

# School-Based Assessment as a Driver of Self-Regulated Learning: Experiences of Tourism Learners

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## Reference Formats (APA 7<sup>th</sup> Edition)

Dube-Xaba, Z. (2024). School-based assessment as a driver of self-regulated learning: Experiences of tourism learners. In M. L. Mokhele-Makgalwa, M. A. Mohale & T. L. Madise (Eds.), *Proceedings of the 40th AEEA Annual Conference on Reimagining Educational Assessment in the Age of Multiple Dimensions of Learning in a Global Society* (pp. 46–60). ERRCD Forum. <https://doi.org/10.38140/obp2-2024-04>

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**Abstract:** School-based assessment (SBA) is an approach to continuous assessment at the school level that aims to drive teaching and learning. It supports teaching and learning processes and assists in tracking learner progress on a continuous basis. Given the importance of SBA, the value of learners' voices in contributing to its practices is crucial if the education system is committed to its efforts to improve accountability and quality education. This paper focuses on the role of SBA in driving self-regulated learning as perceived by learners who take Tourism as an elective. This interpretive case study examined Tourism learners' experiences of SBA's role in enhancing self-regulated learning in this subject. The researcher recruited Tourism learners from two secondary schools in the KwaZulu-Natal Province, resulting in a sample of a total of 40 Grade 11 learners who participated in four focus group sessions. The findings suggest that SBA is a driver of self-regulated learning (SRL) as the learners affirmed that this continuous assessment approach in Tourism improved their autonomy and helped them take ownership of their learning, while

also enabling them to access knowledge and insight individually and in collaboration with others. The findings suggest that SBA allows learners to take control of their own learning and thus become self-regulated learners. The findings have profound implications for the role of assessment in the schooling context as it improves learners' accountability and sense of ownership of their own learning. Moreover, the variety of SBA assessment practices facilitates knowledge construction and thus improves the quality of education provision.

**Keywords:** School-based assessment, self-regulated learning, Tourism, learners' experiences.

## 1. Introduction

Assessment is an integral component of teaching and learning in all educational environments. More particularly, it plays a pivotal role in supporting learners' ability to learn in the secondary school context. In Tourism, school-based assessment (SBA) has become essential in all teaching and learning strategies as it is continuous and exposes learners to various learning activities. According to Brandmo (2020, p. 320), assessment should be "a continuously planned process where various forms of assessment are used in order to gather and interpret information about the performance of learners." This implies that assessment is a means of collecting and interpreting ongoing evidence to establish learners' progress and to make judgments about their performance (Department of Basic Education, 2011; Van Staden & Motsamai, 2017). Assessment tasks are therefore set according to a continuous, planned process to identify, gather, and interpret information about learners' performance while exposing them to various forms of assessment tasks (Brandmo, 2020). Given the functionality and effectiveness of continuous

assessment, it is commendable that assessment practices in South African secondary schools have shifted significantly towards this approach.

Assessment is an integral component of teaching and learning in all educational environments. More particularly, it plays a pivotal role in supporting learners' ability to learn in the secondary school context. Curriculum transformation in South Africa resulted in the introduction of SBA in assessment requirements in all public schools across the country. The fact that assessment is an integral part of teaching and learning emphasises the need for continuous formative and summative assessment tasks (Department of Basic Education, 2011). Therefore, the role of assessment has shifted from tests and one-off final examinations at the end of school terms to continuous SBA (Dube-Xaba & Xulu, 2020; Van Staden & Motsamai, 2017). This means that assessment in all public schools is ongoing and developmental, particularly as formative assessment tasks are included for regular and timely feedback to enhance learning, while summative assessment tasks are used to determine the progression and promotion levels of learners. Consequently, learners are assessed in each subject by their teachers, who provide feedback about their strengths and weaknesses in that particular subject. SBA thus addresses the application of both summative and formative assessments to enhance teaching and learning (Black & Wiliam, 2018). It was introduced in the South African schooling system to ensure diversified assessment practices that address the outcome requirements of each subject while accommodating individual learners' needs (Van Staden & Motsamai, 2017).

