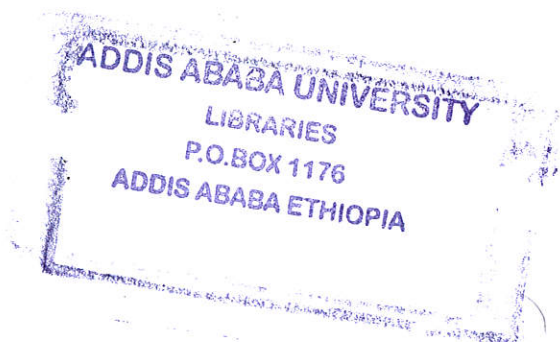


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY**

**IMPLEMENTATION OF CONTINUOUS ASSESSMENT IN TVET
COLLEGES OF SOUTH WOLLO ZONE: PROBLEMS AND
PROSPECTS**

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**JUNE 2009
ADDIS ABABA**

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ACKNOWLEDGMENTS

This Thesis would not have been realized without the support and encouragement of my thesis advisor, true friend, true Father, indeed true advisor Dr. Seleshi Zeleke. I am therefore, indebted to his genuine support in the course of this study.

I would like to thank all teachers and officials of Combolcha and W/siheem TVET Colledges who had involved in filling in the questionnaire and participate in the interview and focus group discussion. I cannot list all my colleagues who made valuable contribution in, actively participating in distributing and collecting the questionnaire, editing the manuscript and material and moral support. I would like to say thank you all.

I am in short of words to express my gratitude to Ato Kedir Mohammed, Library Head and Ato Ayalew Tadesse Registrar of Combolcha TVET College for their endless support, provision of materials including computer and software programs.

Further, I wish to express my profound gratitude to Ato Ali Abate, Dean, Ato Mehari Kumilachew, Head Department of Industrial Stream and Ato Solomon Mengisttie, Instructor of Combolcha TVET College who have been with me from the beginning up to this end.

My special thanks goes to my friends: Alemayehu Tesfay, Efrem Meseret, Gerawork and Teachers of Machine Technology Department of Entoto TVET College, who made valuable contribution in one or another way to the completion of to his thesis.

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Acronyms

The following acronyms were used in this study

ANRS -	Amhara National Regional State
Ac/V/ -	Academic Vice Deans
D.H -	Department Heads
CRT -	Criterion- Referenced Testing
HERQA -	Higher Education Relevance and Quality Agency
ICDR -	Institute for Curriculum Development and Research
KCTE -	Kotebe College of Teachers' Education
MoE -	Ministry of Education
NTC -	Nazareth Technical College
OFSTED -	Office for Standards in Education
OS -	Occupational standards
OTS -	Occupational Training Standards
TTE -	Technical Teachers Education
TTI -	Teachers Training Institute
TTLM -	Training Teaching and Learning Material
TVET -	Technical and Vocational Education and Training
USAID -	United States Agency for International Development

Abstract

The purpose of this study was to assess the practice of continuous assessment in TVET colleges of South Wollo zone. 134 teachers and officials of Combolcha and W/Siheem TVET colleges participated in the study. Questionnaire, interviews, focus group discussion, reviews of documents and informal supervision were employed to gather data. Qualitative and quantitative methods (percentage/ proportion and independent group t-test), methods were used to analyze the data. The results indicated that teachers require additional training to implement continuous assessment. The assessment approach in the colleges was traditional type. There was no significant attitudinal difference towards the implementation of continuous assessment among experienced and less experienced as well as among teachers who had additional duty post and those who did not have. Poor training of teachers, material scarcity, lack of teachers' commitment, and violation of the colleges' legislation were the major factors that affect the proper implementation of continuous assessment. Measures such as conducting refreshing courses for teachers and keeping the class size to the standard as specified in the legislation may be taken to alleviate the problems.

CHAPTER 1 INTRODUCTION

1.1 Background of the Study

Sustainable national development is unthinkable without education (Birhanu, 2004). He further argued that in modern society, education is increasingly viewed as the primary means of solving social, economic and political problems. Implementation of quality education is therefore crucial to the economic development and social stability of a nation.

According to the new Ethiopian TVET Strategy, MoE (2003) it is not the difference in their natural resources that brings about a gap in their development between developed and developing nations. What matters rather is whether they have skilled manpower or not, and the effective or non-effective system in which they are using their manpower, especially middle level skilled manpower.

It is perhaps because of this that the Ministry of Education in particular, and the Ethiopian Government in general emphasized the expansion and organization of institutions for Technical and Vocational Education and Training (TVET). The physical development in this regard is of course admirable in that the number of TVET institutes has increased dramatically to 126 in number (MoE, 2002 pp. 77-80).

It may not be the expansion of the physical buildings, the resources and materials or the number of teachers employed that could bring about the required national development, but the quality of education that can be attained by a properly planned and implemented instructional process.

One of the major activities in the teaching-learning process is assessment of students. Assessment, according to the views of some educators, is inseparable from the teaching-learning process. "Like a design that woven in to a fabric by a weaver, instruction and assessment are interconnected.

They are part of the teaching-learning process and one naturally leads to the other” (Borcikowski, 1997 as quoted in HERQA, 2006 pp. 12).

No One can hesitate that assessment is part of the teaching-learning process and it helps educators, teachers and school officials to make sound decision on the students’ progress. What should be considered here is that whether this assessment is able to provide a complete picture of the students’ progress or not. A number of questions like which method of assessment can provide the real picture of the student’s progress? How this approach of assessment should be practiced? What materials and resources are required to implement it? And others can be raised here.

According to the new Ethiopian Education Policy TGE (1994), the assessment approach that is intended to practiced in the TVET Colleges is continuous assessment. This is because it is dependable in revealing the real changes in students’ behavior.

In contrast, this judgmental approach of assessment which heavily relies on common paper-pencil test is being implemented in those institutes in the mainstream. Consequently, the validity of assessment in revealing the overall development of the students and attainment of the colleges’ objectives is questionable with the use of this traditional approach of assessment.

Thus, the move towards the more powerful and inclusive approach of assessment becomes imperative. In line with this the Ethiopian Technical, Vocational Education and Training Strategy (MoE, 2003) states that, whether or not the planned instructional objectives have been achieved, and whether or not students attain the necessary skills is measured by means of continuous assessment.

Continuous assessment in addition to being more powerful and more inclusive, as highlighted by Nitko (2004) has the following merits:

- It promotes frequent interaction between students and teachers that enable teachers to know the strengths and weaknesses of learners and identify which student need review and remediation.
- Students receive feedback from teachers based on performance that allows them to focus on topics they have not yet mastered.

Similar idea was formulated in USAID (2003) that continuous assessment promotes frequent interaction between teachers and students which enable teachers to know strengths and weaknesses of their students. These exchanges in turn promote a student-teacher relationship based on individual interactions, students learn that the teacher values their achievements and that their assessment outcomes have an impact on the instruction that they receive and one-to-one communication between the teacher and the student can motivate learners to continue attending school and to work hard to achieve higher levels of mastery.

In the same article, it is stated that, continuous assessment helps teachers to assess the curriculum as implemented in the classroom. It allows evaluating the effectiveness of their teaching strategies relative to the curriculum and to change those strategies as dictated by the need of their students.

Considering the very advantages of continuous assessment and the implementation of the new Ethiopian TVET strategy, teachers are expected to implement continuous assessment. However, from the experience of the researcher, it seems that continuous assessment is not implemented. Some of the reasons may be lack of awareness of the important features and uses of continuous assessment by teachers, lack of professional competency, absence of positive attitude to it, and irresponsibility of teachers.

Several local studies have been carried over related issues under various domains for example, Getachew (2008), Tamene (2007), Berhanu (2004) and Muluken (2006). The overall findings these studies show that

continuous assessment is not effectively implemented for several reasons: lack of awareness of its techniques and procedures of continuous assessment, unmanageable class size, and lack of resources, among others.

Except the study of (Getachew, 2008) which examined the case of continuous assessment in TVET Colleges of Addis Ababa, this issue was not covered in those studies mentioned above. Nevertheless, the need to see the particularities in the Amhara National Regional State (ANRS) TVET Colleges arises from the fact that qualification of teachers, organizational structure, the nature of the course and offering procedures, facilities and materials and the ultimate goal of training are different. Therefore, implementation of continuous assessment in TVET colleges of South Wollo Zone needs to be examined.

The inquiry emanates from the assumption that the present approach and methods of continuous assessment practiced by TVET Colleges to measure the attainment of instructional objectives seems inadequate. To this end, implementation of continuous assessment in TVET colleges of south Wollo zone: problems and prospects was selected for investigation.

1.2 Statement of the Problem

Teachers and educators use most of their time in planning and preparing assessment tools. These tools are obviously used to collect evidence which enables them to make sound decisions about their students' development. However, they heavily relied on the very formal and judgmental approach of assessment, mostly summative evaluation. At most they assess students periodically but with the use of the usual paper-pencil test. In contrast, most educators argued that various methods and forms of assessment must be used. For example, schools and universities are turning to continuous assessment where by the records of student's performance in nearly every thing he/she does during his or her course are kept. These

records build up into a much more complete and reliable assessment of the student than is possible by a single examination (Farrant, 1980).

Supporting this Alaussa (2004) stated that various dimensions of learning activities of the learners should be assessed by various methods. This shows that too frequent or periodic assessment using one method does not signify that continuous assessment is being implemented. If assessment is to be continuous it should involve various methods and tools.

According to the Ethiopian Education and Training (TGE, 1994) the practical task of implementing the new curriculum requires continuous assessment as a part of the curriculum in general, and the instructional process in particular. The same holds true in TVET Strategy (MOE, 2003).

The researcher of this study feels that the relative advantage and importance of continuous assessment can't be questioned and it should be practiced just on time. However, it seems that the traditional paper-pencil testing method is mostly used in assessing students' performance and the majority of teachers in TVET Colleges of South Wollo do not utilize the new approach.

To implement continuous assessment effectively manageability of the class size, the procedure of course offering, the nature of the course in TVET colleges, professional skills of teachers in line with the new approach, positive attitudes of teachers towards continuous assessment, the presence of appropriate working loads and responsibility of teachers seem necessary. It is these assumptions that initiate the researcher to conduct this study.

Accordingly, this study attempts to investigate the major problems hindering effective implementation of continuous assessment in TVET Colleges of South Wollo zone. Hence the following research questions were formulated.

1. Are teachers in TVET Colleges well equipped with the essential professional knowledge and skills to use continuous assessment?
2. What kind of assessment approach do teachers in TVET Colleges currently use?
3. Are there differences in attitudes towards the implementation of continuous assessment among teachers having different teaching experience and different duty posts?
4. What are the major factors that influence the implementation of continuous assessment?

1.3 Objectives of the Study

This research is aimed to investigate the problems that hinder the effective implementation of continuous assessment in TVET Colleges of South Wollo zone.

The specific objectives of this study include:

1. explore the methods used by teachers in assessing trainee's learning progress in South Wollo TVET Colleges,
2. evaluate the awareness of South Wollo TVET trainers and college officials about tools, methods and principles of continuous assessment,
3. investigate the attitudes of trainers and College officials towards the implementation of continuous assessment in South Wollo TVET Colleges, and
4. Suggest possible ways of implementing continuous assessment in TVET Colleges in South Wollo zone.

1.4 Significance of the Study

The study is significant in that

- The results should shed light on the current assessment approaches in TVET there by clarifying the extent to which to which continuous assessment has been practiced in the colleges.

- The results would also help to create awareness among teachers about tools and procedures used in continuous assessment.
- The results would further help concerned bodies to gain insight into the current practice and the prevailing problems that hindered the implementation of continuous assessment in TVET Colleges.

1.5 Delimitation of the Study

Comprehensive information could have been obtained if this research had been conducted at national or regional level. However, due to widely dispersed geographical locations among zones in ANRS, the research was delimited to one zone only.

1.6 Limitation of the Study

Poor data storing culture and inaccessibility, non cooperativeness of few of campus coordinators, teachers being bored to complete and return the questionnaire with similar activities and unwillingness of teachers to participate in focus group discussion enforced the researcher to used 12 additional days beyond the preset plan on the proposal of the study.

1.7 Definition of Terms

Continuous assessment: - It is an assessment process that involves various tools and methods regularly to collect and interpret information about students' in/out school behaviors which enables concerned bodies to make sound decisions about the students' progress.

Prospects of continuous assessment: It refers to the futurity of the implementation of continuous assessment in TVET Colleges of south Wollo Zone.

Problems of continuous assessment: Problems that hinder the effective implementation of continuous assessment.

CHAPTER 2 REVIEW OF RELATED LITERATURE

2.1 Definition, Purposes and Importance of Continuous Assessment

Definition of Continuous Assessment

Continuous assessment is a formative mode of assessment that uses multiple ways and format. It combines the scores obtained from paper-pencil, assignments, projects, discussion and presentations, oral paper-pencil, observations, etc. This and quite a lot of definitions have been given by many scholars /Researchers, Educators, Psychometricians, etc. /. However, it may not be feasible, indeed impossible to mention all here, and rather those related to the domain of the study i.e., continuous assessment of learners overall progress are given emphasis.

Continuous assessment is a process of collection and interpretation of information to make decisions about learners based on what they know and can demonstrate as a result of classroom instruction (Capper, 1996).

Continuous assessment is a mechanism where the final grading of a student in the Cognitive, Affective, and Psychomotor domains of behavior takes a systematic account for all performances during a period of schooling Ojerinde and Falayajo 1984 cited in (Adebowale and Alao, 2008).

Thus, from the above definitions continuous assessment is a process that is used in collecting information about students' performance with regard to all learning domains made through out the teaching learning process.

A more comprehensive definition of continuous assessment is given by Njabili (1999:114),

"A continuous assessment scheme is one which involves a systematic collection of marks or grades by the teacher over a period of time and the consolidation of the marks or grades in to a final score taken in to

account in deciding the candidate's final grade. The most distinctive feature of continuous assessment in general, is that it is a cumulative process, developing as the pupil develops and reflecting his/her changes in response to the course."

From those definitions we can drive out the following main points:

- A. Continuous assessment is a tool to collect information about learners
- B. It involves interpretation of information to have objective ground to make decisions with regard to learners learning status.
- C. Continuous assessment is one and inseparable part of instruction.
- D. The implementation of continuous assessment is systematic and it requires operational plans.
- E. Continuous assessment is comprehensive that enables us to assess the learners overall behavioral changes with regard to all the domains of learning.

Purposes of Continuous Assessment

Understanding the purposes of continuous assessment has its own importance. This is because such a knowledge will help those who are going to implement this technique of assessment to give due consideration and increase their effort towards its proper implementation.

From the perspectives of measurement expertise, continuous assessment is purposely, designed to improve teaching and learning for all students, not for filter students out of educational opportunities (Popham, 1981).

Continuous assessment is a dual-purpose diagnostic instrument that is useful for both the students and teachers. It enables students to understand the areas in which they are having difficulties and to concentrate their effort in those areas mean while it allows teachers to monitor the impact of their lesson on the students' understanding

(Desalegne, 2004). This idea is strongly supported by USAID (2003: *Para. 2*) that,

“Teachers can modify their pedagogical strategies to include the construction of remediation activities for pupils who are not working at the expected grade level and the creation of enrichment activities for pupils who are at or above the expected grade levels. Hence, continuous assessment supports a cycle of self-evaluation and pupil-specific activities by both pupils and teachers.”

The other important purpose of continuous assessment to be considered is that, it is intended to assess the curriculum as implemented in the classroom. It allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their students (Desalegn, 2004). In addition, continuous assessment provides information on achievement of particular levels of skills, understanding, and knowledge rather than achievements of certain marks or scores. Thus, continuous assessment enables students to monitor their achievement of grade level goals and to visualize their progress towards those goals before it is too late to achieve them (Tamene, 2007).

Hedson's definition of continuous assessment cited in Teshome (2001) reveals is as a constant updating of teachers judgment about their students, which permits cumulative judgment about their performance to be made is a useful starting point in considering the advantages of this form of evaluation and the circumstance in which it is best employed. From this definition we can understand that teachers' decision making skill is constantly updated as they are involved in continuous assessment.

