment literate, having a clear picture of assessment protocol and practical skills that permit them meet the standards. Thirdly, assessment results should serve as feedback be it at summative or at formative level and should therefore be communicated effectively and on time to the learners by feeding the information into effective communication systems that are familiar to the learners.

Lastly but one, at the time when there is still time to make use of the feedback to improve their leaning, learners should be given descriptive feedback. As such, instructions have to be tailored to align coherently with results from classroom assessment. Furthermore, learners must be taught appropriate learning skills and study strategies that will allow them control their own academic success by setting goals, self-assessment, reflection, keeping track and sharing their learning. As such the learners are inside and not outside the assessment process and watching themselves growing.

Theoretical Background

Biggs Approaches to Learning (1987) and McREL'S Dimensions of Learning (1997) and Finks's Taxonomy of Significant Learning (2003)

Surface approach, deep approach and achieving approach are three approaches to learning originally conceived by Biggs. Two fundamental components comprise each approach, motive (the reason the learner engages in a task) and strategy (the manner in which the task is tackled). When the learner engages in a task that leads to negative or positive consequences, the surface approach is employed and hence the motive is extrinsic. The type of learning here is rote learning with the simple aim to pass without interconnectedness of facts.

When learners try to relate subject matter to meaningful experiences and are highly committed, the deep approach is implored. They have a personal commitment to tasks and have an intrinsic motivation and curiosity. Just like the surface approach, the achieving approach focuses on product. The aim is to produce excellent grades. However the strategy used is that of surface learner. As such, the motive and strategy determine any aspect of learning and approach used.

McREL (1997) defines 'dimensions of learning' as a learner-centered framework that organizes, describes, develops research-based teaching strategies which engage leaners to think in a manner that results in meaningful learning in institutional planning. As an institutional framework, learning incorporates the best aspects of research and theories of learning. According to proponents of this theory, efficient learning is hinged on five dimensions of thinking (McREL, 1997)

Attitudes towards and perceptions about learning is the first dimension which entails creating a conducive classroom climate that incorporates a feeling of acceptance by peers and teacher. In such, there is safety, clear rules and procedure and physical comfort. In such an environment, learners love classroom tasks as they have clear algorithm to match learner's ability and interests.

The second dimension of learning involves the acquisition and integration of knowledge. Two type of knowledge are involved here. Declarative knowledge (which involves the construction, organization and storage of meaning) and procedural knowledge (which involves the construction of models, shaping and the internalization what is constructed).

The extension and refinement of knowledge describes the third dimension. Techniques involve questioning, comparing, classifying, inducing, deducing, analyzing errors, constructing support and the generation and analyzing of perspectives. The next dimension involves meaningful use of knowledge to make decisions, investigating and experimental inquiry, problem solving and intervention. The last dimension of learning involves, producing habits of the mind which inculcate critical thinking, creative thinking and self-regulation and comportment.

In 2003, Fink came up with a taxonomy called 'taxonomy of significant learning' which is a successor of the well-known Blooms Taxonomy of Educational Objectives which Bloom and collaborators constructed in the 1950's. Finks is concerned that institutions and society is concerning important kinds of learning that are not easily emerge from BTEO. Such learning includes metacognitive strategies, tolerance, character and perseverance (Fink, 2003)

As such, Fink postulates six categories of learning which should constitute life-long learning. Six levels of learning emerge, when Finks taxonomy of significant learning is compared with McRELs dimensions of leaning. The first is foundation knowledge basically to understand and remember information and ideas. He defines knowledge here as the ability to understand and remember basic information and ideas which helps in all kinds of learning. McREL classifies this under acquisition and storage of information.

When learners try to engage in a new activity by employing various skills learnt, they are in the next categorization called the application level. This also involves critical, creative and practical thinking and managing of projects. McREL calls this experimental enquiry and problem solving techniques in dimension four of learning.

Integration constitutes Finks third level of learning which involves connecting ideas, people and ability to comprehend relationships between things giving them new intellectual power. This in other words entails meaningful use of knowledge already acquired. To McRELs model, the learner is in a position to question, compare, analyze and construct support for what has been learnt.

Human dimension of learning is the fourth level which involves learning about oneself and others which according to Fink, allows students to function more effectively. The manner in which they learn as well as what they learn allows them to X-ray themselves and have a better understanding of others. In McRELs model, this is classroom climate and constitutes his first step.