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### **1.1 SBA in tourism subject**

SBA in South African secondary schools is administered as scheduled classroom-based assessment tasks that assist in the collection of information on learners' learning and the manner in which teachers are teaching. As noted by Maphosa and Chipfiko (2020), SBA tasks include aspects of the curriculum that cannot easily be assessed in public examination settings but are highly valued in the modern world. In the case of Tourism, communication strategies in

authentic settings, the development of problem-solving skills, and creativity and insight are all embedded in Tourism SBA tasks, particularly in the PAT.

Given that SBA includes informal, formative, and formal (summative) assessment tasks set and assessed by teachers, except at the end of the Grade 12 year, various methods are used to assess learning outcomes (Dube-Xaba and Qwabe, 2023). For instance, the Tourism policy states that the SBA framework for Grade 11 consists of five tasks: a Tourism skills assessment task, a March test, a mid-year examination, a data handling task, and a September test. All marks attained through continuous assessment tasks are weighted at 25% of the final promotion mark, while the final summative November (end-of-year) examination is weighted at 75%. The practical assessment task (PAT) is weighted at 25% of the end-of-year examination mark, although it is conducted as an SBA task in Grades 10 to 12 (Department of Basic Education, 2020; 2021). For the purposes of this study, the PAT was regarded as a formative assessment task and was thus included as part of the SBA component in the investigation.

## **1.2 SBA and self-regulated learning**

SBA provides learners with opportunities to learn from valuable feedback, fosters student autonomy, improves their capability to direct their own learning, enhances communication and collaborative learning, and facilitates improvements in pedagogy (Black & Wiliam, 2018; Kanjee et al., 2022; Shih et al., 2016). However, despite the benefits of SBA, various challenges arise in administering these tasks, such as inadequate training for teachers, overcrowded classrooms, time constraints, poor feedback from teachers, a lack of resources, and high levels of absenteeism among both learners and teachers (Maile & Olowoyo, 2017). Another challenge is that some learners do not fully take advantage of the impact of SBA tasks on their year mark for this subject, as they are uninformed about how these marks contribute to the final promotion mark (Dube-Xaba & Xulu, 2020; Kanjee & Bhana, 2020). Moreover, assessment policies and practices are continuously subject to change as policymakers endeavour to ensure the relevance of assessment in the current educational landscape; hence, various curriculum reforms have occurred since 1997 to meet the needs of South African democratic society and to address employment realities (Kanjee et al., 2022).

As previously stated, SBA entails both formative and summative assessment tasks. One of the key purposes of formative assessment is to regulate learning (Wiliam, 2014). Therefore, SBA is contingent upon the extent to which teachers and learners seek “to create and exploit ‘moments of contingency’ by adapting instructional plans, resources, and methodologies in real time in response to learners’ emerging needs” (Black & Wiliam, 2009, p. 9). Research has shown that, when suitably planned and administered, SBA can significantly enhance learning and academic achievement (Dube-Xaba & Qwabe, 2023; Yates & Johnston, 2018). For example, it has been argued that Tourism is a unique subject that requires distinct learning styles, as the subject matter is more vocationally oriented than that of most other subjects (Biyiri & Dissanayake, 2021).

Therefore, when shifting from one-off examinations to continuous assessment in Tourism, it was necessary to consider how learners acquire information and knowledge both individually and by interacting with their peers to construct new knowledge. In this regard, the SBA tasks that teachers set should trigger self-regulatory processes of learning and knowledge acquisition by learners. Engagement with these tasks should encourage learners to draw on prior knowledge and self-motivation to achieve the desired outcomes of each task.