Another important aspect to be mentioned with regard to purpose of continuous assessment according to the viewpoint of Tanu (1974), cited in

Njabili (1999) is minimizing the elements of risk associated with single examination and valid indication of students' achievement; because it was felt, no students who work conscientiously should fail,

Importance of Continuous Assessment in Assessing Students' Learning in Modern Education

Assessment of student's learning requires collection and interpretation of information to make sound decisions about the overall student's progress and the attainment of the planned instructional objectives.

Indeed attempts have been made to assess the student's progress with the help of paper-pencil tests. For example, aptitude tests have been used to measure individual's potential and achievement tests were used for measuring individual's skills and knowledge. However, these instruments have been found, to be ineffective to measure all significant aspects of learner's behaviors. Popham (1981:309) argued that paper-pencil tests were proved either insufficient or downright inappropriate to measure many significant aspects of learner's behavior. He further strengthens his view by forwarding the question: *"Can you think of a sensible paper-pencil test that could be used to assess a student's ability to deliver an impromptu speech in a public speaking class?"*

Similar argument was suggested by Heton (1990), cited in Teshome (2001) that, continuous assessment enables us to take in to account certain qualities which can't be assessed in any other way: namely effort, persistence and attitude. Gronlund (1981), indicates that learning outcomes in skill areas and behavioral changes in social development are especially difficult to evaluate with the usual paper-pencil tests and also out-lined out comes and representative behaviors that require evaluation procedures beyond such traditional tests. The details of these learning outcomes and representative behaviors are indicated in table 1 which is taken from the same author (1981:433-434).

Table 1: Learning out-comes and representative behaviors

Out-comes	Representative behaviors
Skills	Speaking, Writing, Listening, Performing laboratory experiments, Drawing, Playing musical instruments, Dancing, Gymnastics, work skills, study skills and social skills.
Work habits	Effectiveness in planning, Use of time, Use of equipments, use of resources, Demonstration of such skills as initiative, creative, persistence and dependability
Social attitudes	Concerns for the welfare of others, Respect for lows, Respect for the property of others, Sensitivity for social issues, Concern for social institutions, and desire to work toward social improvement.
Scientific attitudes	Open mindedness, Willingness to suspend judgment, Sensitivity to cause-and-effect relations, and an inquiring mind.
Interest	Express feelings towards various Educational, Mechanical, Aesthetic, Scientific, Social, Recreational and Vocational activities
Appreciations	Feeling of satisfaction, and enjoyment expressed towards Nature, Music, Art, Literature, Physical skills and outstanding social contribution.
Adjustment	Relationships to peers, Reaction to praise and criticism, Reaction to authority, Emotional stability and Social adaptability

Source: Gronlund, N.E. (1981). *Measurement and Evaluation in Teaching* pp. 433-434

To sum up, continuous assessment which involves different tools including; paper-pencil tests, projects, assignments, interviews, rating scales, observations, anecdotal records, portfolio, students self evaluation, etc. is relatively advantageous that enables teachers to assess students' behavior in relation to the complete domains of learning.

2.2 Problems of Continuous Assessment

In contrast to the usefulness of continuous assessment with regard to its effectiveness in measuring all aspects of learning domains, improving

instruction, serving as a means to provide immediate feedback and providing a measurement which is reliable and free from cheating, there are problems too.

One problem attributed to it by Capper (1996), Adelman, King, and Treacher (1990), and Elui (2008) is the marks assigned by teachers for equivalent trails of students are not consistent. This is because some of the tools used in continuous assessment require subjective decisions of teachers. He added that, many teachers have not been trained well in classroom assessment, so they may not be doing an adequate job of using continuous assessments in the classroom.

As Alausa (2003), cited in Adebowale and Alao (2008) outlined the frequent requirements of increased number of paper-pencil are recurring marking, frequent observations of learners to assess effective outcomes and keeping more records on learners. All these could mean more work for the teacher, greater demands on time and increased responsibility. He further examines the problem of continuous assessment from the viewpoints of learners that continuous assessment can mean too many projects from too many instructors at the same time and the fact that well-to-do learners are given unfair advantage over poorer learners as they would have greater access to resources.

Solutions to the underlined problems as pointed out by Adebowale and Alao (2008) is that, teachers should be prepared professionally and mentally to operate in the system. If the teacher is not prepared adequately to operate in the system, it may lead to a tendency to manufacture scores in the name of continuous assessment. And in relation to this Capper (1996) stated that teachers should be encouraged to form favorable attitudes towards the practice of continuous assessment and pinpointed that teachers who are not well trained may have difficulties in the criteria for judging students on

the objective outlined, which is one of the benefits of a centrally developed continuous assessment system.

Continuous assessment recognizes teachers as professionals having integrity and expertise to judge student's abilities (Capper, 1996). However, it seems that teachers are making decisions on students learning development based on information obtained through one or two shots of examinations in the name of continuous assessment which is practiced internationally. With this regards, Isaac (1995), as cited in Elui (2008), contended teachers' unreliability in continuous assessment score is an international problem. The study mentioned that gross inflation is usually detachable when continuous assessment scores are compared with examination scores in South Africa. It was also claimed that issues facing 3rd world countries in terms of implementation of continuous assessment are very different from those facing 1st world countries.

This is because, teachers in developing countries are underpaid under trained, and over worked. Many have two shifts of classes, often with too many students per class, so they may be disinclined to spend additional time out side of their normal classroom in developing paper-pencil tests, quizzes, or other approaches to assess their students. Another concern is that when course grades begin to count toward selection decisions, teachers are vulnerable to corruptions Capper (1996), and (Elui, 2008).

As to the viewpoints of educators, proper training of teachers and reduced workload may alleviate the problems. Individuals who receive appropriate training and have time to develop the assessment would be able to develop more creative, pedagogically and technically sound assessments. They could develop assessment, which support:

- independent and resourceful learning, higher order thinking and problem solving that are consistent with the principle of learner-centered instruction

- that have objective criteria for evaluating students performance
- that involve students in applying knowledge, skills and concepts to solving real-life problems in their communities
- and that captivates student's interest and imagination (Capper, 1996).

2.3 Elements of Continuous Assessment

2.3.1 Integrating Assessment and Instruction

Testing is an essential part of learning process or instruction in continuous assessment. All instructions are based on the learning objective, just as all paper-pencil, in continuous assessment are based on the instructional objectives to determine if the teaching resulted in learning. In line with this Pasigna, (2001:3) states that, "*all assessment should be done on what has been taught; there should be no "surprise" when students' learning is being assessed or tested.*" This is an indication of the existence of a relation among the three aspects: instructional objectives, instruction/teaching-learning activities/, and assessment.

Integration of assessment, instruction and learning objectives will be realized through effective planning. In doing so, teachers will have an opportunity to:

- acquire the skills to effectively plan teaching strategies that will suit particular subject areas,
- acquire skills to plan construct and use achievement paper-pencil and other assessment tools in evaluating pupils' learning attainments,
- plan, design and use instruments to, assess personality characteristics and psychomotor behaviors, and
- interpret scores and diagnose students learning difficulties.

Thus, teachers should be able to integrate assessment so that the products of the colleges need not just be possessors of certificates but graduates with

admirable, decent and predictable character (Anikweze, 2005 cited in Elui, 2008).

To that effect, the teacher should also assess feelings, attitudes, interests and aspirations of students, which are parts of the expected curricula, during lessons. The teacher should also assess experiences as well as their motor and manipulative skills like gross bodily movements, finely coordinated movements; non-verbal communicative behaviors in the form of dances, speech, and gesture, sound production etc, during lessons.

2.3.2 Provision of Quality Feedback

Cowan, as quoted in Race, Brown and Smith (2005:105) had forwarded his view to show that feedback is an important element to continuous assessment in the following way: *"If assessment is the engine that drives learning, the ways in which we give feedback are important in gearing and lubricating the engine so that maximum effect is achieved from the effort put in by all concerned."* However, the present trend of feedback practiced by teachers is not declarative that has less contribution for students' better learning. Grant Wiggins experience has a lot to learn about the way that teachers offer feedback to their students. Wiggins (1998: 46) reported that,

"In all kinds of schools (public or private; elementary, secondary or college; with or without state program), I would have to report that many educators seem to believe that feedback means giving lots of approval and some disapproval or advice. In classrooms, the most common piece of the so-called feedback I hear is "Good job!" or an equivalent phrase. It is of course important to praise students, because it often satisfies and encourages them, but it cannot help them to improve their performance."

He further elaborated that,

"Praise keeps you in the game; real feedback helps you to get better. Feedback tells you what you did or did not do and enables

you to self adjust. Indeed the more self evident the feedback the more autonomy the performer develops and vice-versa.”(46)

The ineffectiveness of the present provision of feedback and its suspicious of negative influence was clearly stated that, traditionally teachers use such statements “You need to study hard”, “Your hand writing is nice”, and “Good job” to register their approval or disapproval of the student performance Race, Brown and Smith (2005). But such evaluative feedback, long a classroom staple, is of a limited value for improving students learning and can actually have negative effect on students desire to learn Wiggins(1998) and (Flachikove, 2005).

The best feedback should then be highly specific, directly revealing or descriptive of what actually resulted, clear to the performer and available in terms of specific targets or standards. Wiggins (1998) stated he importance of descriptive and quality feedback that, productive feedback tells students what they are doing right pinpointing strengths and helping learners develop those strengths even further.

Beyond this, most teachers does not understand the importance of feedback and the reason to use it. In line with this research done by Black and William (1998a) as cited in Weeden, Winter, and Broadfoot (2004) states that:

- teachers’ feedback to students often seems to serve social and managerial functions, at the expense of learning functions,
- teachers are often able to predict students’ results on external paper-pencil, but at the same time, they know little about their students learning, and
- the collection of marks to fill up the records is given higher priority than the analysis of students work to discern their learning needs.

2.4 Frequency of Assessment

The frequency assessment is determined by several factors. The grade levels and age of students and the type of expected out come are among others. Being within this frame of understanding, the way the teacher able to integrate the instruction and learning objectives with assessment determines the frequency of assessment which is influenced by the effectiveness of the plan made by the teacher (Pasigna, 2001). This plan is again influenced mainly by, the aim of assessment. For example, in a system of assessment whose primary purpose is to promote, select or certify students may not be necessarily frequently. On the other hand if assessment is intended to support students learning it has to be performed starting from the first day of instruction and should be continuous (Brown, 1991) and (Hargreaves, 2001).

The responses given by two participants in a research done by Hall, et al. (1997: 112) "From Day one I am assessing so I can tailor to individual need and get some kind of progression and planning going quickly." and "I have to know where they are in order to work out where I am going with them." enlighten us that assessment should be practiced daily.

2.5. Assessing Practical Activities

A large number of learning outcomes can be measured by paper-pencil tests. This is true especially in the cognitive domain such as those pertaining to knowledge, understanding, and thinking skills. The significance of these areas in all subject matter has placed paper-pencil testing in a prominent and central role in educational evaluation. However, we must be careful not to be solely dependent on paper-pencil testing. Assessing learners while engaged in practical tasks accounts the largest share of the overall assessment procedure in technical and vocational training. With this respect, the teacher should decide on what to and how to assess as the work is planned. Louis, and Lawrence (1989) emphasized

that, the knowledge to be assessed and the system of assessing that particular knowledge should be decided simultaneously as the work itself is being planned.

Coming to the Ethiopian TVET strategy (2003), 80% of the total training hour is allocated to practical activities, whereas, the theoretical part constitute the remaining 20%. It was emphasized that, TVET teachers must try to match their instruction and assessment plan in a meeting held to acquaint the TVET strategy to TVET teachers in Bahir-Dar, in February 2000. Furthermore, a document prepared and distributed on the above occasion to its participants declares that the system of assessment that should be utilized in the colleges is continuous assessment. Indeed, there was no guideline or direction provided in the document on how to apply the system in to practice, which was quite not more than giving a mere order. The nature of the outcomes to be measured in TVET programs needs subjective decision to be made by teachers. This leads to unreliable and biased judgments with different magnitude among different colleges, departments, and teachers.

As to the view points of educators there should be a certain guideline to keep the assessment outcome at the same standard. Provision of assessment scheme for example, Hudson's assessment scheme of evaluation of practical subject as indicated in Lawrence and Cohen (1989) (Table 2); may reduce this biased judgment and other related rescues that questioned the validity of assessment technique. The plan is advantageous that it minimizes the subjectivity of evaluation.

Table 2: Assessment scheme for practical subjects

Major Categories of assessment	Sub-sections of each category	Criteria for grading
(a) Strategic consideration	<ol style="list-style-type: none"> 1 The suitability of the overall plan 2 The use of source materials 3 Ways of obtaining information 	<p>Award 5 marks for outstanding quality</p> <p>Award 4 marks for above average quality</p> <p>Award 3 marks for average quality</p> <p>Award 2 marks for below average quality</p> <p>Award 1 mark for very poor quality</p> <p>Award 0 marks for unacceptable quality</p>
(b) Selection Criteria	<ol style="list-style-type: none"> 1 Basis for inclusion/exclusion of materials 2 Organization and selection of materials, criteria Employed 3 The 'balance' of the various sections of the project 	
(c) Presentation	<ol style="list-style-type: none"> 1 Overall quality 2 General neatness 3 Aptness of illustrative materials 	
(d) Attitudinal considerations	<ol style="list-style-type: none"> 1 Enterprise 2 Perseverance 3 Co-operation one with another 	

Source: Louis, C. and Lawrence, M. (1989). A guide to teaching practice Page 294.

The plan is again shown below while it is used as the basis for a method of evaluation of a project work. It provides uniform and consistent mark allocation possibility for the teachers.

Table 3: Mark allocation based on the assessment plan

Major Categories of	Sub-section of each category	Criteria for grading
(a) Approach to task	1 Consideration of local conditions 2 Initiative 3 Ability to give and receive instruction	Award 4 marks to the pupil outstanding in his approach to, or performance in, the activity concerned.
(b) Handling of equipment	1 Overcoming difficulties 2 Thoroughness 3 Accuracy	Award 3 marks to the pupil above average in his approach to, or performance in, the activity concerned.
(c) Recording of observation	1 Legibility of bookings 2 Checking in route 3 Reducing and Correcting	Award 2 marks to the pupil average in his approach to, or performance in, the activity concerned.
(d) Translation of data	1 Calculation 2 Preparation of plan 3 Use of scales	Award 1 mark to the pupil average in his approach to, or performance in, the activity concerned.
(e) Overall assessment of technical competence as a surveyor	Award marks as Follows: 10+ Outstanding ability 8-10 above average 5-7 average ability 1-4 below average 0 no Ability	Award 0 marks to the pupil unsatisfactory in his approach to, or performance in, the activity concerned.

Source- Louis, C. and Lawrence, M. (1989) A guide to teaching practice
Page 296

2.6 Tools and Techniques used in Continuous Assessment

The traditional paper-pencil tests are still power full to measure student's achievement. In the mean time, there is a need to other tools and instruments so that the development of students can be measured from all spheres of learning domains. The tools or techniques required may differ for different educational streams. Thus, it is the responsibility of the teacher, the departments, and the colleges to select and use the most desirable combination.

Heinemann (2005) cited in Tamene (2007), outlined some of the available tools of continuous assessment along with the domain areas for which the tools are relevant. Some of the instruments enumerated are appropriate for the assessment of cognitive behaviors while some are useful for the assessment of affective and psychomotor behaviors. The assessment tools and domains where they can be applied are indicted below in table.

Table 4: **Assessment tools and their related domains**

Evaluation tools and Techniques	Cognitive behavior	Affective behavior	Psychomotor behavior
Paper-pencil	*		
Projects	*	*	*
Assignments	*	*	*
Interviews		*	
Rating scales		*	*
Observation		*	
Questionnaire		*	
Anecdotal records		*	

Source: Tamene Olana (2007 pp.36), adopted from Heinemann, (2005)

From the above table, it can be seen that paper-pencil tests are useful for assessment of cognitive behaviors. Projects and assignments can be used for assessing affective and psychomotor domains while others are useful in assessing affective behaviors. The combined use of the above tools will enable teachers to get valid, reliable and usable information that helps them and all concerned to make sound decision about student progress.