Taking a step further, caring involves developing new feelings, interests and values about oneself and others. Degree of care changes with learning degree. This compares to McRELs classroom tasks in dimension one talking about ability, value and clarity. Lastly, learning how to learn, or metacognition involves becoming a better student and being in control of one's own learning. When students learn something about the learning process itself or think about their thinking, they are involved in metacognition. McREL refers to this as productive habits of the mind that lead to critical and creative thinking and self-regulation. By so doing, the

learner can monitor his/her learning and progress to the right direction by identifying where they are, where they need to go and how best to get there.

Evidently, the two models, McRELs Dimensions of Learning and Biggs Approaches to learning when compared to Finks Taxonomy of significant learning reveal that they are quite similar as they touch on similar aspects only with subtle differences. Finks 'caring' and 'human dimension' integrate to fit into dimension on of McREL referred to as attitudes and perception about learning.

It has been important to bring to light some aspects which if not assessed may be detrimental to learning. By showing how interconnections occur, it is a way of integrating instructional models that provide a framework for the organization and development of research based teaching strategies that provoke thinking that leads to meaningful learning. It is important to note that the levels are not hierarchical but rather interactive and relation with the possibility that one type of learning can lead to others. It provides a process for planning and delivering curriculum and instruction that brings together methods of teaching and learning.

Empirical Background

With the intention to identify students who were in a position to fail before they even started learning (at-risk students), Hua analyzed student learning strategies at Ngee Anne Polytechnic. The researchers hypothesized that 'fear of failure' by students caused them to adopt 'fear of failure' avoidance tactics which did not help in quality learning (Hua, 2015).

First year students were placed into two groups of high ability, two groups of average ability and two groups of low ability based on their GCE O/L results. The Bigg's Study Process Questionnaire (SPQ) was then used to identify the learning approaches. Students were given an online report to inform them about their study approach after they had completed the SPQ model with the intension that they could use the approach to improve upon their learning.

Low achievers and surface learners were pointed to teachers who were asked to counsel the 'at-risk' students and monitor their progress. Students overall performance was correlated with SPSS data at the end of the year and researchers conducted focus group interviews with students. According to earlier studies, students who were identified as low achievers and surface learners were weaker in math's class.

The group of students identified as low achievers or surface learners expressed that they had no interest in the course or that they did not like the teachers teaching strategies and that the pace of teaching was fast. A final correlation of student's performance with their approach to learning revealed that surface learners were more likely to be academically weak. Surprisingly, students who had been identified earlier on as high achievers did not do well academically.

Provoked by the observation that surface learners performed better than deep learners, Tim (2002) surveyed learning motives and strategies of students with the intension to find out why in his module students who used surface learning approaches obtained better grades than deep learners. He found out that, modules encourage rote learning, students prior knowledge is not considered when structuring subject matter, students who use surface approach are rewarded by assessment tasks and that students see no intrinsic need to study the subject (Tim, 2002).

Furthermore, He and his team made significant changes in the subject and challenged students to relate what they had learned to what they already know in an attempt to significantly change students learning strategies. Each student was asked to list their learning goals. Experiential learning and debates were encouraged and level of subject matter delivery was matched with student's prior knowledge. Also, to bring out teachers enthusiasm and interest in the subject, teaching was modified.

Assessment was also modified to reward deep learning and exploration. The team was drilled on giving feedback to students frequently. Results from analysis revealed that significantly more proportions of students using deep learning produced better grades than students with surface learning.

Learning in Arts and Design (LAD) (Nenty & Lusweti, 2006)aimed at evaluating the impact of self and peer assessment on students approaches to learning. The objective was to find out whether making students to assess their work and that of their peers would lead to a deep approach to learning. They hypothesized that learners adjust their learning to meet the nature of assessment. 16 out of 20 students responded to a questionnaire given after a self and peer assessment whose intention was to find out if students had understood the purpose of the assessment, if it was clear and explicit and how it helped their learning. However, students expressed worry about assessing their friends. This cautioned that peer and self-assessment needs to be introduced at the beginning of the year before friendship is established. The inference revealed that self/peer evaluation encourages deep learning.