According to previous studies, there is alignment between assessment and self-regulated learning (Christian et al., 2020; Inan et al., 2017; Zimmerman, 2015) because self-regulated learning endows learners with the ability to devise explicit plans for improvement and achievement. Kanjee and Bhana (2020) believe that the formative functions of SBA are determined by the degree of self-regulated learning a learner is able to achieve. However, the evidence in the literature regarding this notion is not conclusive, as there is a paucity of studies on the role of SBA in self-regulated learning in Tourism. Moreover, studies on self-regulated learning in other subjects have been conducted quantitatively rather than qualitatively (Biyiri & Dissanayake, 2021; Inan et al., 2017), making it vital to conduct a qualitative study to elicit evidence on the impact of SBA on self-regulated learning in Tourism, which is a relatively new subject in the South African secondary school curriculum.

### **1.3 Social cognitive theory of self-regulated learning**

To explore the experiences and views of Tourism learners, the study utilised Bandura's (1986) social cognitive theory, which has been widely used to frame self-regulated learning studies. From the interactionist perspective of social cognitive theory, social factors influence the operation of the self-regulative system (Schunk and Green, 2018). This theory posits that human functioning results from reciprocal interactions among personal, behavioural, and environmental factors that either propel or stagnate learning. Self-regulated learning, therefore, involves multiple sources while the learner engages in an activity. Drawing on this theory, Zimmerman (2002) proposes a conceptual framework of self-regulated learning strategies within the educational sphere. His model highlights that the factors driving self-regulated learning are personal (such as cognitive beliefs and emotional states), environmental (including the structuring of physical or social settings), and behavioural (encompassing self-regulated overt motor activities).

According to Schunk and Green (2018), self-regulation entails monitoring and managing one's cognitive processes while controlling emotions, motivations, behaviours, and environmental factors related to learning. These processes include concentration, self-discipline, and the acceptance of personal responsibility for one's own learning (Schunk & Green, 2018; Zimmerman, 2015; Shanker, 2017). Most scholars agree that self-regulated learning is an active, constructive process that learners employ to monitor and control their learning, guided by metacognition, strategic action, and motivation (Biyiri & Dissanayake, 2021; Schunk & Green,

2018). In essence, self-regulated learning occurs when a learner approaches learning or assessment tasks in a planned manner, with the purpose of progressing towards a learning goal.

Most researchers advocating various models of self-regulated learning concur that it includes self-motivation (intrinsic interest in the task), self-control (focusing attention and applying task strategies), self-observation (experimenting with alternatives to determine what works best), self-reflection (evaluating one's performance against a standard), and self-reaction (achieving a degree of self-satisfaction) (Zimmerman, 2015; Shanker, 2017). This suggests that self-regulated learning relates to how individuals manage their personal learning processes, particularly in how they monitor, regulate, and evaluate their own learning, as well as plan learning actions and behavioural processes that increase the likelihood of goal attainment (Zimmerman, 2015). It is a process wherein learners choose goals for their learning while also attempting to control and regulate their cognition, motivation, and behaviour. Studies related to self-regulation and student satisfaction have shown a positive correlation between these constructs (Inan et al., 2017; Shanker, 2017). Specifically, Shanker (2017) argues that self-regulated learning enhances learners' learning, increases the extent and depth of their thinking, assists them in directing their conscious focus on learning, and is instrumental in developing reflective and responsible learners. The concept of self-regulated learning is central to most research, particularly that associated with social cognitive theory. However, there has been little explicit articulation linking it to learners' voices in SBA. This study aimed to explore SBA as a driver of self-regulated learning through the lens of Bandura's social cognitive theory.

#### **1.4 Problem Statement**

Historically, assessment practices in South Africa primarily focused on learner promotion at the end of the academic year and did not consider the significance of a learning continuum (Kanjee et al., 2022; Reyneke, 2016). Brandmo et al. (2020) argue that this previous approach placed too much emphasis on the grading function of assessment and too little focus on how to assist students in learning. In other words, past assessment practices concentrated on summative assessment while neglecting formative assessment opportunities. Therefore, in light of the unique assessment strategies and approaches that Tourism as a subject requires, it is deemed vital to establish whether learners are continuously taught and assessed in an appropriate manner, and whether they will be equipped for the ever-changing needs of the tourism industry.