✓ 2.7 Teachers Attitude towards the Implementation of Continuous Assessment

Attitude has been defined by different scholars in a relatively different way. Nevertheless, there is no single universally accepted definition of attitude on the other hand all definitions are bound with two integrated elements that come in to one's mind. These integrated elements in every definition of attitude are the attitude itself and the attitude object. One common definition for example, is "It is a relatively enduring tendency to respond to some one or something in a way that reflects a positive evaluation of that person or thing" Social psychologists as cited by (Manstead, 2001:909). From the above definition one can understand, that, there are two integrated elements to be considered. Those are For example, ..., tendency to respond (attitude) and someone or something (the attitude object). In the same way it is essential to think of the awareness and positive feeling of teachers (attitude) and the (attitude object) that is the program or more specifically continuous assessment that is going to be implemented.

An effective implementation of a program or continuous assessment (the attitude object) requires positive tendency and commitment (attitude) of the performer of that program. Despite the fact that, continuous assessment which is relatively a new trend in the Ethiopian Educational context is advocated that it should be practiced in every level of education (elementary to higher education), its implementation seems not encouraging because of various reasons. The most influential reason as described by researchers is

that teachers' negative attitude towards the implementation of continuous assessment (Nitko, 1996) and (Adebowale and Alao, 2008). Teachers' negative attitude towards the implementation of continuous assessment is resulted from lack of awareness and orientation as described by (Teshome 2001). Educators pinpointed that a new assessment program can succeed only if teachers accept it Gronlund and Linn (2000). They also added that if teachers do not accept the basic philosophy of the new assessment approach, one can hardly expect that it will probably be implemented.

Tamene (2008) outlined that the implementation of continuous assessment was attempted before preliminary works were done. As to him, adopting or copying a system with out giving due consideration to the existing reality has a negative consequence up on the expected result.

Thus, from the above ideas teachers may bear negative attitude towards the implementation of continuous because of the absence of adequate orientation and training, lack of skills and knowledge without which they cannot appreciate and implement it.

✓ **2.8 Related Studies on Continuous Assessment**

2.8.1 The National Experience

The status of continuous assessment in Ethiopian Educational context seems not fully researched. However, attempts have been made by Birhanu, Getachew, Muluken, Tamene and Teshome the topics of whose works were mentioned in the background of this study. Among them the two (Birhanu, 2004) and (Getachew, 2008) stated that the absence of continuous assessment directives and guidelines were the major problems that hindered the implementation continuous assessment among others. The later added that poor administrative support, time constraint and large class size were also major factors which hindered the proper implementation of continuous assessment in TVET Colleges.

Beyond these, problems such as lack of awareness about continuous assessment, inadequate preparation, lack of technical support, large class size, lack of adequate learning materials, absence of adequate supervision, lack of students motivation and learners negative attitude are common to those studies as factors that hindered the implementation of continuous assessment.

In addition to these, lack provision of feedback, less involvement of students in self-assessment, poor record keeping and communicating the assessment data regularly were also factors that hindered the implementation of continuous assessment (Birhanu, 2004), (Getachew, 2008) and (Tamene, 2007). They further contended that most of teachers taught that, continuous assessment is simply frequent testing of students' performance using the common paper-pencil tests. The educators view of continuous assessment in contrast require the use of different tools and techniques, and careful recording of every thing that the student performs through out the course (Nitko, 1996), (Gronlund and Linn, 1990) and (Farant, 1980).

Thus, according to those studies the current practice of continuous assessment in the country in those areas covered by the studies is below the expected status that assures its proper implementation.

2.8.2 Regional Experience

At present continuous assessment is being considered as the most important tool to assess students learning. The continuous assessment technique in many African nations is replacing the traditional judgmental summative assessment, which was practiced by examining the students once at the end of a term. For example, students' in Nigeria are assessed in the cognitive, affective and psychomotor domains a number of times at certain intervals, using a variety of assessment techniques (Adebowale and Alao, 2008). This implies that the aim of using these paper-pencil tests,

projects, observations, questionnaires, portfolios, etc. is to facilitate students' learning (Elui, 2008).

The comprehensive nature of continuous assessment was recognized in Malawi, and Policymakers are now considering integrating the continuous assessment model into all Malawi's primary schools beginning with the primary school curriculum and the teacher training colleges. It was also pinpointed that due consideration has been given to continuous assessment in Southern African States (USAID, 2003). Furthermore, continuous assessment at the primary and secondary levels was among the key issues noted in the sub-regional conference on assessment which was hosted in Zambia under the banner Southern Africa Conference on Continuous Assessment on June 30-July 2, 2003. On this conference it was also recommended that the need for teachers education on the tasks of the administration, interpretation, recording, and reporting of assessments, with a suggestion to integrate continuous assessment course work into teacher training colleges. Other observations that came out of the meeting includes: making continuous assessment complementary to national examinations, relating continuous assessment to remedial interventions, and having a strong process of inspection to ensure and to monitor the use of continuous assessment in schools (USAID, 2003).

It is believed this much background literature is enough to serve as a frame for this study. The next section deals the design of the study.

CHAPTER 3 RESEARCH METHODOLOGY

3.1 Design of the study

A descriptive survey method was used to collect and analyze relevant data.

3.2 Participants

The list of deans, department head and teachers was taken from the colleges, record office. All Deans, department heads and teacher of the two colleges were participants of the study particularly in filling in the questionnaire. However teachers who were:-

- below six months of teaching experience and 10+3 graduates
- in short and long term trainings and
- not actually teaching during the period of data collection were excluded.

Table 5 below gives further breakdown of participants in the responding the questionnaire taken from the population.

Table 5: Participants in responding the questionnaire

S/ No	Center/ College	Participants distribution									G. Total
		Deans			D/Heads			Teachers			
		M	F	T	M	F	T	M	F	T	
1	Combolcha	3	-	3	17	-	17	31	13	44	64
2	W/Siheen	3	-	3	15	3	18	38	11	49	70
3	Total	6	-	6	32	3	35	69	24	93	134

Participants of focus group discussion

To select participants of focus group discussion, departments were grouped in to sub groups (clusters) by either streams or group of streams to get proportional representatives. Clustering streams in to a group was made because of that the number of teachers in each stream were not proportional ranging from 3 to 18. Accordingly, one or two teachers were

then taken from each stream or group of streams using lottery system. Participants from deans were grouped separately and selected the same way. Tables 6 show the distribution of focus group discussion participants.

Table 6: Participants of focus group discussion

S/NO	Streams/ group of streams	Combocha			W/Siheen		
		N	Selec ted	Partici pated	N	Selec ted	partici pated
1	Industrial	17	2	2	18	2	1
2	Construction	8	1	1	11	1	-
3	Business	7	1	1	10	1	1
4	Common-course	11	1	1	13	1	1
5	Water Technology	7	1	1	-	X	X
6	Health extension	-	X	X	4	1	-
7	Textile, garment, Hotel MGT.	11	1	1	11	1	-
8	Deans	3	1	1	3	1	1
Total		64	8	8	70	8	4

X- No training in this college in this stream

Participants of interviews

Participants for interviews were selected in the same technique of lottery system. But here further grouping of streams in to group was made. The deans were made to constitute a separate group as was done in selecting participants of focus group discussion, while others were made in to cluster that constitute proportional number of participants. Each cluster was then made to constitute 18 to 27 participants after a number of possible combinations were tried.

The last section of the questionnaire contains questions that focus on the feasibility, problems and prospects of continuous assessment in TVET program.

Five interview, five focus group discussion questions, document examination and informal supervision were used to collect the required data.

3.4 Procedure

An Amharic and English versions of a questionnaire with 48 closed and open ended questions, grouped in to four sections were developed in line with the basic research questions and related literature.

The questionnaire was pilot tested on forty-one Ethiopian and two Indian teachers from the Faculty of Technology, Wollo University where teachers' characteristics are similar with teachers of the colleges understudy. Reliability analysis was made and Cronbach's alpha =.62 was obtained. Revision of items was made based on item analysis.

Then, the questionnaires were distributed to the participants with a plan to collect them within five working days; however, seventeen working days were necessary to obtain all questionnaires.

Interview and focus group discussion questions were developed after examining participants' responses to the questionnaire. Emphasis was given to questions which were not correctly completed or which were not understood well by participants, that is to items that need paraphrasing. Interviews and focus group discussions were conducted on programs arranged on the convenience of the colleges' officials, campus coordinators and teachers. All response of participants' were recorded and translated to hard copy. Document examination and informal supervision were used for verification of information whenever necessary

3.5 Methods of Data Analysis

Data obtained through the questionnaire were categorized and presented in relation to the research question they focus on in tables with descriptive statistics that is (percentage/proportion). Qualitative data obtained through open-ended questions, interview and focus group discussion questions were also summarized in to common themes. Finally, statistical analysis (that is -t- test for means of independent samples) was carried out to examine the influence of duty post and experience on teachers' attitude towards the implementation of continuous assessment.

CHAPTER 4 RESULTS

4.1 Educational Background and Related Trainings of Teachers

Table 8 presents data pertaining to educational backgrounds and related trainings of teachers, opportunities for teachers to participate in short term trainings, seminars or workshops related to continuous assessment, and the helpfulness of the courses they took and trainings they had if any in the process of implementing continuous assessment. In general the data show that the educational background of teachers is not enough to implement continuous assessment. As it is indicated in table 8, 101 (75.4%) participants were professional teachers, while 33 (24.6%) participants were not trained to be a teacher. Among the latter, only 12 (36.4%) of the participants had the opportunity to take course related to measurement and evaluation.

Beyond this among the participants who were prepared for teaching, only 6(5.5%) took four or more courses related to measurement and evaluation. Relatively large amount of participants that is 35 (32.1%) indicated that they took only one course related to measurement and evaluation.

Participants were asked whether they know what is meant by continuous assessment. In response, 130 (97.0%) said that, they know it, while, 4 (3.0%) participants did not know what is meant by continuous assessment. Furthermore, 131(97.8%) participants responded that, they knew the tools and methods used in continuous assessment, while 3 (2.2%) did not know. Regarding the issue of taking courses that enabled them to implement continuous assessment, only 25 (18.7%) reported that they took courses that helped them to implement continuous assessment.

see **Table 8: Educational background and related trainings of teachers**

S/No	Item /Questions/	Response	N	%
2.1.1	Training Stream/professional background/	Teaching	101	75.4
		Non-Teaching	33	24.6
2.1.2	If your answer to question no 2.1.1 is "Non-teaching", have you taken any training related to measurement and evaluation?	Yes	12	36.4
		No	21	63.6
2.1.3	If your answer to question no 2.1.1 is "teaching", how many courses related to measurement and evaluation did you took?	One	35	32.1
		Two	42	38.5
		Three and more	32	29.4
		Yes	130	97.0
2.1.4	Do you know what is meant by continuous assessment	No	4	3.0
		Yes	131	97.8
2.1.5	Do you know the tools and methods used in implementing continuous assessment?	Yes	131	97.8
		No	3	2.2
2.1.6	Have you taken courses that enabled you to implement Continuous assessment?	Yes	25	18.7
		No	109	81.3
2.1.7	Do you feel that the courses you got were sufficient to implement continuous assessment?	Yes	13	52.0
		No	12	48.0
2.1.8	Have you got any opportunity to participate in Seminars; Workshops, and short-term trainings related to continuous assessment?	Yes	36	26.9
		No	98	73.1
2.1.9	If your answer to question no 2.1.8 is "No" what could be the reason?	Such trainings have never been prepared.	54	55.1
		Though, trainings have been prepared, opportunities were given to others.	34	34.7
		Combination of the above two reasons.	10	10.2
2.1.10	If your answer to question no 2.1.8 is "yes", to what extent did the skill you get from these courses, serve you to implement Continuous assessment?	To a very great extent	9	25.0
		To a great extent	18	50.0
		To a small extent	4	11.1
		Not at all	2	5.6

In connection with this, they were asked if the courses they took were sufficient enough to implement continuous assessment and only 13 (52.0%) support this idea while the remaining participants opposed it.

Thirty six (26.9%) participants had opportunities to participate in seminars, workshops, and short-term trainings, while 98 (73.1%) had no opportunities to participate in such seminars, workshops and short term trainings. In response to why did not they got those trainings, 54 (55.1%) of this category elucidate that, such seminars, workshops and short-term trainings have never been conducted.

The data further indicated that nine (25.0%) participants thought that they benefited to a very great extent from those seminars, workshops, and short-term trainings. Others, 18 (50.0%) and 4 (11.1%) also thought that they benefited to a great and small extent respectively. Two (5.6%) participants contend that the seminars, workshops, and short-term trainings were not helpful in implementing continuous assessment.

4.2 The Current Status of Continuous Assessment

This section deals with the issues of the frequency of assessment the tools and methods used by teachers in assessing their students, the purposes of continuous assessment scores, the frequency of feedback that teachers provide to their students, the percentage of marks accounted for by the students final grading and the absence or presence of directives and guidelines to implement continuous assessment in the colleges.

Frequency of assessment

Table 9 presents data related to the frequency of assessment that is practice by teachers. The data show that the frequency of assessment is not regular rather duty dependant.

As indicated in Table 9, daily assessment was practiced as claimed by 19 (14.2%) participants. 25 (18.7%) participants also reported that they were assessing their students weekly. The largest portion of participants (61.2%) stated that they assess their students at the end of each duty.

see **Table 9: Frequency of assessment**

S/N	Item	Responses	N	%
2.2.1	How often do you assess your students?	Daily	19	14.2
		Weekly	25	18.7
		Monthly	3	2.2
		Termly	4	3.0
		Others (end of duty)	82	61.2

Tools and methods used in continuous assessment and purposes of continuous assessment scores

Table 10 presents data pertaining to tools and methods teachers are currently using as well as the purpose of continuous assessment. In general, the data show that most teachers use several combinations. For example 28 make use of paper-pencil tests in combination with project works, discussion and presentation.

Another combination of tools and methods, which was supported by 27 (20.2%) participants includes: usual paper-pencil tests, project works, interviews, discussion and presentations and others mainly reports of field visits. There also teachers who reported that they are using a single method in assessing their students. For example, 4 (3.0%) of the participants used the usual paper-pencil tests.)

The purpose for which teachers used scores of continuous assessment was approached differently. Accordingly, 57 (42.5%) participant were using continuous assessment scores for: realizing learning objectives, enhancing instruction, improving students' learning and filtering students. According to the viewpoints of 36 (26.9%) participants, realizing learning objectives, enhancing instruction and improving students' learning were purposes of continuous assessment scores. Twenty nine (21.6%) participants on the

other hand contended that, realizing learning objectives and filtering students are the purposes that continuous assessment scores are used for.

see **Table 10: Tools, methods and purposes of continuous assessment scores**

S/No	Item	Response	N	%
2.2.2	Which of the following methods do you employ in assessing your students learning?	Usual paper-pencil test, project works and discussion and presentations	28	20.9
		Assignments, Interviews, project works and discussion and presentations	26	19.4
		Usual paper-pencil test, project works , Interviews, discussion and presentations and others (Field works)	27	20.2
		Project works, Assignments, discussion and presentations, field works and oral questions.	25	18.7
		Usual paper-pencil test	4	3.0
		Anecdotal records	6	4.5
		Assignments	1	0.8
		Discussion and presentations	5	3.7
		Others (field and lab reports)	2	1.5
2.2.3	Which of the following purposes do you use pupils continuous assessment scores for?	Realizing learning objectives, Enhancing instruction and improve student's learning	36	26.9
		Realizing learning objectives, and filtering students	29	21.6
		Realizing learning objectives, Enhancing instruction, improve student's learning and filtering students	57	42.5
		Realizing learning objectives	6	4.5
		Enhancing instruction	2	1.5
		filtering students	2	1.5

Frequency of feed back and its quality

Table 11 presents data pertaining to the frequency of feedback and its quality. The data in general show that teachers provide feedback to the students frequently. However, the feedback provided to students was not so declarative that the students cannot learn from their error they made previously.