Klenowski (1996) also examined the impact of self-evaluation on learning. By using multiple data sources; interviews, observation, records, documents and physical artifacts, found that self-evaluation backed by portfolio assessment was supportive of student's independence and responsibility for decision making. It was also found that self-evaluation increased student motivation, engagement in learning, critical thinking and quality work(Klenowski, 1996).

Methods

The research design was a descriptive survey, that employed likert scale questionnaires for data collection from the following sample, using the simple stratified sampling technique;

Summary of accessible population

S/N	School	Nature of School	High school students	Teachers
1	School A	confessional	100	40
2	St Pius X College Tatum	Confessional	50	25
3	GBHS Kumbo	Government	300	150
4	GBHS Tatum	Government	50	45
Total			500	260

Source: Divisional Delegation for Secondary Education, Bui, 2017

The Study Sample

Table two represents the population that was actually studied. That is, the population which allowed inferences made on the group that was studied based on the data collected. The sample size selection was guided by the following formula which gives the number of samples that can be selected from a particular population;
$C_n^N = (N!)/n!\ (N-n)!$
Where N was the population size, n the sample size(Amin, 2004)

Sample

S/N	School	Nature of School	Girls	Boys	Teachers
1	St Augustine's college Nso	confessional	20	20	10
2	St Pius X College Tatum	Confessional	10	10	8
3	GBHS Kumbo	Government	80	80	17
4	GBHS Tatum	Government	20	20	12
Total			130	130	47

Source:Researchers survey, 2017

Research instrument

Likert scale questionnaires were employed in the study.

Validation of Research Instrument

In order to ensure that the instrument measured what it said it measured, the instruments reliability was ascertained and later on its use was validated. The first concern of the researcher was to establish construct validity, the ability for the instrument to actually represent the constructs or themes under investigation. This was ensured by covering content (content validity) in the variables in such a way that the questionnaires represented a full coverage of the domains which represented these constructs.
Therefore, a blueprint to represent the content in the variables was developed and the Coefficient of Validity Index (CVI) calculated to ensure that it fell within the acceptable range ($CVI \geq 0.7$). The Guttman's Lamda 2 was employed in calculating this validity index. This test was preferred to commonly used tests like the Cronbach's alpha because it is less rigorous and does not need that all co-variances between the variables are equal(Callender & Osburn, 2018). Following recommendations from the supervisor, the researcher ensured that the face of the instrument reflected what it was (face validity) by consulting an expert at the Telford Institute of Research who made acknowledgeable adjustments on the instrument.(The manual version of CVI= Number of judges who declared item valid/total number of judges)

Testing Reliability

The Guttman's alpha 2 was used to obtain a reliability index for the questionnaire. This index evaluated the questionnaires internal consistency. Its calculation was based on the ratio between number of items on the questionnaire and the correlation between those items. It therefore obtained a mean for the correlations of all the variables irrespective of their arrangements (Anostasiadou, 2006). The acceptable standard for questionnaire is

an alpha coefficient of 0.8. Therefore in order to improve on the reliability of the questionnaires, some items were deleted and others were rephrased in order that acceptable reliability indices were obtained as displayed on the table below. (The manual version of the Spearman Brown prophesy formula which is an equivalent is; $r_{xx} = 2r'_{xx}/1+r'_{xx}$, r'_{xx} = the correlation between the two halves, r_{xx} = split half reliability coefficient)

Ethical Considerations

According to the Kantian ethical principle, research participants should be treated as ends in themselves and not as a means. As such, the researcher dealt with participants with the mind-set that they are autonomous(Fischer, 2006)As such, any participant in the research did so out of freewill. Participants were given an informed consent. This means the participants were clearly told what their participation in the research entails and made to understand that they had the right to refusal. In spite of the hindrance it could bring to the research, the participant's refusal was to be binding even if it minimized the presumed benefits.

In order to ensure confidentiality in the ethical treatment of research participants, no identity-specific data (anonymity) was to be gathered and no identity-specific (confidentiality) data was to be revealed. In spite of all pressure facing the researcher, the researcher prevented research misconduct and hurting the research community by preventing any fraudulent data, data misrepresentation and plagiarism. This means data was not given a connotation it did not deserve and that the researcher acknowledged all sources of information without claiming to be the author of such knowledge. One way to deal with this was through in-text citation and formation of a reference list. The researcher agreed the possibility for honest mistakes and real disagreements about results and interpretation.