To confirm what students should know and whether they have met the required curriculum outcomes, effective individualised programmes and certified proficiency levels have been devised to guide decisions about students' achievement levels and placement. These processes require ongoing and versatile tasks that are assessed appropriately (Black & Wiliam, 2018). It is important that Tourism learners embrace unique learning styles to meet the needs of this subject's content and vocational applicability (Biyiri & Dissanayake, 2021; Shih et al., 2016). Consequently, as assessment practices have shifted from one-off summative examinations to

school-based assessment, it has become necessary to consider whether learners can utilise such assessment practices to construct and internalise knowledge and gain the required insights to attain the highest possible academic results at the end of their schooling career. Moreover, the underlying purpose of school-based assessment (SBA) in Tourism is to facilitate and enhance the learning experiences of learners so that they are equipped for the demands of the tourism industry should they choose to pursue a career in this domain.

In recognition of the significance of SBA as an integral part of teaching and learning, the researcher conducted a study to examine the alignment between the implementation of the tenets of SBA and self-regulated learning. It is therefore envisaged that the information shared in this paper will contribute to in-depth debates on assessment and self-regulated learning. It is also intended that the information provided will fill the gap in the literature on the effectiveness and usefulness of current assessment practices in Tourism and the development of self-regulated learning among learners who take this subject. To achieve these aims, the study focused on answering the following two key research questions:

- What are Tourism learners' experiences of SBA?
- Have these experiences enhanced self-regulated learning?

## **2. Methodological Approach**

The case study design was used for this qualitative investigation, as Alpi and Evans (2019) argue that this research approach provides both the researcher and the reader with a unique example of people's views on and experiences of a real situation. A case study involves the in-depth exploration and analysis of a specific, bounded instance or case within its real-life context (Yin, 2018). In this study, the case is the experience of Tourism learners using SBA as a driver for self-regulated learning. The learners served as the unit of analysis. In line with qualitative case study methodology, a purposive sampling method was employed to select schools and a sample of participants. According to Thacker (2020), a sample is a subset of participants from the population used to make inferences about the entire population. The sample consisted of forty purposively selected learners who were taking Tourism as a subject in Grade 11 at two secondary schools in the KwaZulu-Natal Province of South Africa. Tourism is an elective subject in the curriculum and is only offered in Grades 10 to 12. The two schools were purposively selected: one school had offered Tourism for less than five years, while the other had offered it for over ten years. I purposively selected Grade 11 learners for two reasons: (1) they would have been exposed to SBA in Tourism since Grade 10 and would therefore be able to provide in-depth data on the study topic, and (2) these Grade 11 learners would not yet exit the schooling system in the year of data generation and would be available should follow-up data be required.

The inclusion criteria for learners were based on varying performance in their SBA tasks. Including a large number of participants was to make provision for a good sample in case others dropped out before the study was completed. Focus group discussions were conducted with

four groups of 10 learners each. The size of the FGD was in line with the recommendation in the literature that focus group sizes often range between six and 12 individuals (Creswell & Creswell, 2018; Guest et al., 2017). I conducted two sessions that lasted about 2 hours each for all four groups. An audio recording was made of each of the focus group discussions to capture the verbatim words of the participants. In addition, I also recorded field notes. The data were analysed using the thematic approach as proposed by Braun and Clarke (2023). All ethical issues associated with learner research participation were taken into consideration. Ethical clearance was granted by the University of KwaZulu-Natal's Ethics Committee (HSS/1115/017) and the Department of Basic Education. The two principals of the schools also agreed that the study could be conducted on their premises and that I could recruit Grade 11 learners. The participants were recruited by means of an invitation that was sent to their cell phones (the numbers had been provided with the permission of the principals). Parental/guardian consent was sought and obtained, and permission from the parents was also obtained. Assent of the learners was sought and obtained in an ethical manner. Participation was voluntary. The discussions were conducted in English, as all the learners were quite proficient in this language, as it is the language of teaching and learning in the two schools. However, participants could also switch to IsiZulu if they felt more comfortable in that language when they wished to stress a point. The researcher, who is fluent in both isiZulu and English, made translations of the non-English contributions.