Eighty (59.7%) of the participants alleged that, they provide feed back to their students frequently. Nevertheless, the quality of feedback they provide is a non-declarative type focused on some pieces of advice as reported by 55 (68.8%) participants. On the other hand six (4.5%) participants did not give feedback to their students at all.

Table 11: Frequency of feedback and its quality

S/N	Item	Response	N	%
2.2.4	How often do you provide feedback to your students?	Frequently	80	59.7
		Sometimes	28	20.9
		Rarely	18	13.4
		Not at all	6	4.5
2.2.5	If your answer to question no 2.2.4 is either "Sometimes" or "rarely" or "Not at all" what is the reason?	Feedback has nothing to do with continuous assessment.	7	13.5
		Feedback has nothing to do with student learning improvement	4	7.7
		I do not have time and patient to give feed back to students	21	40.4
		I do not have basic knowledge on how to give feedback to students	12	23.1
		others (combination of the latter two)	8	15.4
2.2.6	If your answer to question no 2.2.4 is either "a" or "b" what is the content or theme included in your feedback? (Please specify)	Non-declarative	55	68.8
		Declarative	25	31.2

The data further show that, twelve (23.1%) participants did not provide feedback frequently to their students because they have no basic knowledge on how to give feedback to students. Four (7.7%) participants on the other hand reported that, feedback has no contribution for students learning improvement that is why they did not give feedback to their students frequently. The remaining 8 (15.4%) participants presented combined

widely varied that ranges from 10% – 90%. Forty four (32.8%) of participants stated that 80% of the students final grade is accounted for by continuous assessment scores. Others for example, 36 (26.9%) participants said marks of continuous assessment accounts for 60% of the students' final grade

Recording students' activities and the issue of directives and guidelines

Table 13 presents data related to keeping records of students and directives and guidelines. The data show that the culture of keeping records of students is low. The practice of continuous assessment is less consistent across teachers, departments and colleges because of the absence of directives and guidelines.

Respondents were asked whether they were keeping records of students or not. The response indicated that more than half (52.2%) of the respondents had never kept records of students. The remaining respondents affirmed that they kept records of students only sometimes (20.2%) or always (27.6%).

The latter groups were asked a follow-up question regarding the purpose of keeping records of students. According to 27 (42.2%) participants, records of students are sent to the college record office for certification purpose. On the other hand 12 (18.8%) participants contend that, it is kept in the department record for future retrieval.

The presence or absence of directives and guidelines to implement continuous assessment was also examined in the same table. Seventy five (56.0%) of participants argued that, there are directives and guidelines to implement continuous assessment in the colleges, while 57 (42.5%) participants side that there are no such directives and guidelines.

Table 13: Keeping records of students and directives and guidelines

S/No	Item	Response	N	%
2.2.9	Do you keep records of students activities	Never	70	52.3
		Sometimes	37	27.6
		Always	27	20.2
2.2.10	If your answer to question No 2.2.9 is either "Always" or "Sometimes", for what purpose do you use it?	Kept in the department record for further retrieval	12	18.8
		Sent to the college record for certification purpose	27	42.2
		Sent to the employing companies to show the trainees over all personality	2	3.1
		Other (combination of the above)	23	35.9
2.2.11	Are there any guidelines or directives that are used in implementing continuous assessment in your college?	Yes	75	56.0
		No	57	42.5
2.2.12	If your answer to question 2.2.11. is "No" what do, you think the reason would be?	The TVET Agency as well as the college officials has not considered the matter	30	52.6
		The TVET Agency as well as the college have not such a trained manpower to prepare CA guidelines/directives/	17	29.8
		I do not know who is responsible for and how it is to be prepared	4	7.0
		Others (combination of the former two)	6	10.5

The latter group was asked to state reasons for the absence of such directives and guidelines. In response, the TVET agency as well as the college officials did not consider the matter was one of the reasons as indicated by 30 (52.6%) participants. Seventeen (29.8%) participants on the other hand said that the main reason is the absence of trained manpower in TVET agency as well as the colleges to prepare guidelines and directives. Other 4 (7.0%) participants indicated that they did not know

who is responsible for and how it is to be prepared, while the remaining 6 (10.5%) participants stated that, the absence of directives and guidelines is due to the absence of professionals and less emphasis to the matter by the college officials and TVET agency.

4.3 Teachers Attitude towards the Implementation of Continuous Assessment

The third part of the questionnaire was designed to investigate if there was statistically significant difference in attitudes towards the implementation of continuous assessment among less experienced and experienced teachers, as well as among teachers who had additional duty post, and those who did not have. The data show that there was a mean difference in attitudes towards the implementation of continuous assessment among experienced and less experienced teachers as well as among teachers who had additional responsibilities and those who did not have.

Table 14 presents data prevailing to attitudinal differences towards the implementation of continuous assessment as a function of experience.

see **Table 14 t- test statistics of teachers' attitude as a function of experience**

S/no	Variables	N	mean	SD	t- (Cal.)	df.
1	Less experienced	53	73.57	9.25	-0.960	132
2	Experienced	81	75.03	8.14		

P=.05, two tailed test

One can see from table 14 that the group consisting of the less experienced teachers had lower mean attitude score (Mean = 73.57) than did the group comprising experienced teachers (Mean = 75.03). However, the difference in attitudes towards the implementation of continuous assessment between less experienced and experienced teachers was found to be not statistically significant ($t = .960, df=132, p > .05$)

Table 15 presents data prevailing to attitudinal differences towards the implementation of continuous assessment as a function of additional duty post.

Table 15 t- test statistics of teachers' attitude as a function of additional duty post

S/no	Variables	N	Mean	SD	t- (Cal.)	df.
1	Having Additional Post	35	75.26	5.03	0.647	132
2	With no additional post	99	74.16	9.55		

P=.05, two tailed test

It can be observed from table 15 that the group consisting of teachers who have no additional duty post had lower mean attitude score (Mean = 74.16) than did the group comprising teachers who have additional duty post (Mean = 75.26). Nonetheless, the mean score difference in attitudes towards the implementation of continuous assessment among teachers who have additional duty post and those who do not have additional duty post was found to be not statistically significant ($t = .647, df = 132, p > .05$)

Following the result of the above two t- test statistics, attempts have been made to examine the attitude of teachers towards the implementation of continuous assessment by grouping the attitude measuring scale in to three related categories: understanding the importance of continuous assessment in the teaching-learning process, critiques of continuous assessment, and problems related to existing situations in the colleges. Nonetheless, the results of sub scale analysis were not different from the previous test of attitudinal difference that is all mean differences were not statistically significant.

4.4 Feasibility of Continuous Assessment

The first three questions focus on the feasibility of continuous assessment in connection to the vision and goal of TVET curriculum, TVET colleges and nature of the courses in TVET colleges. The overall picture of the data indicated that continuous assessment is feasible to the vision and goal of TVET curriculum, TVET colleges and nature of the courses in TVET colleges. Table 16 presents data pertaining to feasibility of continuous assessment to TVET program.

Table 16: Feasibility of continuous assessment

S/No	Items /Questions/	Response	N	%
2.4.1	Do you believe that continuous assessment is feasible relative to TVET Colleges' training curriculum?	Yes	115	85.8
		No	13	9.7
		Partially	4	3.0
2.4.2	Do you believe that continuous assessment is feasible relative to TVET Colleges' training goal?	Yes	111	82.8
		No	14	10.5
		Partially	7	5.2
2.4.3	Do you believe that continuous assessment is feasible relative to nature of the courses TVET Colleges?	Yes	105	78.4
		No	17	12.7
		Partially	9	6.7

The data indicated that 115 (85.8%), 111 (82.8%), 105 (78.4%) participants supported that continuous assessment is feasible to the vision and goals of TVET curriculum, TVET colleges and nature of the courses in TVET colleges respectively. While 13 (9.7%), 14 (10.5%) and 17 (12.7%) of participants did not believe that continuous assessment is feasible to the vision and goals of TVET curriculum, TVET colleges and nature of the courses in TVET colleges.

Participants did not respond to the questions that request them to discuss the reasons following their approval or disapproval of questions under feasibility of continuous assessment. These questions had been considered in the focus group discussion. Participants had forwarded some what

similar ideas about the first 2 cases. They contended that, the vision and goal of TVET, TVET colleges is not training theory oriented students rather skilled youngsters that are not looking for employment.

Trainees are prepared to be self-dependent and self-employed citizens. Their performance and skill should be measured but not their achievement. Skill development cannot be assessed objectively unless various tools and methods are used continuously. In line with the third question, participants argued that the nature of the courses in TVET is different; the feasibility is too that it may be difficult to generalize. Despite this fact continuous assessment is feasible to assess performance and competency which are vital requirements of TVET trainees.

4.5 Guidelines and Implementation of Continuous Assessment

In this section the presence or absence of directives and guidelines, the participants' belief with the practicality of continuous assessment and responsibilities of concerned bodies were examined. In general the data show that there are directives and guidelines in the colleges, continuous assessment is not being implemented and there is a diversified vision concerning the responsible bodies in controlling the implementation of continuous assessment.

Regarding the presence or absence of directives and guidelines to be used in implementing continuous assessment in TVET Colleges, 72 (53.7%) of participants claimed that, there are directives and guidelines. On the other hand thirty six (26.9%) of the participants did not agreed with this idea. In the mean time the researcher managed to get those guidelines and directives through formal request and what was obtained is the TTLM which indicates the mode of evaluation and the tools that should be used, as it was mentioned in the Literature section of this study.

The data also indicated that 29 (21.6%) of participants believe that continuous assessment is being implemented, while Seventy three (54.5%) of participants did not believe that continuous assessment is being implemented. Data pertaining to the issues mentioned above is presented the following table.

Table 17: Guidelines and implementation of continuous assessment

S/No	Items /Questions/	Response	N	%
2.4.4	Are there any guidelines and directions used in implementing continuous assessment in your	Yes	72	53.7
		No	36	26.9
		Partially	16	11.9
		I can not say	4	3.0
2.4.4-b	Do you believe that continuous assessment is being implemented in your college?	Yes	29	21.6
		No	73	54.5
		Partially	20	14.9
		I can not say	6	4.5
2.4.4-c	Who is responsible in controlling the implementation of continuous assessment?	Teachers	25	18.7
		Teachers and D. heads	47	35.1
		Teachers, D. heads and A/V/Deans	39	29.1
		D. heads and A/V/Deans	8	6.0
		Others(administration and students combined with the above responses)	10	7.5

Who is responsible in controlling the implementation of continuous assessment was the other issue considered in the same table. In response, 25 (18.7%) of the participants indicated that, controlling the implementation of continuous assessment is the responsibility of teachers. Other participants proposed responsible bodies to control the implementation of continuous assessment in various combinations. For example, 39 (29.1%) respondents stated that controlling of the

implementation of continuous assessment is a mutual responsibility of teachers, department heads and academic vice-deans.

4.6 Problems and Prospects

This section describes problems and prospects of continuous assessment. The data show that, lack of proper training of teachers, absence of materials and resources on time, overloading of teachers and large number of students are the major factors that hinder the proper implementation of continuous assessment.

Table 18 Problems and prospects of continuous assessment

S/No	Items /Questions/	Response	N	%
2.4.5	In your opinion what are the major problems that hinder the implementation of continuous assessment?	Lack of proper training of teachers, absence of materials and resources on time, increased working loads	39	29.1
		Lack of proper training of teachers, absence of materials and resources on time, increased working loads and large number of students	43	32.1
		Lack of proper training of teachers, absence of teachers commitment, increased working loads and large number of students	33	24.6
		Others (lack of control and supervision with previous responses)	14	10.5
2.4.6	What measures should be taken so that continuous assessment might be implemented in your college?	Proper training of teachers, provision of materials and resources on time, minimizing working loads	15	11.2
		Proper training of teachers, provision of materials and resources on time, minimizing working loads and reducing number of students	45	33.6
		Proper training of teachers, working towards increasing teachers commitment, minimizing working loads and reducing number of students	59	44.0
		Others (proper control and supervision in combination with previous responses)	10	7.5

The data show that participants approached in various combinations in responding questions related to the factors that hinder the proper implementation of continuous assessment. For example, 39 (29.1%) participants mentioned that, lack of proper training of teachers, absence of materials and resources on time, and increased working loads are the major factors.

Other combination of factors that affect the proper implementation of continuous assessment includes: lack of proper training of teachers, absence of teachers' commitment, increased working loads and large numbers of students as indicated by 33 (24.6%) respondents.

The respondents were finally asked about the measures that should be taken so that continuous assessment might be properly implemented in TVET colleges. In response, 15 (11.2%) participants stated that proper training of teachers, provision of materials and resources on time, and minimizing working loads can alleviate the problem. According to the view points of 59 (44.0%) participants, proper training of teachers, working towards increasing teachers' commitment, minimizing working loads and reducing number of students are measures that should be taken to alleviate the problems.

4.7 Results Obtained through Interviews

In this part, issues that have been considered in the questionnaire but with responses of uncertainty and others are included, and the summarized view of participants is presented.

All the interviewees confirmed that continuous assessment is practical; however, there is a difference with respect to educational background of teachers in implementing it effectively. They further argued that no training pertaining to continuous assessment had been conducted. The methods

occasion. Beyond this, those teachers gave training for teachers of the colleges and institutes in the region. According to one interviewee, 90% of the teachers had received the training and are able to prepare and implement the necessary tools uniformly. He further elaborates that some of the teachers here were participating from the beginning of the development of OS and OTS up to the final TTLM formulation and training. As to him there is no doubt that teachers have the required skill to prepare assessment plan and implement continuous assessment.

The follow-up question was concerned with the future plan of the college/department/ in relation to teachers training. In response, at present, we have teachers of various levels: professionally trained and untrained, of various academic qualification from MSc and MA to 10+3 diploma. Short-term training was conducted on teaching methodology and related matters for 10+3 graduates. We know that it is not sufficient, but we will assess the demand and conduct training as much as we can and report the situation to the agency to get support. In the mean time, recommendations from such research would be an important resource for our future endeavor. Regarding support and supervision, it is our main duty; indeed, we are giving support and supervision not only to teachers of this college, but also to teachers of colleges and institutes under the cluster. Nevertheless, we were not working with continuous assessment specifically.

4.8 Results Obtained through Focus Group Discussion

Five main questions were given emphasis under this part. It is not the individuals solid idea, rather the common views of participants is presented here.

2.6.1 In most teachers' views, continuous assessment is considered as testing continuously with the use of the usual paper-pencil tests. How do you fill about it and how is continuous assessment practiced?

In response, practically paper-pencil tests take the lion's share in assessing students' achievement. In some situations, there are aspects that cannot be measured by paper-pencil tests. For example, during project works individuals performance is assessed using other techniques such as oral question, demonstration etc. There are various departments and diversified nature of courses, so it may be difficult to generalize. However, the usual paper-pencil tests are widely applied.

2.6.2 In modern education, continuous assessment should be practiced to measure students learning progress, and general behavioral development. What is your belief in connection with this idea?

According to the participants view, no one is in doubt about the importance of continuous assessment. They emphasized that continuous assessment is vital not only as an assessment tool but also as a means through which we cultivate dependable citizen.

2.6.3 According to the viewpoints of educators, continuous assessment enhances instruction. What are your ideas, beliefs and commitment regarding this issue?

Participants argued that, assessment is inseparable form of teaching and instruction. If assessment is continuous, it will provide information to the teacher about the limitations and strengths of his instruction. The teacher then will be able to take corrective measures. In doing so, he/she may be able to revise his/her objectives, modify his/her teaching methodologies, etc., which enable the teacher to enhance instruction.

2.6.4. How do you fill about the relevancy of continuous assessment in relation to the objectives and processes of TVET?

According to the gross view of participants, the objectives and processes of TVET requires continuous assessment to be practiced. This is because the ultimate goal of TVET is to create skilled youngsters, who can contribute

their share to the prosperity of the country as a whole and to fulfill the demand of the industry. Such trained man power need not be theory oriented. They are required to be practically skilled, creative and efficient in problem solving based on scientific approach. In general, TVET graduates are expected to possess qualities that cannot be objectively assessed by conventional methods of assessment. Therefore, continuous assessment is very relevant as participants of the focus group discussion contended.