The researcher respected all norms of research. Permission was obtained from all school authorities and time provided respected. Force or deception was not used in any form to collect data. None of the respondents were silently intimidated or promised a false reward. The researcher did not hide any valuable information from the school administration and authorities. All respondents were thanked, including participants who helped in one way or the other (Fischer, Methodological and ethical issues, 2013)

PRESENTATION OF FINDINGS

Demographic characteristics of the sample

S/N	School	Nature of School	Students Male	Students Female	Teachers Male	Teachers Female
1	St Augustine's college Nso	confessional	20	20	5	5
2	St Pius X College Tatum	Confessional	10	10	4	4
3	GBHS Kumbo	Government	80	80	7	10
4	GBHS Tatum	Government	20	20	6	6
Total			130	130	22	25

Researcher's survey, 2017

Perception between teachers and students about assessment for learning

Descriptive statistics

Question		Strongly Disagreed		Disagreed		Neutral		Agreed		Strongly Agreed	
Determinants of AfL	Respondent	freq	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1s My teachers often help me determine my learning style	student	16	6.2	22	8.5	48	18.5	107	41.2	62	23.8
1t I often help students determine their learning styles	teacher	1	2.1	2	4.3	6	12.8	23	48.9	13	27.7
2s My teachers often help me know the importance of each task I am given	Student	13	5	15	5.8	40	15.4	118	45.4	73	28.1
2t I often let students know the importance of each task they are given	Teacher	2	4.3	0	0	5	10.6	26	55.3	14	29.8

3s My teachers often help me assess myself	Student	24	9.2	32	12.3	44	16.9	115	44.2	42	16.2
3t I often do not let students assess themselves	Teacher	14	29.8	17	36.2	8	17	4	8.5	4	8.5
4s My teachers often ask me to assess other classmates	Student	46	17.7	63	24.2	48	18.5	69	26.5	28	10.8
4t I often allow students to assess their classmates	Teacher	14	29.8	14	29.8	7	14.9	6	0	0	12.8
5s My teachers often helps me to be confident about myself	Student	19	7.3	16	6.2	34	13.1	83	31.9	104	40
5t I do not often help students to be confident about themselves	Teacher	27	57.4	15	31.9	0	0	3	6.4	2	4.3
Student total determinants		**118**	**9%**	**148**	**11.4 %**	**214**	**16.5 %**	**492**	**38%**	**309**	**24%**
Teacher total determinants		**58**	**24.7 %**	**51**	**20.4 %**	**26**	**11%**	**62**	**26.4 %**	**36**	**15.3 %**
6s Teachers often let students know why they are being assessed	Student	29	11.2	26	10	6.1	23.5	96	36.9	48	18.5
6t I often let students know why they are being assessed	Teacher	3	6.4	2	4.3	3	6.4	20	42.6	19	40.4
7s Teachers do not often make level of achievement clear to learners	Student	21	8.1	33	12.7	40	15.4	80	30.6	80	30.8
7t I do not often make level of achievement clear to learners	Teacher	21	44.7	18	38.3	3	6.4	2	4.3	3	6.4
8s LEARNERS do not need to know how THEY will be assessed (judged)	Student	49	18.8	37	14.2	28	10.8	45	17.3	99	38.1
8t LEARNERS do not need to know how THEY will be assessed (judged)	Teacher	21	44.7	19	40.9	0	0	5	10.6	2	4.3
9s Teachers often inform learners in time about the result of their assessment	Student	28	10.8	45	17.3	49	18.8	103	39.6	33	17.7
9t I often inform learners in time about the result of their assessment	Teacher	1	2.1	2	4.3	4	8.5	27	57.4	12	25.5
10s Teachers often encourage or motivate learners	student	12	4.6	17	6.5	35	13.5	84	32.3	105	40.4
10t I often encourage or motivate learners		1	2.1	1	2.1	2	4.3	15	31.9	28	59.6
Student total competence		**139**	**10.7 %**	**158**	**12.1 %**	**213**	**16.3 %**	**408**	**31.4 %**	**365**	**29.1 %**
Teacher total competence		**47**	**20%**	**42**	**18%**	**12**	**5.1%**	**69**	**29.4 %**	**64**	**27.2 %**
Overall student total AfL		**295**	**9.9%**	**306**	**14.2 %**	**427**	**16.4 %**	**897**	**31%**	**674**	**26.4 %**
Overall teacher total AfL		**119**	**22.3 %**	**90**	**19.2 %**	**46**	**9.1%**	**131**	**25.9 %**	**100**	**21.3 %**
Overall total AfL		**414**	**16.1 %**	**396**	**16.7 %**	**473**	**12.8 %**	**1028**	**28.5 %**	**774**	**23.9 %**