### **3. Presentation of Results**

The findings revealed that SBA propelled and inculcated a sense of self-regulated learning in the learners. In a nutshell, the learners reflected on SBA as a means to improve their autonomy and argued that it engendered independent learning. They also saw it as a way to acquire new skills and as a means to access knowledge on their own as well as in collaboration with others.

#### **3.1 SBA improves learner autonomy and encourages ownership of learning**

When the learners discussed their experiences of the SBA tasks they had to complete, most stated that they were 'made to go all out' as they needed to find information on their own in order to complete the tasks. Learners in all four of the focus groups maintained that SBA tasks encouraged them to learn on their own. Formative assessment tasks in Tourism thus improved the learners' sense of autonomy and helped them to develop the ability to engage in independent learning. The following comments exemplify what is most frequently expressed:

*"When we work on the project task, we are able to learn new concepts until we master them while we are not under pressure."* (FGD 2)

*"With the project and PAT, one learns to work independently because you have to come up with your own design of a logo or brochure and in that way, you acquire new knowledge on your own."* (FGD 3)

The majority of the learners felt that SBA tasks guided independent learning. Participants believed these tasks encouraged them to become active learners, as they were required to complete certain tasks individually. Tackling SBA tasks also enhanced their ability to learn and apply various newly acquired concepts and jargon associated with tourism. Furthermore, they could complete these formative tasks without the fear typically associated with examination conditions.

The learners also agreed that they were naturally motivated to complete the SBA tasks because they wanted to pass the end-of-year examination. This suggests that their desire to complete the SBA tasks facilitated self-motivation to learn and acquire new skills, as pertinent instructions had to be followed to attain good marks. One learner stated the following in this regard:

*“We work hard to respond to all the instructions so that we master the skill of reading instructions because the instructions in the examination will be similar.”* (FGD 1)

According to the learners, the experience they gained by following task-based instructions for formative assessment helped them to follow similar instructions in the examination. Their examination writing skills were thus improved as the quality of their question analysis and learning was enhanced. They clearly understood that they had to place emphasis on understanding instructions in SBA tasks, as they would be confronted with similar instructions in the end-of-year examination. This finding implies that they had to master both reading and comprehension skills to be able to meaningfully express their knowledge, understanding, and insight into learned content knowledge.

The learners also indicated that they used SBA as a driver for learning. This is illustrated by the following excerpts:

*“I have to read the textbook because the PAT is done every week, so I need to review that work before the day.”* (FGD 1)

*“You are forced to read and search for information on your own for the SBA which is very demanding in terms of reading.”* (FGD 2)

*“I always have to read the Tourism textbook at least once a week because there is always an SBA task, especially the PAT.”* (FGD 4)

*“When completing SBA tasks, you are forced to learn most of the things on your own and thus develop responsibility towards learning and gaining love for the subject.”* (FGD 3)

Most of the learners stated that they had to study the work in their textbooks or other material to review the work before they started the PAT. This comment affirmed the role of SBA as a driver of self-regulated learning. The learners thus felt that they developed ownership of their learning when they engaged in research and additional reading to complete their SBA tasks. For instance, some learners offered the following comments:

*“We attempted the project task many times [on our own] until we got it right.”* (FGD 3)



*“When we do the PAT, you get an opportunity to express learning in your own way.” (FGD 4)*

*“You have to be creative with the design and do the research yourself, so you know what you have to learn.” (FGD 1)*

*“I feel I am more in command of my learning than ever before when the teacher gives us assessment tasks [to complete].” (FGD2)*