2.6.5 How are the conditions (resources, teachers training, passion and commitment of teachers, characteristics and number of courses, working loads and time length, number of students and others) in implementing continuous assessment?

20/ This question, according to the participants' beliefs, represents critical factors that influence not only continuous assessment, but also all facets of the teaching-learning process. The shortage of resources and materials is exerting its impact on the effective implementation of continuous assessment. It is usually a serious problem, as it cannot be supplied on time. We have diversified teachers in terms of their training streams; (teaching/non-teaching), and in the course they took relative to measurement and evaluation. Thus, a uniform procedure of continuous assessment is questionable. Perhaps the passion and commitment of teachers towards continuous assessment may not be proved with concrete evidence that means impossible to conclude that teachers are either committed to the work or not. The number of students per class is becoming influential that means it is large particularly this year. The duration of training is 16 weeks including registration and examination activities. Of the 16 weeks, about three weeks are devoted to registration and final examination. Forty periods per week (1 period=50 minutes) are required in every department to cover the syllabus. The weekly training period is about 40 on average. A training hour of 440 has to be completed in a semester. This is the worst feature of TVET program. In such

circumstances, it is quite a burden for a teacher to perform continuous assessment. Even under these situations, there are teachers who are trying to implement continuous assessment. However, one cannot say that it is being implemented effectively.

The percentage that marks of continuous assessment accounted for by the students' final grading was again considered in the focus group discussion. Participants' views were somewhat different and they were unable to reach consensus. Some said about 60 %, others take a firm stand that 80% of students' final grade is accounted for by marks of continuous assessment.

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(The presence of guidelines and directives was once again raised in the focus group discussion. This was done because inconsistency of approaches, tools and methods used was one of the major drawbacks of continuous assessment, as the writer of this study understands from participants' responses during pilot testing. About more than half of the participants hold the idea that there are guidelines and directives to be used in implementing continuous assessment. The only material mentioned by that colleges' officials and participants as tools and methods prepared and used was the Training Teaching, and Learning Material, (TTLM). This material of course listed the tools, methods and procedures to be used in students' assessment.)

CHAPTER 5 DISCUSSION

The major purpose of this study was to examine the implementation of continuous assessment in TVET Colleges of South Wollo Zone. It was also aimed at identifying the major factors that hinder the implementation of continuous assessment. To proceed with the investigation, four basic research questions were formulated initially. They were:

1. Are trainers well equipped with the essential professional knowledge and skills to use continuous assessment?
2. What kind of assessment approach do teachers in TVET Colleges currently use?
3. Are there any attitudinal differences among teachers who have different teaching experience and different duty posts towards the implementation of continuous assessment?
4. What are the major factors that hinder the implementation of continuous assessment?

So in this section, these basic research questions are treated separately with reference to the treatment made in the result section of the study.

5.1 Are Trainers well equipped with the Essential Professional Knowledge and Skills to use Continuous Assessment?

One can easily understand that the educational background of teachers is different. Some were not prepared for the profession. Relatively large number of teachers did not take courses related to measurement and evaluation. Most teachers had not taken course related to continuous assessment. Though there were teachers who had got the opportunity to participate in workshops, seminars, and short-term training and took courses related to continuous assessment, it was confirmed that the knowledge the trainers acquired from the courses they have taken were insufficient for them to operate in the system of continuous assessment.

The art of measurement, evaluation and assessment in general and continuous assessment in particular requires a deep knowledge and skill to implement around schools. Therefore, as Farrant (1980) outlined that, teachers should be well trained. They should have certain desirable qualities; acquire accumulated knowledge, skill and wisdom. They should fulfill an admission qualification and maintain a predetermined standard.

From the historical perspectives of education, the requirement of professionally trained teachers was not deemed important even in the early 19th century. According to ICDR (1999), the movement that requires a professional training for secondary teachers began to get momentum at the end of the century in USA.

In Ethiopian case, particularly concerning technical and vocational training aspects, it was in the late 1960s and 1970s that professional teachers were graduated from (KCTE) Kotebe College of Teachers Education and (TTE) Technical Teachers Education, in 12+2 levels. Training of degree holder professional teachers in technical streams was started in the near 1990s after the present Adama University had changed its name from Nazareth Technical College, (NTC) to Nazareth College of Technical Teachers' Education (NCTTE). In the mean time, vocational teachers in Business and Service areas were trained in different universities and colleges, and joined the profession in recent years. On the other hand, all those joined the profession were not professionals. Some of them were diploma graduates of 10+3 level.

Based on their academic backgrounds, teachers of the colleges' understudy can be grouped in to three:

1. Assistant teachers: 10+3 diploma holders, specialized in a certain technical area, have not virtually teachers training.

2. Trained teachers /instructors/: 12+2 diploma or 12+4 degree or master's degree, and specialized in craft (technical areas) or natural, social or behavioral science with varying levels of teachers training.
3. Teachers who are qualified at 12+4 Bachelor degree or MA/M.Sc degree or equivalent, but not necessarily possess teacher-training qualification.

In general, all teachers need training to operate in the system of continuous assessment. Particularly those in the first category (assistant teachers) need extensive training. It is not of course a hidden matter to responsible bodies. The TGE (1994), in its action plan noted that teachers will be given further training and orientation to use continuous assessment to understand and support students. It indicates that the implementation of continuous assessment requires extensive training. The need for additional training when examined from the peculiar feature of teachers of Technical and Vocational Education and Training becomes crucial. This is because; on one hand, there are teachers who were not prepared for the profession at all, on the other, vocational teachers are expected to be multi dimensional. According to Heikknen (1997:422)

“Vocational and technical teachers are expected to be an expert in some theoretical or technological area, on the one hand, and an expert in general pedagogy or didactics, facilitating construction of optimal learning environment for any purpose on the other”

In some countries it seems that the above truth touched the ground and they had given due consideration to the preparation of technical and vocational teachers long ago. For example, in U.S.A much emphasis had been given to the preparation of technical and vocational teachers. Major activities include increasing technical and academic achievement; increasing assessment and accountability requirements; designing meaningful instructional tasks based on real world problems; using technology; teaching teamwork and collaboration skills; and developing

leadership skills. It was also stated that technical education teacher must also be prepared to relate to an increasingly diverse student customer in a manner that results in higher levels of academic and technical proficiency (McCaslin, 2002).

According to Tekleaimanot (2002:14)

TVET teachers by necessity need to originate from the TVET graduates with Work experience. Hence, TVET Teachers Training Colleges or faculties in the universities need to recruit their students from among TVET graduates. This compliments the system integration and ensures quality trainers who at the same time are professional advocates of the training system."

In contrast, the ANRS TVET agency was employing teachers who were not professionally trained to serve as a teacher and who have no work experience. It should be noted that some of the major activities of the ANRS TVET agency are:

- Recruits qualified teachers for TVET, and
- Identifies training needs, etc., TGE (1994) new education policy.

Teachers, being untrained to involve in the teaching learning process, the absence of refreshing courses and orientation to continuous assessment tools methods and principles enable the researcher to conclude that, teachers are not well equipped with the essential professional knowledge and skills to employ continuous assessment.

5.2 What Kind of Assessment Approach do Teachers in TVET Colleges currently use?

The data evidenced that in the continuous assessment, currently practiced in the colleges understudy, the usual paper-pencil tests were prominently except in some departments such as legal service where the nature of the course requires discussion and presentation. Other tools and methods were

used less frequently. The purposes which for students' continuous assessment scores used for was well understood by most teachers that they were using them to; realize learning objectives, enhance instructions and improve students learning. There were also some teachers who were used these scores to filter students. The culture of recording students' overall activity was low. The frequency of assessment is not periodical, rather, duty dependant. Most teachers did not provide feedback to their students so that they cannot learn from their error. Even if some teachers argued that they were providing feedback to their students, the quality of their feedback was not the one sought in modern assessment. There is a diversified vision among teachers on deciding how much percentage of marks from continuous assessment is accounted for the students' final grading.

The practice of continuous assessment in its minimal status was less consistent across teachers, departments and colleges resulted from the absence of guidelines and directives/assessment plans.

The frequency of assessment was found to be duty dependant. Educators on the other hand stated that assessment begins on the first day of instruction. A study by Hall, et al. (1997) claimed that assessment should begin on the first day and be a continuous process which is integrated in to the teaching-learning process.

In the colleges understudy, there is a tendency to use the usual paper-pencil test repeatedly except in some departments or training streams especially to assess the in-school training. This is a mirror image of the idea articulated by Popham (1981:309), "If all the educational assessment devices were stacked on top of each other, it would make quite a pile. If we removed from that pile all of the paper-pencil test then the remaining pile would be quite small."

Measurement expertise have strong firm that the use of the usual paper-pencil tests, repeatedly does not signify that continuous assessment is

practiced. This is because; such tests cannot measure some aspects or behaviors of students in some fields of studies like Auto mechanics, Wood work, Metal work, hair dressing and etc.. These behaviors include effort, persistence and attitude Heton (1990) cited in (Teshome, 2001).

Furthermore, it was pinpointed that teachers should use different methods and tools to assess the students' overall progress during instruction. In line with this Grounlund and Linn (1990) emphasized that, objective records of meaningful behaviors can be greatly facilitated by using such techniques as anecdotal records, rating scale and checklists. As we can understand from the responses of participants, those mentioned and other methods which are vital in obtaining reliable information about students were not fully utilized. Some participants of course, argued that they were using anecdotal records, though it was not sufficient.

The main purposes of continuous assessment as indicated by educators were its importance in; realizing learning objectives, enhancing instruction and improving students learning among others. With this regard, participants seem to understand major purposes of continuous assessment scores. Nonetheless, it should be noted that there were participants who claimed that the purposes of continuous assessment scores are mainly used to filter students

Participants claimed that, they were providing feed back to their students. However, the contents or themes included in their feedback were not declarative and could not help students to learn from their error. There were participants too who did not provide feedback to their students. Educators advocated that feedback is an important element in the assessment practice and the theme of that feedback should be a type that illustrates the students' performance. It should not be a sort of advice, approval or disapproval Race, Brown and Smith (2005), Wiggins (1998) and (Flachikove, 2005)

reduce biased judgments and other related rescues that questioned the validity of assessment technique (the same author).

5.3 Are there any Differences in Attitudes among Teachers having Different Teaching Experience and Different Duty Posts towards the Implementation of Continuous Assessment?

The third basic question was addressed to investigate if there was a significant difference in attitudes towards the implementation of continuous assessment among experienced and less experienced teachers, and among teachers having an additional duty post, and those who do not have.

The results were similar with the findings of Adebowale and Alao (2008) and (Muluken, 2006). There is a confused vision towards the importance of continuous assessment in teaching-learning process, the critiques of continuous assessment and problems related to the existing situation to implement it. As to the views of educators and researchers, for example, Teshome (2001), Nitko (1996) and Adebowale and Alao (2008) teachers' have a confused vision towards continuous assessment which is resulted from lack of awareness and orientation. On the other hand, it was stated that implementing a new trend of assessment may be seen negatively if not teachers accepted the basic philosophy of the new assessment approach (Gronlund and Linn, 2000).

The writer of this study had an expectation that experienced teachers and those teachers who have additional duty posts would have positive attitude towards continuous assessment indifferent from others. However, as one can understand from (the data & the views of educators) without being properly trained and without being aware of the importance continuous assessment in instruction such expectation would be unfortunate.

Hence, from the above ideas it is possible to conclude that adequate work must have been done before its implementation was attempted. Furthermore, it may not be surprised if teachers bear negative attitude towards the implementation of continuous assessment because of the absence of adequate orientation and training, lack of skills and knowledge without which they cannot appreciate and implement it.

To conclude the obtained mean difference among experienced and less experienced as well as among teachers who have additional duty post and those who do not have additional duty post was not statistically significant. As many statisticians and research expertise for example, Dana (2001) contended, there was no need to compute the effect size, "r" and the association " ω^2 " for such small values.

5.4 What are the Factors that affect the Proper Implementation of Continuous Assessment?

Inadequate training of teachers was one of the factors that have an effect on the proper implementation of continuous assessment as reported by the participants. Educational background of teachers had important implication on the successful implementation of not only continuous assessment, but also any aspect of training. As it was declared by measurement expertise, the quality of teachers is the critical element in implementing continuous assessment. Teachers should be prepared professionally and mentally to operate in the system, encouraged to create favorable attitude towards the practice of continuous assessment Capper (1996) and (Adebowale and Alao, 2008). The other point that we should consider in connection with teachers is the way they were trained, and the way they are handled. Teachers are not well trained, but required to train well. They are trained in one way and expected to perform in the other.

The other related factor to the previous one and which had got great emphasis during the interview and focus group discussion was teachers' knowledge to implement continuous assessment. As it was reported by participants, most of teachers in the colleges lack the necessary knowledge to implement continuous assessment accounted by either they were not professionally trained or forgot it being not reoriented or took refreshing course for many years. Within such circumstances, it may not be reasonable to expect teachers to implement the issue under consideration. In line with this studies: Teshome (2001) and Nitko (1996) confirmed that lack of orientation and insufficient training were challenges for teachers to implement continuous assessment as desired. Similarly, Amedeker (2000) contended that, teachers appeared to have understood the philosophy of continuous assessment; they hardly transferred their knowledge in to practice. Then, what ever teachers may have passion to, be committed to, or motivated by external drive, they can't practice continuous assessment properly, lest they were trained properly and reoriented through on going training.

The absence of support and help, and directives and guidelines was another factor thoroughly considered by participants. The importance of directives and guidelines is a milestone in the process of implementing continuous assessment. The TTLM in TVET curriculum indicates merely the method of assessment and the tools used in assessing students' learning. It does not provide teachers with further supporting guidelines and directives on how to employ the methods and tools. Educators do not support such approach. For example, Capper, (1996) articulated that, some countries simply insist teachers to assess their students on a regular basis and may provide them with a sheet or card for recording students' marks. However, there are limitations to providing only the cards for recording students' marks without a common set of measures.

Other factors that hindered proper implementation of continuous assessment in the colleges were: absence of materials and resources timely, increased working loads, and large students' number per class.

The material and resource scarcity was one of the fundamental features of TVET colleges. This scarcity of materials may be either, due to budget shortage or due to problems related to the bureaucratic feature of purchasing. Participants stressed on that, training is a time dependant activity that cannot be compensated on a regular basis when the time is passed. The materials may be purchased or supplied at the end of the semester or end of academic year, but have no use for training activity of that year.

The other issue that brought about a hot state debating among participants of the focus group discussion was overloading of teachers. The situation in the college is somewhat mixed with this regard. Some teachers had fewer working loads, while others were overloaded. For example, there were teachers who had few periods per week for one group of students. In contrast, others had 25 or more periods per week, for two or more groups in two or more courses (appendix D-1).

The maximum working load of teachers as stated by the colleges' Legislation of ANRS TVET commission (1999) was 15-20 periods. Latter, by a letter ref. tech2/ 734/TV/se-1 dated 22/2/2001 [ቁጥር ቴክ2/734/ቴ.ሙ/ሠ-1 ቀን 12/2/2001 ዓ.ም] from the ANRS TVET agency was improved to 25 periods per week, (Appendix D-2 copy of the letter that violets the legislation). Following this, teachers were assigned to a number of courses by only considering the total number of hours. Seven different courses, with 23 periods and three different courses with 36 periods per week were reported from W/siheen and Combolcha respectively. It seems that the implementation of continuous assessment is difficult in such situation.

With this regard, it seems that the agency had played critical role in aggravating the problem.

The number of students in a class was the one that became as the main reason which hindered proper implementation of continuous assessment, as reported by participants in the questionnaire, interview and focus group discussion. According to the Legislation, the maximum number of students in a classroom is 30 (Colleges' Legislation, ANRS TVET commission, 1999).