The most important finding that emerges from table 7 is the fact that the practice of AfL is average (52.9%). Results revealed that students understood determinants of AfL (M=16.5, SD=5.7) but that they were unaware of the competencies required in AfL (M= 5.3, SD=3.4). On the other hand, teachers were very much abreast with both determinants of AfL (M=14.0, SD=3.0) and competencies required in AfL (M=16.0, SD=2.2).

Lesson drawn from response to question is that students and teachers understand determinants of AfL but that teachers have an understanding of competencies required in AfL of which students do not. Most importantly, the state of implementation of assessesment for learning is largely unsatisfactory (52.4%). Therefore there is need for teachers to find more appropriate ways to transmit these competencies to the learners as these will imbue in them the skills required for them maximize their learning potentials. Therefore there is a mean difference between the perception of students and teachers about AfL.

Test of hypotheses

Verification of hypotheses one: Ho_1: there is no mean difference in perception about determinants of AfL between students and teachers in selected High Schools in Bui Division.

One-sample statistics for students

	N	M	SD	SEM
Determinants of AfL	260	16.5	5.7	.36
Competencies in AfL	260	5.4	3.4	.21

Source: IBM SPSS21.0

t-table

	Test value = 3					
	.t	df	sig	Mean Difference	95% confidence Interval difference	
					Lower	upper
Determinants of AfL	38.0	259	.000	13.5	12.8	14.2
Competencies in AfL	11.2	259	.000	2.4	1.9	2.8

Source: IBM SPSS21.0

One-sample statistics for teachers

Source: IBM SPSS21.0

.t-table

	Test value = 3					
	.t	df	sig	Mean Difference	95% confidence Interval difference	
					Lower	upper
Determinants of AfL	32.2	46	.000	14.0	13.2	15.0
Competencies in AfL	50.6	46	.000	16.2	15.6	19.2

Source: IBM SPSS21.0

It was hypothesized that there is a significant difference in perception between students and teachers about assessment for learning. Analysis of results on determinants of AfL reveal a mean (M) of 16.5 with a standard deviation (SD) of 5.7 from students and 14.0 and 3.0 for teachers respectively. On the other hand, analysis of results on competencies in AfL give an M of 5.4 with an SD of 3.4 for students and 16.2 (M) and 2.1 (SD) from teachers.

Furthermore, $t(258) = 38.0$, $p<0.05$ for students implies that students are aware of the determinants or factors that affect learning while $t(45) = 32.1$, $p<0.05$ gives the same opinion from teachers. With respect to competencies in AfL, $t(258) = 11.1$, $p<0.05$ reveals that students are much less aware of the competencies required in AfL while $t(45) = 50.6$, $p<0.05$ implies that teachers are very much aware of the competencies required in AfL. However, overall, there is a significant difference in perception about AfL between both groups. Therefore, this analysis rejects the null hypothesis and retains the alternate hypothesis that there is a mean difference in perception about assessment for learning between students and teachers in selected schools in Bui Division.

Summary of findings

Research question	M student	M teacher	SD student	SD teacher	Answer
Is there a mean difference between the perception of students and teachers about assessment for learning?	**16.5&5.3**	**14.0&16.2**	**5.7&3.4**	**3.0&2.2**	There is a mean difference in perception About AfL Both students (M=16.5) and Teachers (M=14.0) However, Students (M=5.3) are unaware of The (16.2) are aware of. Overall,The extent of implemen In Bui is unsatisfactory (M=12.6, SD=2.7

HYPOTHESES	p	t	Alpha level of significance	Combined Degree of freedom	Decision
Ho1: there is no significant mean difference in perception about AfL between students and teachers in selected High Schools in Bui Division.	0.000	70	0.05	306	Reject null hypothesis Ha1: there is a significant mean difference in perception about AfL between students and teachers in selected High Schools in Bui Division.