Most learners commented that, when they did an SBA project, they were given the opportunity to personalise their learning and to grow. They also agreed that their teachers would instruct them to look for pertinent information on their own. For example:

*“We did most of the project on our own and the teacher only gave us instructions. We had to make sure that the information that we sourced for the SBA task was correct and accurate as per instructions.” (FGD1)*

*“If we don’t do the tasks correctly, in most cases our teachers would want us to look for corrections on our own. (FGD 3)*

*“Although the project was not much clearer to us, we managed to find our way.” (FGD 4)*

*“If you get something wrong in the test, you would work to figure it out and I work on it on my own, which has really made me responsible for my learning.” (FGD 2).*

The learners emphasised that SBA tasks compelled them to work independently, and many stated that they always strove to complete the SBA tasks correctly. This finding implies that the learners were able to adjust their learning and make corrections when they identified their mistakes based on the feedback they received. The learners also agreed that, when engaging in SBA tasks, they were given the opportunity to personalise their learning. Developing independence and autonomy was viewed as an important reward that resulted from completing SBA tasks in Tourism, and many agreed that they used their engagement with SBA tasks to cultivate a degree of academic freedom. For these learners, engaging with SBA tasks provided opportunities to learn, even when producing tasks for assessment. This suggests that the desire to complete the SBA tasks facilitated self-motivation to learn and acquire new skills. In essence, the learners seemed to embrace the opportunities they had to complete SBA tasks to become aware of what they were learning and what they needed to (un)learn.

### **3.2 SBA enables learners to access knowledge in different ways**

The findings revealed that the learners had very similar experiences regarding the skills they acquired while completing SBA tasks. It was evident that learners in all the focus discussion groups understood that SBA tasks involved various assessment methods that compelled them to learn in different ways. Many learners noted that SBA tasks motivated them to adopt a range of learning strategies, such as independent learning, collaborative learning, and accessing various source materials. The majority of participants indicated that SBA tasks were beneficial, as the

task requirements guided their ability to learn using these diverse strategies. One participant stated:

*“I always read the Tourism textbook on my own at least once a week because there is always a formative task that we do weekly such as the PAT.”* (FGD3).

Learners also indicated that doing SBA tasks pushed them to learn more in depth. For example, a learner mentioned the following:

*“When you do SBA tasks, you are forced to go back to the work in the previous year because there is work that we did which is in the PAT and thus you are forced to spend more time reading by yourself.”* (FGD 2)

The learners also revealed that they had to formulate their own task goals to complete a specific SBA task. This encouraged self-regulated learning as they had to assume control of their learning. Most of the learners affirmed that the teacher would give them a task and instruct them to look for information to complete it on their own. For example:

*“Completing SBA tasks sometimes makes you look for information on your own. The teacher wants us to look for correct answers on our own before rendering assistance.”* (FGD 4)

*“The teacher expects us to look for information on our own. We think it is good as she gives us projects and a PAT that force us to study and acquire specific skills and knowledge. For me, that is important because we get that feeling of mastering something on our own.”* (FGD 3)

These comments suggest that SBA tasks were used by some learners as a means to become actively involved in their learning. This was prompted by the fact that they naturally and willingly searched for information on their own. The learners also seemed keen to engage in self-discovery and knowledge acquisition processes, which suggests that SBA tasks encouraged the motivation to study, do research, and complete tasks individually.