On the other hand the statistics of students' enrolment show that the number of students exceeded that limit. In some departments it is more than double, that may reasonably makes continuous assessment difficult to be implemented. However, there were some departments in which the number of students was much below the standard and in some there were no students at all (Appendix D-3 and D-4). So, large number of students per class could not be a reason for all departments and teachers.

Nevertheless, the situation seems the mirror image of the idea claimed by Capper (1996) that most teachers in developing countries are not well trained, not well paid, and over working. Many have two shifts of classes, often with too many students per class, so they may lack interest to spend additional time outside of their normal classes in developing assessment tools, quizzes, or other approaches to assess their students.

Teachers' attitude towards the implementation of continuous assessment was found to be a critical factor. The response of participants to each attitude measures indicated that teachers had different feelings towards the implementation of continuous assessment. For example, 80 (59.7%) of the participants claimed that they strongly agree to the attitude measure 'I feel that continuous assessment improves instructions', while 72 (53.7%) participants alleged that they strongly agree to the attitude measure 'Continuous assessment has nothing to do except overloading teachers' (Appendix C). Beyond this, most respondents tried to externalize their own

responsibilities to other bodies: (department heads & academic vice-deans) in their response in the questionnaire.

The other issue, equally considered by participants was that teachers were overloaded by additional duties such as short-term trainings and involvement in income generating activities, in addition to the formal teaching learning process. Indeed, such activities can hamper the implementation of continuous assessment. But once again this was not true of all departments and it seems that teachers are less committed towards the implementation of continuous assessment.

Generally, lack of the necessary educational background of teacher, Untrained teachers, (lack of knowledge of tools, methods and principles of continuous assessment), absence of reorienting and refreshing training schedule for teachers, large numbers of students per class (not in all departments) hindered the proper implementation of continuous assessment. Problems related to provision of resources and materials in time had affected the practice of continuous assessment. Higher working load of teachers per week, teachers' involvement in additional works (in some departments) and lack of commitment of teachers were the major factors that hindered the effective implementation of continuous assessment.

CHAPTER 6 Summary Conclusion and Recommendations

This section presents the procedure, the main findings, important generalizations and practical implications of the study.

6.1 Summary

An attempt had been made to assess the practice of continuous assessment: its problems and prospects in TVET colleges of South Wollo Zone. It was also tried to answer questions that can be raised in connection with: teachers' educational knowledge and skills, the kind of assessment approach which is currently practiced in TVET Colleges, attitudinal differences among teachers who have different teaching experience and different duty posts and major factors that hindered the implementation of continuous assessment.

One hundred and thirty four teachers and officials of Combolcha and W/siheen TVET colleges' were participants of the study in filling in the questionnaire. Participants were all available teachers and officials of the two colleges at the period of data collection except: 10+3 graduates, those teachers whose teaching experience was below six months and teachers who were not in actual teaching activities. Participants of interviews and focus group discussion were selected by a lottery system. A questionnaire with 48 closed and open-ended questions, interviews and focused group discussion questions, review of documents and informal supervision were used to gather the data. Qualitative and quantitative (percentage proportion and independent group t-test), approaches were used to analyze and interpret the result.

Knowledge of literature confirmed that, much energy has been devoted but, assessment remains the weakest aspect of teaching learning process. It

seems that it is the result of weakness or gaps in assessment policies, which is reflected in corresponding weakness in the assessment practice of teachers. It was also claimed that, unmanageable class size, higher working load, scarcity of materials, resources and facilities, attitude of teachers and lack of skill towards the new approach are accountable for the ineffective implementation of continuous assessment.

Based on the analyzed and interpreted data, the academic back ground of teachers was found to be different (professionally trained and untrained); most of them did not have the required skill and knowledge to implement continuous assessment. Though some of the participant had the opportunity to participate in short-term trainings, seminars and workshops related to continuous assessment, those trainings were not helpful for most of them to implement continuous assessment effectively.

The practice of continuous assessment in the colleges understudy is in low status, reflected by the traditional approach of assessment that is paper-pencil tests were still predominantly used in the colleges. The frequency of assessment was not periodic. Despite the fact that, there were some teachers who made use of scores of continuous assessment to filter students, the importance of continuous assessment was well understood in enhancing instruction and improving learning by most participants.

Awareness of teachers regarding the importance of feedback and the culture of recording students' activity was low. Beyond that, the quality of feedback given to students was not much declarative that cannot help them to learn from their mistakes they did.

There was a diversified vision among teachers on deciding how much percentage of mark from continuous assessment is accounted for by the students' final grading. That means, the mark accounted by scores of continuous assessment was not consistent across teachers, departments, and colleges resulted from the absence of directives and guidelines, lack of

orientation and insufficient training of teachers to implement continuous assessment.

There was no statistically significant difference in attitudes towards implementation of continuous assessment among experienced and less-experienced teachers as well as among teachers who had additional duty post and those who did not have additional duty post.

Problems related to; teachers' qualification, inability of the colleges to provide materials and resources on time, overloading of teachers, large number of students per class, absence of directives and guidelines low motivation of teachers towards the work which was reflected by externalizing their responsibility were major factors that hindered the proper implementation of continuous assessment.

Refreshing courses for teachers, creating awareness to teachers about the purposes of continuous assessment, tools and methods, provision of materials and resources on time, support and help, reducing working loads of teachers, and keeping the number of students to the standard were proposed solutions to alleviate the problems.

6.2 Conclusion

Based on the data gathered and the analyzed results the following conclusions were made in relation to the basic research questions that were formulated in the introduction section.

- ✓ The educational background of teachers is below the requirements. Most of them did not have the necessary skill and knowledge to implement continuous assessment. There were no short term trainings, work shops and seminars that benefited teachers to implement continuous assessment.
- ✓ The traditional approach of assessment with the use of the usual paper-pencil test had hold the lion share in students, assessment which was

mostly done at the end of each duty. It indicates that teachers were unable to take remedial actions on their teaching methodology, preset objectives, assessment techniques, and etc. as they could not identify the problems at early stages. Most teachers were not providing declarative feed back to their students because of various reasons. As a result of this students were not beneficial form the feed back provided by their teachers.

There was inconsistency across teachers, department and colleges regarding the percentage of marks to be accounted for by the students final grading, which was mainly because of the absence of directives and guidelines. The culture of keeping records of students' activities was found to be low and informal.

✓ There was no significant difference in attitudes towards the implementation of continuous assessment among experienced and less experienced teachers as well as among teachers who had additional duty post and those who did not have.

✓ In adequate teachers training and absence of short term trainings and seminars related to continuous assessment were found to be major problems that hindered implementation of continuous assessment. Absence of directives and guidelines, inability of the colleges to provide materials and resources on time resulted from the bureaucratic feature of purchasing, increased working loads of teachers following the order given from the agency official, large number of students' per class, which was again resulted following the order given by TVET officials that contrasts the policy, hamper the effective implementation of continuous assessment

6.3 Recommendation

Considering the reflection of the information obtained from the data and the current trends of continuous assessment in the TVET colleges

understudy, the following recommendations are suggested by taking only aggregate ideas.

Perhaps, continuous assessment may not have substitutes to measure students' performance in TVET programs. Therefore concerned bodies, basically TVET agency and college officials should strive towards the effective implementation of continuous assessment.

The use of different continuous assessment tools and methods is an important aspect of teaching-learning process, as the traditional approach of assessment using the usual paper-pencil test is inefficient to measure some aspects of learning as effort and persistence. Therefore teachers should use such methods as anecdotal recordings, observation check lists and rating scales to assess students' performance.

One of the major responsibilities of regional state's TVET agency is recruiting qualified teachers for TVET colleges. Therefore, the ANRS TVET agency should pay emphasis on this issue in its future recruiting process and open the get of training for those who are already employed non teaching and under qualified teachers.

The TVET agency of the ANRS should be reserved from violating rules, for example, maximum working loads and number of students per class, set by the colleges' legislation. Indeed the legislation can be changed or reformed formally by legislation when the need arises.

The ANRS TVET agency and colleges' officials should manage to offer training to teachers that could enable them to implement continuous assessment in cooperation with Teachers' Training Colleges (TTC) and Universities.

A continuous control and supervision should be devised and implemented by colleges' officials and department heads to follow and enhance teachers' assessment practice. Furthermore, a department or an authorized

committee whose main responsibility is to control the assessment activity may be organized in the colleges

The ANRS TVET agency as well as the colleges should assess for better means to provide materials and resources timely. This may be overcome by early planning and purchasing the necessary materials from the colleges own income which can be substituted latter when the budget is allocated.

Teachers should not present pretext for not carrying out their duties, think a head about their responsibility, accountability and honor; a profession in which people are cultivated and fashioned; and professionals who can connect or disconnect the bridge between generations. They should be committed to the work, develop internal passion to their profession and adhere patriotism. They should not give-up by obstacles that can be overcome with effort. With this regard the ANRS TVET agency had to work towards the preliminary preparatory works and make the situation ripe.

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Appendix A Data Gathering Tools

Addis Ababa University School of Graduate Studies Department of Psychology

The purpose of this questionnaire is to gather information required for a research to be conducted in south Wollo TVET Colleges concerning the implementation, problems and prospects of continuous assessment. The ultimate result of the study is determined by the response you offer. The information you furnish will be kept confidential.

Direction: - No need to write your name

- Put (✓) mark on the line or write short answer on the space provided based on the type of question
- Put ✓ Mark under your preference of agreement along each question under part 2.3 /teacher's attitude/.

Note: - The abbreviations and their meaning in part 2.3 are:

- ☞ S.A- Strongly Agree
- ☞ A - Agree
- ☞ UD -Undecided
- ☞ D.A- Disagree
- ☞ S.DA- Strongly Disagree

Part I Personal Data

- 1.1 Name of the College _____
- 1.2 Department _____
- 1.3 Sex Male _____ Female _____
- 1.4 Educational Background _____
- 1.5 Experience in teaching _____ years
- 1.6 Experience in other occupation _____ years (please specify) _____
- 1.7 Additional Duty/Post (please specify) _____
- 1.8 Working load per week in periods (please specify) _____

Part 2 Questions Concerning Continuous Assessment

2.1 Teachers Training/ Professional Background/

2.1.1 Your training stream /profession/

- a. Teaching _____ b. Non teaching _____

2.1.2 If your answer to question no 2.1.1 is "Non-teaching", have you taken any training related to measurement and evaluation?

- a. Yes _____ b. No _____

2.1.3 If your answer to question no 2.1.1 is "teaching", how many courses related to measurement and evaluation do you took?

- a. 1 _____ b. 2 _____ c. 3 _____ d. Other (Pleas Specify) _____

2.1.4. Do you know what is meant by continuous assessment?

- a. Yes _____ b. No _____

2.1.5 Do you know the tools and methods used in implementing continuous assessment?

- a. Yes _____ b. No _____

2.1.6 Have you taken courses that enabled you to implement Continuous assessment?

2.1.7 Do you feel that the courses you got were sufficient to implement continuous assessment?

- a. Yes _____ b. No _____

2.1.8 Have you got any opportunity to participate in Seminars; Workshops, and short-term trainings related to continuous assessment?

- a. Yes _____ b. No _____

2.1.9 If your answer to question no 2.1.8 "No" is no what could be the reason?

- a. Such trainings have not been prepared
b. Though trainings, have been prepared opportunities were given to others
c. Others (Please specify) _____

2.1.10 If your answer to question no **2.1.8** "yes" to what the extent the kill you get from these courses served you to implement continuous assessment?

- a. To a very great extent _____ b. To a great extent _____
c. To a small extent _____ d. Not at all _____

2.2 Concerning the Current Status of /Implementation Condition/ Continuous Assessment

2.2.1 How often do you assess your students?

- a. Daily _____ b. Weekly _____ c. Monthly _____
d. Termly _____ e. Other (Please specify) _____

2.2.2 Which of the following methods do you employ in assessing your students Learning?

- I. Paper-and-pencil test _____
II. Project work _____
III. Anecdotal Records _____
IV. Portfolios _____
V. Assignments _____
VI. Interviews _____
VII. Discussion of Presentation _____
VIII. Others (Please specify) _____

2.2.3 Which of the following purposes do you use pupils CA scores for?

- _____ Realizing learning objectives
_____ Enhancing Instruction
_____ Improving Pupils Performance
_____ Filtering students
_____ Others (Please specify) _____

2.2.4 How often do you provide feedback to your student?

- a. Too frequently _____ b. frequently _____
c. Sometimes _____ d. rarely _____ e. Not at all _____

2.2.5 If your answer to question no **2.2.4** is either "c" or "d" or "e" what is the reason?

- a. Feedback has nothing to do with continuous assessment _____
- b. Feedback has nothing to do with student learning improvement _____
- c. I do not have time and patient to give feed back to students. _____
- d. I do not have basic knowledge on how to give feed back to students. _____
- e. others (Please specify) _____

2.2.6 If your answer to question no **2.2.4** is either "a" or "b" what is the content or theme included in your feed back? (Please specify)

2.2.7. Do you include marks of continuous assessment in the final grading of students?

- a. Yes _____
- b. No _____

2.2.8 If your answer to question no **2.2.7** is "Yes" how much percentage does it account? _____ %

2.2.9 Dou you keep records of students activities?

- a. Always. _____
- b. Sometimes. _____
- c. Never. _____

2.2.10 If your answer to question No **2.2.9** is either "a" or "b", for what purpose do you use them?

- a. Kept in the department record for further retrieval _____
- b. Sent to the college record for certification purpose _____
- C. Sent to the employing companies to show the trainees over all personality _____
- d. Other (Indicate) _____

2.2.11 Are there any guidelines or directives that are used in implementing continuous assessment in your college?

- a. Yes _____
- b. No _____
- c. Others _____

2.2.12 If your answer to question **2.2.11.** is **“No”** what do, you think the reason would be?

- a. The TVET Agency as well as the college officials has not considered the matter _____
- b. The TVET Agency as well as the college have not such a trained manpower to prepare CA guidelines/directives/ _____
- c. I do not knows who is responsible for and how it is to be prepared _____
- d. Others (please specify)

2.3 Attitude of Teachers towards the Implementation of Continuous Assessment

No	Item to measure teachers attitude	Rating Scales				
		S.A	A	UD	D.A	S.DA
1	I feel that continuous assessment is beyond testing					
2	I feel that continuous assessment improves students learning					
3	I feel that continuous assessment improves instructions					
4	Continuous assessment has nothing to do except overloading teachers					
5	I feel that continuous assessment helps teachers to achieve learning objectives.					
6	I feel that Continuous assessment is continuous paper & pencil test					
7	I feel that result of continuous assessment is in consistent					
8	Result of continuous assessment are subjective with no common reference					

2.3 Attitude of Teachers towards the Implementation of Continuous Assessment (Continued)

No	Item to measure teachers attitude	Rating Scales				
		S.A	A	UD	D.A	S.DA
9	continuous assessment results reflect true picture of students		/			
10	Situations in the college are conducive to implement continuous assessment					
11	It is difficult to implement continuous assessment because of the weekly working load					
12	It is impossible to implement continuous assessment because of the absence of guide lines and directives					
13	The number of students in the class is conducive to implement continuous assessment					
14	The nature of the courses is conducive to implement continuous assessment					
15	It is impossible to implement continuous assessment because of the scarcity of resources and skilled man power					
16	I feel that continuous assessment provides better information about students over all development					
17	I feel that teachers are less motivated to implement continuous assessment					
18	Continuous assessment has nothing to do except overloading students					
19	I do not feel that continuous assessment is time Consuming					
20	I taught that teachers are well trained to implement continuous assessment					

2.4 Questions Related to Problems and Prospects of Continuous Assessment

2.4.1. Do you believe that continuous assessment is feasible relative to TVET Colleges' training curriculum? _____
Why /how _____

2.4.2. Do you believe that continuous assessment is feasible relative to TVET Colleges' training goal? _____
Why/how _____

2.4.3. Do you believe that continuous assessment is feasible relative to nature of the courses TVET Colleges? _____
Why/how _____

2.4.4. Are there any guide lines & directions used in implementing continuous assessment in your TVET College? _____

➤ Do you believe that continuous assessment is being implemented?