Discussion of findings and recommendations

Results on determinants of assessment for learning and competencies on assessment for learning show that both teachers and students know what factors affect learning but students do not have the competencies which are required in assessment for learning. Literature on AfL suggests that AfL is quite new. However, the results show that the concept of AfL may be articulated in a new way, but that students and teachers are aware of the concepts operationalization.

A good number of the students (65%) and teachers (76.6%) agreed or strongly agreed that teachers help students in determining their learning styles. Students also agreed or strongly agreed (73.3%) that teachers usually helped them in determining the importance of learning tasks, corresponding the response from teachers that they usually help their students to determine the importance of learning task (85.1%). Students also strongly agreed or agreed (60.4%) that teachers helped them in assessing themselves, with similar results from teachers (66%).

Learning style, importance of learning task and self-assessment are some factors which research in AfL has identified to have an important bearing in improving learning (Nenty et al, 2006). When students are ignorant of their learning style, there is inefficiency in that they spend more time to assimilate material that they would have assimilated within a shorter time and moved on with their learning. Learning styles are dynamic in that various contents entail different learning styles. It is important therefore for learners to understand their learning styles. Furthermore, when learners understand the importance of the learning task, it motivates them to study. Generally, there would be a positive correlation between the importance of learning task and learner motivation.

Peer assessment, just like self-assessment, helps learners to be more conscious of the learning environment. Learners spend much time with their peers and even understand themselves better than do their teachers. If they are conscious of the fact that the assessments of their peers count, then they have a higher probability to tailor their behavior to be consonant with norms, standards and expectations. The argument is that peers have a good

knowledge of the strengths and weaknesses of their classmates because they discuss various contents together, than an individual teacher who is in a position to discuss the same or limited content with the students.

Self-assessment is a metacognitive strategy which also goes a long way to improve students' learning (ARG, 2002). When students are encouraged to assess themselves, they become more conscious of their learning to learn. Results from the study posit that students are encouraged to do self-assessment (60%). Although the study does not go into how the self-assessment is done, 40% of the students differ from this opinion, which is a significant number to deal with. Interesting enough though, a good portion of the sample agreed that teachers help in building their self-confidence (70%). These findings support the fact that students in the selected high schools in Bui Division are aware of the determinants of AfL.

The second issue the researcher sort to verify in order to justify if AfL was practiced and to what extent, was competencies in AfL. Purpose of assessment, level of achievement, method of assessment, timely feed-back and learner motivation were some competencies that were investigated. As to whether teachers help students to understand the purpose of assessment, majority of the students (55%) either agreed or strongly agreed that teachers help them understand the purpose of their assessments. 23% of the other students were indifferent, will the rest disagreed. Clearly, this is one area in competence that needs to be closely examined, given that a good number of students (45%) are still unaware of the purposes of assessment. When students are not aware of the purpose of assessment, this dampens the reliability indices of such assessment. Comparing this finding to that from teachers creates the impression that there is a communication gap between learners and teachers, given that 83% of the teachers said they often make the purpose of assessment clear to their learners.

The issue on whether teachers make level of achievement clear to learners yielded to unsatisfactory results in that 83% of the teachers were of the fact that they do not often help their student to determine the level of achievement expected of them. Only 20% of the students agreed or strongly agreed that their teachers make level of achievement clear to them. These results are disturbing in that teachers are unsatisfied with level achievement of their students (ARG, 2002) but are unable to communicate the level of achievement expected of them to the students in question.

As to whether teachers usually inform them about the method or how they would be assessed, 55% of students either agreed or strongly agreed that they were usually informed while 85% of the teachers either agreed or strongly agreed that they usually informed their students on how they would be assessed. It would appear however that more teachers think that they inform learners about the method of assessment than the number of students that think they are usually clarified on how they would be assessed. This is another issue that has to do with reliability of results. When learners understand the method of assessment, they are better prepared for the task and tend to produce results that are a true representation of them.