While the learners affirmed that SBA tasks encouraged independent learning, they also highlighted that they used SBA tasks to interact and collaborate with their peers using various methods. Most learners were of the view that SBA promoted group work. This point was underscored by participants in all four focus discussion groups. The following excerpts illustrate what most said:

*“Although we do not complete all SBA tasks in groups, some of us have set up our own support groups where we discuss tasks and study for the tests together. For the research skills project and the PAT, I had to work with my peers to do research with less help from the teacher. Although it felt difficult, we went to the library and asked people around us. In that sense we were able to learn from that and it felt good.”* (FGD 1)

*“The teacher gave us the practical assessment task [PAT] on different South African cultures, some of which we did not know but we had to do research on our own.”* (FGD 4)

*“Some of the tasks require us to work in groups and assist one another to complete the task. We can argue until we get the correct response; thus, we begin to learn from each other.”* (FGD 3)

*“When we do the PAT, we have to share the resources and that forces collaboration amongst us. Group study helps with more commitment and [access to] a variety of resources.”* (FGD 2)

All the learners commented that when they had to complete an SBA task, particularly the PAT, they were given the opportunity to work with other learners in the class. During this process, information was exchanged, and learners helped one another. Completing SBA tasks played a major role in the learners’ ability to learn, as it encouraged them to work together. Collaboration was embraced as a learning tool, as it was believed to assist learners in sharing available resources and information. Given that the schools were clearly under-resourced at the time of the study, as my field notes confirmed, it was common practice for learners to share resources. This helped them learn from and with one another while completing their SBA tasks. They also believed that collaboration facilitated a better understanding of content and maximised opportunities for achieving high marks. The learners thus agreed that engaging in SBA tasks encouraged collaboration and provided opportunities for adopting useful learning strategies.

#### **4. Discussion of Findings**

Motivation, engagement, and self-regulation are the primary determinants of students’ learning outcomes and whether they will persist through challenging tasks (Gökteke & Ocak, 2024). The findings reveal that learners’ cognitive beliefs and emotional states, as proposed by Bandura (1996), are central to driving self-regulated learning. The participants expressed the view that SBA tasks gave them the opportunity to engage personally and become more involved in what they were learning. They agreed that a valuable experience generated by SBA tasks was the ability to develop ownership of what they were learning during their engagement with these tasks, and these experiences were valuable to them. This finding corroborates the literature that argues that learners use formative SBA tasks to determine their own learning instead of the teacher always being the only source who knows how learners should learn (Biyiri & Dissanayake, 2021; Wiliam, 2014). This is in line with the theory of social cognition and self-regulated learning, which emphasises self-motivation that occurs when a learner independently uses one or more strategies to keep themselves on track toward a learning goal (Bandura, 1986; Zimmerman, 2002). Learners in this study seem to have a high level of self-efficacy to complete required SBA tasks. This implies that self-regulated learning is about learners approaching academic tasks, including SBA, in a planned way while adapting their learning activities or performance to the task in order to achieve progress towards the learning goal (Usher & Schunk, 2018).

Social cognitive theory is important to the process of self-regulation because it requires learners to assume control over their learning (Bandura, 1986). The learners in this study revealed that they were also required in some instances to formulate the goals for their tasks themselves to be able to complete a specific SBA task. In line with this perspective, Suhandoko and Hsu (2020),

in their studies addressing the importance of motivation within self-regulated learning, including self-efficacy beliefs, attributions, goal orientations, outcome expectations, and their interactions, aimed to enhance self-regulated learning skills. For instance, in this study, learners intentionally had to allocate sufficient time to read parts of the textbook and review work from a previous grade when they prepared for SBA tasks. These processes helped them to develop effective study habits and techniques, as suggested by Schunk and Green (2018). These efforts also encouraged self-regulated learning and guided the learners to assume control over their learning. This confirms the claim made by Bandura (1986) that the concept of self-regulated learning, as articulated in social cognitive theory, relates to how individuals manage their personal learning processes (Bandura, 1986). Most of the learners admitted that this was a novel experience but that it afforded them opportunities to work independently of the teacher while instilling in them a sense of self-motivation and encouraging self-regulated learning. This finding corroborates Zimmerman's (2015) notion that formative assessment tasks assist learners in regulating their own learning and in being less dependent on teacher support. This finding regards learning as a proactive action that learners take for themselves, as opposed to seeing it as a covert event that happens to learners as a result of educational experiences.