➤ Who is responsible in controlling the implementation of continuous assessment?

2.4.5. In your opinion what are the major problems that hinder the implementation of Continuous assessment? _____

2.4.6. What measures to be taken so that continuous assessment might be implemented in your college? _____

Thank you very much!

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Department of Psychology

2.5. Questions for Interviews

Questions in this interview are designed to collect data regarding continuous assessment that is practiced in South Wollo TVET Colleges. They are aimed at identifying the present status, encountered problems, supports provided for teachers, solutions and prospects of continuous assessment in the colleges understudy.

Thank you in advance for you cooperation!

Part 2.5.1 Personal Data

- 2.5.1.1. Name of the college _____
- 2.5.1.2. Department _____
- 2.5.1.3. Sex _____
- 2.5.1.4. Educational qualification _____
- 2.5.1.5. Service in Teaching _____ Other _____
- 2.5.1.6. Additional Post (Please specify) _____
- 2.5.1.7. Working Load/per week/ _____
- 2.5.2. Do you believe that continuous assessment is practiced?

If Yes

- Are teachers well trained to implement it?

- Were there any training programs related to continuous assessment?

- Are there tools and methods prepared and used in the college

- Are there assessment plans, directives and guidelines used to assure uniform procedure so that continuous assessment can be practiced consistently?

If No

What are the problems?

What are the sources of these problems?

How these problems could be tackled?

What support or help is expected from the college/TVET/ Agency to alleviate these problems?

2.5.3 Is there any mode of support made to teachers in implementing continuous assessment?

If Yes

Would please you explain those activities specific to:

- Experience sharing:
- Short term training:
- Préparation and provision of implementing tools and directions:
- Others:

If No

- What are the problems?
- How these problems can be solved?
- What is expected from the college /TVET AGENCY/ to solve the problems?

2.5.4. What is the future plan of the college/department/in relation to:

- Teachers training:
- Support and supervision:
- Working loads and incentives to teachers:
- Others

Thank you, again for your cooperation!

Addis Ababa University
School of Graduate Studies
Department of Psychology

2.6. Questions for Focused Group Discussion

Dear Participants, thank you for your coming following my invitation. This discussion is planned to collect information for a research being conducted to assess the current status of practice of continuous assessment, investigate problems encountered, identify solutions, and implicate future prospects.

Five main ideas are presented and other supportive issues will be raised during the discussion. Hence, I will initiate the discussions by introducing the major ideas and you are expected to participate actively.

- 2.6.1** In Most teacher's views continuous assessment is considered as testing and testing continuously with the use of the usual paper and pencil test. How do we fill about it and how continuous assessment is practiced?
- 2.6.2** In modern education, continuous assessment should be practiced so as to measure students learning progress, and general behavioral development. What is our belief in connection to this idea?
- 2.6.3** According to the view points of educators continuous assessment enhances instruction. What are our ideas, beliefs and commitment regarding this issue?
- 2.6.4.** How do we fill about the relevancy of continuous assessment in relation to the objectives and purposes of TVET?
- 2.6.5** How are the conditions (resources, teachers training, passion and commitment of teachers, characteristics and number of courses, working loads and time length, number of students and others) in implementing continuous assessment?

I thank you again for your active participation!

Appendix B Data Gathering Tools (Amharic Version)

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ መርሃ-ግብር

የሳይኮሎጂ ት/ክፍል

መጠይቅ

የዚህ መጠይቅ አላማ በደቡብ ወሎ መስተዳድር ዞን ውስጥ በሚገኙ የቴ/ሙ/ት/ስ/ኮሌጆች የተከታታይ ምዘና አተገባበር፣ ችግሮቹና የወደፊት አቅጣጫ ምን አንደሚመስል ለማጥናት ለቀረበ ጥናት የሚጠቅም መረጃ ለመሰብሰብ ነው።

የጥናቱ ውጤታማነት የሚወሰነው በሚሰጡን መረጃ ትክክለኛነት ላይ በመሆኑ እውነተኛ መረጃ በመስጠት እንዲተባበሩኝ እየጠየቅሁ የሚሰጡኝ መረጃ ፍፁም ሚስጥራዊ መሆኑን እገልጻለሁ።

መግለጫ:

- > ስም መጻፍ አያስፈልግም
- > እንደጥያቄው አይነት አጭር መልስ በመጻፍ ወይም ከጥያቄው ፊትለፊት በተሰጠው ቦታ ላይ ወይም ሰንጠረዥ ውስጥ (X) ምልክት በማድረግ ይመልሱ
- ☛ በክፍል 2.3 በተዘረዘሩት የመመህራን የተከታታይ ምዘና አመለካከት ጥያቄዎች በሰንጠረዥ ላይ የተገለጹት አህፅሮተ-ቃላት ውክልና እንደሚከተለው ነው

- ፍ.እ = ፍፁም እስማማለሁ
- እስ = እስማማለሁ
- አል = አልወሰንሁም
- አ = አልስማማም
- ፍ.አ = ፍፁም አልስማማም

☛ ለሚሰጡት መልስ ወይም አስተያየት ቦታ ካነሰዎት የጥያቄውን ቁጥር በመጥቀስ በጀርባ መጻፍ ይችላሉ።

ክፍል አንድ

- 1 የግል መረጃን የተመለከቱ ጥያቄዎች
- 1.1 የኮሌጁ ስም _____
- 1.2 የት/ክፍሉ ስም _____
- 1.3 የታ ወንድ _____ ሴት _____
- 1.4 የትም/ደረጃ _____
- 1.5 አገልግሎት በመምህርነት _____ ዓመት

- 1.6 በሌላ ----- ዓመት (እባክዎት ይግለፁት) -----
- 1.7 ተጨማሪ ኃላፊነት ካለ (እባክዎት ይግለፁት) -----
- 1.8 ማምንታዊ የስራ ጫና በፔሬድ (እባክዎት ይግለፁት) -----

ክፍል ሁለት

2 ተከታታይ ምዘናን የተመለከቱ ጥያቄዎች

2.1 የመምህራንን የስልጠና ሁኔታ በተመለከተ

2.1.1 የሰለጠኑበት ሁኔታ ወይም ዘርፍ

ሀ. ለአስተማሪነት ----- ለ. ከአስተማሪነት ውጪ -----

2.1.2 በ 2.1.1 ለተጠየቀው ጥያቄ መልስዎት « ለ. ከአስተማሪነት ውጪ » ከሆነ ከምዘናና ግምገማ ጋር ተያያዥነት ያላቸው ኮርሶች ወስደዋል?

ሀ. ወስጃለሁ ----- ለ. አልወሰድኩም -----

2.1.3 በ ተ/ቁጥር 2.1.1 ለተጠየቀው ጥያቄ መልስዎት « ሀ. ለአስተማሪነት » ከሆነ ከምዘናና ግምገማ ጋር ተያያዥነት ያላቸው ስንት ኮርሶች ወስደዋል?

ሀ. 1 ----- ለ. 2 ----- ሐ. 3 ----- መ. ሌላ (እባክዎት ይግለፁት) -----

2.1.4 ተከታታይ ምዘና ማለት ምን ማለት እንደሆነ ያውቃሉ?

ሀ. አውቃለሁ ----- ለ. አላውቅም -----

2.1.5 በተከታታይ ምዘና ትግበራ ላይ ሊጠቅሙ የሚችሉ የተለያዩ የምዘና ዘዴዎችን ያውቁአቸዋል?

ሀ. አውቃለሁ ----- ለ. አላውቅም -----

2.1.6 ተከታታይ ምዘናን ተግባራዊ ለማድረግ የሚያስችሉ ኮርሶች ወስደዋል?

ሀ. ወስጃለሁ ----- ለ. አልወሰድኩም -----

2.1.7 የወሰዱቸው ኮርሶች ተከታታይ ምዘናን ለመተግበር በቂ ናቸው ብለው ያምናሉ?

ሀ. አወ በቂ ናቸው ----- ለ. በቂ አይደሉም -----

2.1.8 በተከታታይ ምዘና ላይ በተዘጋጁ ሴሚናሮች፣ ወረክሾፖች እና አጫጭር ስልጠናዎች ላይ የመካፈል እድል አግኝተው ያውቃሉ?

ሀ. አወ ተካፍቼ አውቃለሁ ----- ለ. ተካፍቼ አላውቅም -----

2.1.9 በተ/ቁጥር 2.1.8 ለተጠየቀው ጥያቄ መልስዎት "ለ." ከሆነ ምክንያቱ ምንደነው?

ሀ. እንደዚህ አይነት ስልጠናዎች ተዘጋጅተው ስለማያውቁም -----

ለ. ስልጠናዎች ቢኖሩም እድሉ የተሰጠው ለሌሎች በመሆኑ -----

ሐ. ሌሎች (እባክዎት ይግለጹቸው) -----

2.1.10 በተ/ቁጥር 2.1.8 ለተጠየቀው ጥያቄ መልስዎት "ሀ." ከሆነ በስልጠናዎች ያገኙት

እውቀት ተከታታይ ምዘናን ተግባራዊ ለማድረግ ምን ያህል ጠቅሞቻቸው?

ሀ. በጣም በከፍተኛ ሁኔታ ----- ለ በከፍተኛ ሁኔታ -----

ሐ በአነስተኛ ሁኔታ ----- መ. ምንም አልጠቀመኝም -----

2.2 የተከታታይ ምዘና አተገባበር አሁን ያለበትን ሁኔታ በተመለከተ

2.2.1 ተማሪዎችዎን የሚገመገሙበት የጊዜ ድግግሞሽ (frequency)

ሀ. በየቀኑ ----- ለ. በየሳምንቱ ----- ሐ. በየወሩ -----

መ. በየተርሙ ----- ሠ. ሌላ (እባክዎት ይግለጹት) -----

2.2.2 ከሚከተሉት ውስጥ ተማሪዎችዎን ለመገምገም የሚጠቀሙባቸው ዘዴዎች የትኞቹ ናቸው? (ከአንድ በላይ መልስ መስጠት ይቻላል)

----- የተለመደው የወረቀትና እርሳስ/እስክሪፕቶ/ ፈተና (Paper-and-pencil test)

----- የፕሮጀክት ስራ

----- የዕለት ድርጊት መከታተያ (Anecdotal records)

----- የተማሪዎች ፕሮፋይል መከታተያ (portfolios)

----- የቤት ስራ (Assignments)

----- ቃለ መጠይቅ (Interviews)

----- ውይይትና ገለጻ (Discussions & Presentations)

----- ሌሎች (እባክዎት ይዘርዝሯቸው) -----

2.2.3 የተማሪዎችን የተከታታይ ምዘና ውጤት ለምን አገልግሎት ይጠቀሙበታል?

(ከአንድ በላይ መልስ መስጠት ይቻላል)

----- የትምህርቱ ዓላማ መሳካት/አለመሳካቱን አረጋግጥበታለሁ (Realizing learning objectives)

----- የማስተማር መማር ስነ-ዘዴያን አሻሽልበታለሁ (Enhancing instruction)

----- የተማሪዎችን የክትትል ብቃት አሻሽልበታለሁ (Improving students performance)

----- ሰነፉን ከጉበዙ ተማሪ እለይበታለሁ (Filtering students)

----- ሌሎች(እባክዎት ይዘርዝሯቸው) -----

2.2.4 ለተማሪዎች አስተያየት (Feedback) የሚሰጡበት የጊዜ ድግግሞሽ

ሀ. በጣም በተደጋጋሚ ----- ለ. በተደጋጋሚ ----- ሐ. አንደአንዴ -----

መ. በጣም ውስን ----- ሠ. በጭራሽ -----

2.2.5 በተቀጥሮ 2.2.4 ላይ ያለውን ጥያቄ መልስዎን "ሐ. ወይም መ. ወይም ሠ." ከሆነ

ምክንያቱ ምን ዓይነት ነው ይላሉ?

ሀ. አስተያየት ለተከታታይ ምዘና ምንም ዓይነት ስላልላው

ለ. አስተያየት ለተማሪዎች ትምህርት መስጠት ምንም ዓይነት ስላልላው

ለ. ለተማሪዎች አስተያየት ለመስጠት ጊዜውም ሆነ ትግስቱ ስላልላች

መ. ለተማሪዎች አስተያየት ለመስጠት መረጋታዎ ከሆኑት ስላልላች

ሠ/ላሎች (አባዛውን ይግለጻሉ)

2.2.6 በተቀጥሮ 2.2.4 ላይ ያለውን ጥያቄ መልስዎን "ሀ. ወይም ለ." ከሆነ በሚሰጡት

አስተያየት ውስጥ የሚካተቱት ዋና ዋና ሃሳቦች ምን ዓይነት ናቸው? (አባዛውን

ይዘርዝሩ)

2.2.7 የተከታታይ ምዘና ውጤት በተማሪዎች የማጠቃለያ ውጤት (final grade) ወሰን

ይጠቃላል?

ሀ. ይጠቃላል

2.2.8 በተቀጥሮ 2.2.7 ላይ ያለውን ጥያቄ መልስዎን "ሀ." ከሆነ ምን ያህል መቶኛ

ይይዛል?

2.2.9 የተማሪዎችን አሳታዊ ድርጊት ይመዘግቡ?

ሀ. ለ-አይ

ለ. አይ-አይ

ሐ. በፍፁም

2.2.10 በተቀጥሮ 2.2.9 ላይ ያለውን ጥያቄ መልስዎን "ሀ. ወይም ለ." ከሆነ ለምን

አገልግሎት ይውላል?

ሀ. ለውጭ አገልግሎት አገዳውል በት/ክፍሉ መረጃ ማገደር ይቀመጣል

ለ. ለተማሪዎች የምስክር ወረቀት አሰጣጥ አገልግሎት ወይ ከሌላ መረጃ ማገደር ይላካል

ለ. የተማሪውን አጠቃላይ ባህርይ ያሳይ ዘንድ ወደ ቀጣይ መ/ሁቶች ይላካል

መ. ሌላ (አባዛውን ይግለጹ)

2.2.11 በኮሌጁ ተከታታይ ምዘና ለመተግበር የሚረዱ የአፈፃፀም ስልቶች/አቀጣጫዎች/

(Directives or guidelines) አሉ?

ሀ. አዎ

ለ. አይ

ሐ. ሌላ (አባዛውን ይግለጻሉ)

2.2.12 በተቀጥሮ 2.2.11 ላይ ያለውን ጥያቄ መልስዎን "ሀ." ከሆነ ምክንያቱ ምን ዓይነት ነው?