As to whether students were usually informed in time about the results of their assessment, 52% of the students either strongly agreed or agreed while 83% of teachers either strongly agreed or agreed. Just like disparity in method of assessment, the percentage of teachers who think that timely feedback is given to students is far more than that of students who hold the same opinion. These results indicate that there is a missing link in communication between students and their teachers. Teachers may not be communicating adequately in manner that students understand or not enough emphasis is laid on these salient issues.

The last competence investigated was on teacher's ability to motivate learners. Interestingly enough, 72% of the learners either agreed or strongly agreed that their teachers often motivate them. When teachers were asked if they often motivated their learners, 91.5% of them accepted that they did. There is a high correlation between the response of teachers and that of students on this competence of motivation. This implies that both teachers and students are very much aware of the importance and use of motivation in the teaching and learning process. According to research on assessment, when learners are not motivated, they tend to produce inconsistent results that do not actually represent them, thereby reducing the reliability of such results (Haladyna, 1997).

Examination of the sample in question reveals that both teachers and students are very much aware of the determinants of assessment for learning. Both populations however, do not display sufficient understanding of the competencies required in assessment for learning given that students lagged behind. Learning style, importance of learning task, self-assessment, peer-assessment and self-confidence are some intrinsic factors that can be maneuvered to maximize learning. In order that the assessment of students is reliable, they need to know why they are being assessed, the level of achievement expected of them has to be made clear, the method by which they will be assessed has to be clear, and they should be informed in time about the results of their assessment. They also have to be motivated such that it provokes learning and subsequent performance in the

learners. After closely examining the determinants and competencies in assessment for learning, it is evidenced that a great deal of assessment for learning takes place in selected high schools in Bui Division.

Implications of the study

The first and most important implication of the study is the fact that the implementation of assessment for learning is still mediocre (52.4% or M=12.6, SD=2.7). With this in mind, there is ample evidence that teachers' application of Finks taxonomy of significant learning is still daunting. The Blooms taxonomy which teachers may have a mastery of, is still inadequate in that it does not include the human dimension, the caring dimension which are important dimensions in learning goals. Most importantly, students need to learn how to learn which is referred to as metacognition. These important characteristics such as; feelings, interests and values; learning about oneself and others; becoming a better student, inquiry about subject and self-directed learning are some important attributes that affect learning. Through assessment for learning, these constructs can be maneuvered to improve students' learning (Fink, 2003).

Furthermore, students need to understand assessment procedure. It would be important to note that teachers' perception and that of students about learning does not differ. This implies among others that teachers don't seem to have any special training about learning. Was it the case, there should be a difference which will signify additional constructs in teachers which will be reflected in the expected difference. The reasoning process, which includes comparing; classifying, abstracting, inductive reasoning, deductive reasoning, constructing support, analyzing errors and analyzing perspective are fundamental to the extent that they cannot be over emphasized. Just like students are taught how to read and write, they must be taught how to reason. As such, these facets of the reasoning process have to be integrated into classroom instruction protocol such as Gagnes Nine Events of Instruction (McREL, 1997)

Again, the ordering of content syllabus and subject matter must allow students to integrate knowledge in a way that they will be forced to use the deep approach to learning. If students accept like they did, that they can do without teachers, it is because teachers have not demonstrated that they are inevitable. It is the teachers' job to sequence exams in a way that students who use surface approaches to learning will be singled out. As such, the ultimate purpose of learning will be to understand and not to pass exam. In order words, exams will be a means to and end and not an end in itself. The end will be the acquisition of knowledge, attitudes and skills that will allow them to be socioeconomically insert into society as useful citizens (Biggs, 2003)

It will be recalled that students attribute their success in exams to effort (internal and unstable factor), ability (internal and stable factor), level of task difficult (external and unstable factor beyond the students control) and to luck (external unstable factor beyond the students control). Therefore it is for the teacher to reduce the extent to which students employ external attribution, by making them in control of their learning. They will in this circumstance begin to take responsibility for their learning, and subsequently improve upon their learning (Heidler, 1958)

Secondly, there is great disparity in agreement between students (55%) and teachers (83%) as to whether students are made to understand the purpose of assessment. This means among other things that teachers do not lay enough emphasis on making sure that students understand the importance of assessment and that the communication strategy is not explicit to the students. Therefore teachers have to be more explicit about making students know the purpose of any assessment because failure to do so reduces the reliability of the assessment.