Social support from teachers and peers can serve an important role as learners are learning to be more self-regulative. Findings from this study revealed that learners' engagement in SBA tasks and use of self-regulated strategies were more prevalent in learners that regularly received support from their teacher and peers (Gökteke & Ocak, 2024). The learners commented that SBA tasks encouraged involvement and enhanced their ability to control their learning. This was achieved by accessing and following the instructions the teacher gave them to complete a task. Research has revealed that the guidance that supports SBA tasks is important, as accessing and following it develops self-regulated learning (Andrzejewski et al., 2016; Biyiri & Dissanayake, 2021; Brandmo et al., 2020; Shanker, 2017). As such, Brandmo et al. (2020) argue that guided practice and clear instructions are ways that teachers should use to encourage learners to attain self-regulated learning and independence. According to Zimmerman (2002), working collaboratively with peers is as important as working individually when tackling SBA tasks. Most of the participants in the current study agreed, as they affirmed that working on their SBA tasks provided opportunities to collaborate with and learn from other learners. This role of SBA is important as it encourages learners to exchange information and self-assess their insights and knowledge on their journey to self-regulated learning (Biyiri & Dissanayake, 2021; Maphosa & Chipfiko, 2020). This suggests that SBA inculcates a sense of responsibility in learners as they need to become actively involved in the search for information in a group without letting others down, or they have to learn individually without letting themselves down. The study thus affirms that SBA tasks invite learners to become self-motivated and responsible and to regulate their time and efforts for knowledge acquisition and positive learning outcomes.

The findings of the current study also revealed that the learners valued SBA tasks and developed a sense of ownership of their work, which were clearly drivers of self-regulated learning. In this regard, Biyiri and Dissanayake (2021) are of the view that learners learn key skills when they own the task and understand the learning process, and they argue that this sense of ownership plays a significant role in their learning. In social cognitive theory, human behaviour is extensively motivated and regulated by the ongoing exercise of self-influence. Bandura's (1986) social cognitive theory posits that learners are motivated and regulate their behaviour through self-influence. This theory also suggests that learners seek to have control over their learning. In essence, this finding suggests that if learners take ownership of their learning, it is beneficial and motivates them to want to do more to move forward. In this regard, Shanker (2017) is of the view that assessment fosters learners' autonomy as they develop a strong urge to complete a task and gain the capacity to direct their own learning in school and beyond.

Generally, the findings in this study suggest that social cognitive theory has assumed a less structured and learner-directed form of engaging in classroom assessment with respect to fostering self-regulated learning. The findings further suggest that SBA is a form of assessment practice that focuses on learners' cognitive processes as both directed by the teacher and learners. This suggests an alternative form of classroom assessment practice where learners appear to acquire fundamental skills through their participation in SBA tasks.

## 5. Conclusion

This paper focuses on the role of SBA in driving self-regulated learning as perceived by learners who take Tourism as an elective. Using social cognitive theory, the aim was to examine the alignment between the implementation of the tenets of SBA and self-regulated learning. The findings suggest that SBA is a driver of self-regulated learning (SRL), as the learners affirmed that this continuous assessment approach in Tourism improved their autonomy and helped them take ownership of their learning. It also enabled them to access knowledge and insights both individually and in collaboration with others. The findings indicate that SBA allows learners to take control of their own learning and thus become self-regulated learners. These findings have profound implications for the role of assessment in the schooling context, as it enhances learners' accountability and sense of ownership of their own learning. Moreover, the variety of SBA assessment practices facilitates knowledge construction and thus improves the quality of educational provision. The findings reveal that SBA is one of the determinants of self-regulated learning. The use of a case study design may limit transferability, as the findings may not be broadly applicable to other learners in different schools. However, the study will encourage other researchers to undertake further exploration in different contexts.

## 6. Declarations

**Funding:** This research did not receive any external funding.

**Conflicts of Interest:** The author declares no conflict of interest

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