Thirdly, a good number of teachers (83%) do not help their students to know the level of achievement expected of them. This would affect the level of performance of learners in that they would not perform to expectation. If students do not know the level of achievement expected of them, they will not be able to match their effort to the level of proficiency that is expected of them. It is therefore important that in any assessment such as a class test where students are expected to sort specimens in a biology class for exam, the teacher should tell the students how many he expects them to get right. This will reduce mediocre results.

Fourthly, only an average number of students (55%) said that teachers usually make the method of assessment understood to them, contrary to majority (85%) of the teachers who said they usually made the method of assessment clear to the students. Method of assessment is important in that if the student possesses the knowledge, skills and attitudes expected of them, without mastering the method of assessment, then the student will perform below expectation. With many teachers acknowledging that they make their method of assessment clear to learners, it implies that they see the need for this activity. However, if far less number of students are of the opinion that the method of assessment is usually made clear to them, then teachers have to put in more effort

and time to making student understand the method by which they will be assessed in order that they match their learning accordingly.

Fifthly, only an average number (52%) of students were of the opinion that teachers give them timely feedback. This is unfortunate in that it belittles the essence of assessment in the first place. Assessment ultimately should be geared to improve learning. However, if the results from such assessment are untimely to the students, then the required changes and consequences of such assessment which should go back into the learning process cannot be made. In such circumstances, the assessment results can only go to help in decision making process and not in improving students learning. Furthermore, a good number (83%) of the teachers were of the opinion that they give their students timely feedback. This further suggests that teachers have to put in more efforts to give their students timely feedback, such that these students can maximize the benefits of such feedback to improve upon their learning.

A good number (51%) of the students were of the fact that it is not just importance and interest that makes them pay attention to content. This suggests that many more factors compete for students' attention. If teachers are aware of this, then they need to sort out these other competing factors and control them accordingly since they affect the quality of learning. The most surprising issue is that only 35% of the teachers hold this opinion. Therefore teachers are even less alert than students on factors that capture students' attention. Therefore, teachers need to be aware of competitors to students' attention so as to be in a position to control them.

Recommendations

To school professionals

Teachers are called upon to integrate content that allows students to be motivated to learn. By this it means selecting challenges in their tests such that they have moderate difficulty, allow students to approach rather than avoid tasks, persist in their learning with energy. They must by so doing not underestimate the power of likes, rewards and punishment which are powerful reinforcers that can sustain life long learning.

During pedagogic seminars, the concept of assessment for learning should be discussed wherein; teachers and other school professionals should seek and improve on ways through which students learning can be improved upon considering factors such as learning style, task importance, self-assessment, peer-assessment, level of achievement required, method of assessment, timely feedback, student motivation, attention to content, mode of presentation and teaching methods.

Teachers have to tell their students to make them understand the level of achievement or performance expected of them during assessment but most importantly too, during the teaching learning process such that the students can match their learning efforts to the required level of achievement.

Each school should have a transcript office, which should serve as a store house where all issues concerning a students' social and academic life can be stored. When students become aware that they are being tracked, they will be more likely to display appropriate behavior than when the consequences of their behavior last only in the moment.

Teachers should help to scaffold learners to make use of physiological and psychological factors that lie in the learning environment to maximize their learning.

Suggestion for Further Study

A follow up study could investigate those factors that catch students' attention apart of interest and importance such that teachers and students will be in a better position to control them.

Some tests could be developed to categorize learners such as visual learners, help them know their learning styles and preferences such that teachers would know the makeup of their class rooms and such that this will also help learners.

Further studies should find out the purposes of teachers assessment so as to determine to what extent the purpose is usually to improve learning.

Lastly, a study should find out why students do not want their transcripts to be used in making decisions about them.

In conclusion, this study intended to conceptualize assessment with the mind frame that it is most important purpose should be to improve upon learning, and not just to document the amount of learning that has occurred in learners. As such, the study set up questions, explored literature from which more light informed the methods through which the findings in the study were obtained and analyzed. The study successfully captured the perceptions of students and teachers about assessment for learning, learning and the use of transcripts in high schools in Bui Division of the North West Region of Cameroon. This was a successful venture in that the work provokes and incites research provoking concepts, mainly assessment for learning, and the use of transcripts which can be explored to improve upon students learning.

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