ሀ. የተ/መ/ት/ሲ አጀንዳ ሆነ የኮሌጁ ኃላፊዎች ለትምህርት አሰጠው

ለ. የተ/መ/ት/ሲ አጀንዳ ሆነ ከሌላ ይህን ለመስጠት የሚችሉ ስላሉ

ለ. የማዘጋጀቱ ኃላፊዎች የማንን አጀንዳ ለማን አገልግሎት ለማድረግ አላቀደውም

መ. ሌላ (አባዛውን ይግለጻሉ)

2.3 ተከታታይ ምዘናን በተመለከተ የመምህራን አመለካከት(Attitudes)

ተ/ቁ	የአመለካከት መለኪያ ሃሳቦች	የመለኪያ ስኬል				
		ፍ.አ	አ.ሰ	አ.ል	አ.አ	ፍ.አ
1	ተከታታይ ምዘና ከመፈተን በላይ እንደሆነ አምናለሁ (Beyond testing)					
2	ተከታታይ ምዘና የተማሪዎችን የመማር ሁኔታ ያሻሽላል					
3	ተከታታይ ምዘና የማስተማር ስነ-ዘዴን ያሻሽላል					
4	ተከታታይ ምዘናን ተግባራዊ ለማድረግ መሞከር በመምህራን ላይ የስራ ጫና ከመፍጠር የዘለለ ፋይዳ የለውም					
5	ተከታታይ ምዘና መምህሩ የትምህርቱን አላማ እንዲያሳካ ይረዳል					
6	ተከታታይ ምዘና ማለት ተከታታይ መከራዎች መስጠት (Paper and pencil test) እንደሆነ አምናለሁ::					
7	የተከታታይ ምዘና ውጤት ወጥ (Consistent) እንደሆነ አስባለሁ					
8	የተከታታይ ምዘና ውጤት እምነት ሊጣልበት የማይችልና (Subjective) ወጥ የሆነ የወል መነሻ (Common reference) እንደሌለው ይሰማኛል					
9	የተከታታይ ምዘና ውጤት የተማሪውን ትክክለኛ ገፅታ ያሳያል					
10	ተከታታይ ምዘናን ለመተግበር ሁኔታዎች አመች ናቸው					
11	በሳምንት ያለው የስራ ጫና ተከታታይ ምዘናን ለመተግበር አያስችልም					
12	የተዘረጉት የአፈፃፀም ስልቶች ተከታታይ ምዘናን ለመተግበር አያስችሉም					
13	በክፍል ያለው የተማሪ ቁጥር ተከታታይ ምዘናን ለመተግበር አመች ነው					
14	የኮርሶች ባህርይ ተከታታይ ምዘናን ተግባራዊ ማድረግ አመች ነው					
15	ከሚጠይቀው የሰለጠነ የሰው ኃይልና ግብዓት አንፃር ተከታታይ ምዘናን መተግበር አስቸጋሪ ነው::					
16	ተከታታይ ምዘና ሰለተማሪዎች አጠቃላይ እድገት የተሻለ ግንዛቤ ያስጨብጣል					
17	ተከታታይ ምዘናን ተግባራዊ ለማድረግ መሞከር ተማሪውን ከማጨናነቅ የዘለለ ፋይዳ የለውም					
18	ተከታታይ ምዘናን ለመተግበር የመምህራን የስራ ተነሳሽነት ዝቅተኛ እንደሆነ ይሰማኛል					
19	ተከታታይ ምዘና ጊዜ ያባክናል ብዬ አላምንም					
20	መምህራን ተከታታይ ምዘናን ለመተግበር በሚያስችል ሁኔታ የሰለጠን እንደሆነ ይሰማኛል					

በአዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ መርሃ-ግብር
የሳይኮሎጂ ት/ክፍል
መጠይቅ

2.5 ለቃለ መጠይቅ የቀረቡ ጥያቄዎች

በዚህ የመጠይቅ ክፍል የተካተቱት ጥያቄዎች በደቡብ ወሎ ዞን ቴ/መ-/ት/ስ/ኮሌጆች እየተተገበረ ያለው ተከታታይ ምዘና ሁኔታ፣ ያጋጠሙ ችግሮች፣ ለመምህራን የተደረጉ እገዛዎች፣ መፍትሄዎችና የወደፊት እቅዶች ምን እንደሚመስሉ ለመረዳት የሚረዱ ናቸው።

ለቃለ መጠይቁ ስለተባበሩኝ በቅድሚያ አመሰግናለሁ።

2.5.1 የግል መረጃን የተመለከቱ ጥያቄዎች

2.5.1.1 የኮሌጁ ስም _____

2.5.1.2 የት/ክፍሉ ስም _____

2.5.1.3 የታ ወንድ _____ ሴት _____

2.5.1.4 የትም/ደረጃ _____

2.5.1.5 አገልግሎት በመምህርነት _____ ዓመት

2.5.1.6 በሌላ _____ ዓመት (እባክዎት ይግለጹት) _____

2.5.1.7 ተጨማሪ ኃላፊነት ካለ (እባክዎት ይግለጹት) _____

2.5.1.8 ሣምንታዊ የስራ ጫና በፔሬድ (እባክዎት ይግለጹት) _____

2.5.2 እርስዎ በሚሰሩበት ኮሌጅ ተከታታይ ምዘና እየተተገበረ ነው ብለው ያስባሉ?

አዎ ከሆነ

በመምህራን የስልጠና ዘርፍ አንጻር _____

በተዛመድ የሙያ ስልጠና አንጻር _____

ጥቅም ላይ እየዋሉ ያሉት የተከታታይ ምዘና ዘዴዎች (tools and methods) _____

የተዘጋጁና ጥቅም ላይ የዋሉ የማስፈጸሚያ ስልቶች (Directives and guidelines) _____

አይፈጸምም ከሆነ

➤ ችግሮቹ ምንድን ናቸው? _____

➤ እነዚህ ችግሮች እንዴት ሊፈቱ ይችላሉ? _____

➤ ችግሮችን በመቅረፉ በኩል ከኮሌጁ/ከኤጀንሲው/ ምን ዓይነት ድጋፍ ይጠበቃል? _____

2.5.3 ተከታታይ ምዘናን በመተግበሩ በኩል ለመምህራን የተደረገ እገዛ አለ?

መልስዎ አወ ከሆነ

➤ ከልምድ ልውውጥ አንፃር -----

➤ ከአጫጭር ስልጠና አንፃር -----

➤ የማስፈጸሚያ ስልቶች ዝግጅትና አቅርቦት አንፃር -----

➤ ሌሎች -----

የለም ከሆነ

➤ ችግሮቹ ምንድን ናቸው? -----

➤ እነዚህ ችግሮች እንዴት ሊፈቱ ይችላሉ? -----

➤ ችግሮችን በመቅረፍ በኩል ከኮሌጁ/ከኤጀንሲው/ ምን ዓይነት ድጋፍ ይጠበቃል?

2.5.4 የት/ክፍሉ ወይም የኮሌጁ የወደፊት እቅድ ከተከታታይ ምዘና አተገባበር አንፃር ምን ይመስላል?(ምን ሊመስል ይገባል)

➤ ከመምህርን ስልጠና አንፃር -----

➤ ከድጋፍና ክትትል አንፃር -----

➤ ከመምህራን የስራ ጫናና ማበረታቻ አንፃር -----

➤ ሌላ የታሰበ ካለ -----

ስለሰጡኝ ማብራሪያ በድጋሜ በጣም አመሰግናለሁ!

በአዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ መርሃ-ግብር
የሳይኮሎጂ ት/ክፍል
መጠይቅ

የተወደዳችሁ የዚህ ውይይት ተሳታፊዎች ጥሪየን አክብራችሁ ስለተገኛችሁ በጣም አመሰግናለሁ!

የዚህ ውይይት አላማ በደቡብ ወሎ ዞን ውስጥ በሚገኙ የቴ/መ/ት/ስ/ኮሌጆች የተከታታይ ምዘና አተገባበር ምን ይመስል? ያጋጠሙ ችግሮችና የችግሮች የመፍትሔ ኃሳቦች እንዲሁም የወደፊት አቅጣጫዎች ምን እንደሆኑ ለማጥናት ለቀረበ ጥናት የሚረዳ መረጃ ለመሰብሰብ ሲሆን ለውይይታችን መነሻ የሚሆኑ አራት አብይ ሃሳቦች ቀርበዋል። ስለሆነም እነዚህን የመነሻ ሃሳቦችና ከሃሳቦች ጋር በተያያዘ ሁኔታ በሚነሱ 30-ስ ሃሳቦች ላይ ንቁ ተሳትፎ አንድታደርጉ በአክብሮት እየጠየቅሁ አብይ ሃሳቦችን እኔ አስተዋውቃለሁ። ውይይቱን አቶ ----- ይመሩልናል። አመሰግናለሁ!

2.6 ለውይይት መነሻነት የቀረቡ ሀሳቦች

2.6.1 በብዙዎች መምህራን አመለካከት ተከታታይ ምዘና ማለት ተከታታይ ሙከራ

(Paper & Pencil test) መስጠት እንደሆነ ተደርጎ ይወሰዳል። በዚህ ኮሌጅ ያለው ግንዛቤና ተግባራዊነቱ ምን ይመስላል?

2.6.2 በዘመናዊ የማስተማር መማር ሂደት የተማሪውን ክትትል፣ የባህሪ ለውጥና

አጠቃላይ እድገት ለመለካት ተከታታይ ምዘና መተግበረ እንዳለበት ይታመናል። ከዚህ ሃሰብ በመነሳት የእናንተ እምነት ምን ይመስላል?

2.6.3 እንደ የትምህርት ባለሙያዎች እምነት ከሆነ ተከታታይ ምዘና የመማር ማስተማር ስራን ያሻሽላል። በኮሌጃችን ውስጥ የዚህ ሃሳብና እምነት ምን ይመስላል?

2.6.4 ተከታታይ ምዘና ከቴክኒክና ሙያ የስልጠና ዓላማና ሒደት አንፃር ያለው ተገቢነት ምን ይመስላል?

2.6.5 በዚህ ኮሌጅ ውስጥ ያለው ሁኔታ (የግብዓት፣ የመምህራን የስልጠና ሁኔታ፣

የመምህራን ፍላጎትና እምነት፣ የኮርሶች ባህሪና ብዛት፣ የስልጠና ጊዜ ርዝመት፣

የተማሪዎች ብዛት እና የመሳሰሉት) ተከታታይ ምዘናን ለመተግበር ያላቸው አመችነት ምን ይመስላል።

በውይይቱ ላይ ስላደረጉት ንቁ ተሳትፎና ስለሰጡት ገንቢ ሃሳብ በጣም አመሰግናለሁ!

Appendix C Teachers' attitude towards the implementation of continuous assessment

S/No	Items /Questions/	Response	No	%
2.3.1	I believeeel that continuous assessment is beyond testing	Strongly agree	71	53.0
		Agree	34	25.4
		Un-Decided	16	11.9
		Disagree	6	4.5
		Strongly disagree	4	3.0
2.3.2	I feel that continuous assessment improves students learning	Strongly agree	82	61.2
		Agree	34	25.4
		Un-Decided	10	7.5
		Disagree	4	3.0
		Strongly disagree	-	-
2.3.3	I feel that continuous assessment improves instructions	Strongly agree	84	62.7
		Agree	29	21.6
		Un-Decided	14	10.5
		Disagree	4	3.0
		Strongly disagree	1	0.8
2.3.4	Continuous assessment has nothing to do except overloading teachers	Strongly agree	72	53.7
		Agree	27	20.2
		Un-Decided	18	13.4
		Disagree	12	9.0
		Strongly disagree	2	1.5
2.3.5	I feel that continuous assessment helps teachers to achieve learning objectives.	Strongly agree	80	59.7
		Agree	31	23.1
		Un-Decided	13	9.7
		Disagree	4	3.0
		Strongly disagree	1	0.8
2.3.6	I feel that Continuous assessment is continuous paper & pencil test	Strongly agree	42	31.3
		Agree	23	17.2
		Un-Decided	33	24.6
		Disagree	23	17.2
		Strongly disagree	10	7.5
2.3.7	I feel that result of continuous assessment is in consistent	Strongly agree	36	26.9
		Agree	39	29.1
		Un-Decided	26	19.4
		Disagree	23	17.2
		Strongly disagree	10	7.5
2.3.8	Result of continuous assessment are subjective with no common reference	Strongly agree	38	28.4
		Agree	24	17.9
		Un-Decided	30	22.4
		Disagree	26	19.4
		Strongly disagree	15	11.2
2.3.9	continuous assessment results reflect true picture of students	Strongly agree	73	54.5
		Agree	43	32.1
		Un-Decided	13	9.7
		Disagree	4	3.0
		Strongly disagree	1	0.8
2.3.10	Situations in the college are conducive to implement continuous assessment	Strongly agree	15	11.2
		Agree	32	23.9
		Un-Decided	38	28.4
		Disagree	36	26.9
		Strongly disagree	12	9.0

Appendix C Teachers' attitude towards the implementation of continuous assessment

S/no	Items /Questions/	Responses	No	%
2.3.11	It is difficult to implement continuous assessment because of the weekly working load	Strongly agree	22	16.4
		Agree	30	22.4
		Un-Decided	24	17.9
		Disagree	38	28.4
		Strongly disagree	19	14.4
2.3.12	It is difficult to implement continuous assessment because of the existing guide lines and directives	Strongly agree	25	18.7
		Agree	31	23.1
		Un-Decided	29	21.6
		Disagree	35	26.1
		Strongly disagree	13	9.7
2.3.13	The number of students in the class is conducive to implement continuous assessment	Strongly agree	42	31.3
		Agree	34	25.4
		Un-Decided	20	14.9
		Disagree	19	14.2
		Strongly disagree	19	14.2
2.3.14	The nature of the courses is conducive to implement continuous assessment	Strongly agree	33	24.6
		Agree	48	35.8
		Un-Decided	21	15.7
		Disagree	22	16.4
		Strongly disagree	3	2.2
2.3.15	It is difficult to implement continuous assessment because of the scarcity of resources and skilled man power	Strongly agree	14	10.5
		Agree	32	23.9
		Un-Decided	31	23.1
		Disagree	42	31.3
		Strongly disagree	14	10.5
2.3.16	I feel that continuous assessment provides better information about students over all development	Strongly agree	53	39.6
		Agree	45	33.6
		Un-Decided	19	14.2
		Disagree	10	7.5
		Strongly disagree	7	5.2
2.3.17	I feel that teachers are less motivated to implement continuous assessment	Strongly agree	56	41.8
		Agree	36	26.9
		Un-Decided	22	16.4
		Disagree	7	5.2
		Strongly disagree	8	6.0
2.3.18	Continuous assessment has nothing to do except overloading students	Strongly agree	44	32.8
		Agree	25	18.7
		Un-Decided	23	17.2
		Disagree	28	20.9
		Strongly disagree	14	10.5
2.3.19	I do not feel that continuous assessment is time Consuming	Strongly agree	53	39.6
		Agree	35	26.1
		Un-Decided	18	13.4
		Disagree	11	8.2
		Strongly disagree	11	8.2
2.3.20	I taught that teachers are well trained to implement continuous assessment	Strongly agree	41	30.6
		Agree	24	17.9
		Un-Decided	28	20.9
		Disagree	21	15.7
		Strongly disagree	17	12.7

Participants, response to attitude measuring scales

Values of attitude measures are:

Strongly agree=5, Agree=4, Undecided=3, Disagree=2, Strongly disagree=1

Item No	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%	N	%
	2.3.1	71	52.99	34	25.37	16	11.94	6	4.48	4
2.3.2	82	61.19	34	25.37	10	7.46	4	2.99	-	-
2.3.3	84	62.69	29	21.64	14	10.45	4	2.99	1	0.75
2.3.4*	72	53.73	27	20.15	18	13.43	12	8.96	2	1.49
2.3.5	80	59.70	31	23.13	13	9.70	4	2.99	1	0.75
2.3.6*	42	31.34	23	17.16	33	24.63	23	17.16	10	7.46
2.3.7	36	26.87	39	29.10	26	19.40	23	17.16	10	7.46
2.3.8*	38	28.36	24	17.91	30	22.39	26	19.44	15	11.19
2.3.9	73	54.48	43	32.09	13	9.70	4	2.99	1	0.75
2.3.10	15	11.19	32	23.88	38	28.36	36	26.87	12	8.96
2.3.11*	22	16.42	30	22.39	24	17.91	38	28.36	19	14.18
2.3.12*	25	18.66	31	23.13	29	21.64	35	26.12	13	9.70
2.3.13	42	31.34	34	25.37	20	14.93	19	14.18	19	14.18
2.3.14	33	24.63	48	35.82	21	15.67	22	16.42	3	2.24
2.3.15*	14	10.45	32	23.88	31	23.13	42	31.34	14	10.45
2.3.16	53	39.55	45	33.58	19	14.18	10	7.46	7	5.22
2.3.17*	56	41.79	36	26.87	22	16.42	7	5.22	8	5.97
2.3.18*	44	32.84	25	18.66	23	17.16	28	20.90	14	10.45
2.3.19	53	39.55	35	26.12	18	13.43	11	8.21	11	8.21
2.3.20	41	30.60	24	17.91	28	20.90	21	15.67	17	12.67

- Values of attitude measures for negatively worded items are:

Strongly agree=1, Agree=2, Undecided=3, Disagree=4, Strongly disagree=5

Appendix D-1

Period distribution for business and info.technology department for the 2nd semester of 2001

Name of the t4rainer	Course	department	No of periods	Total period /week
Sied Indris	Server building and configuration	Hardware and Networking	11	23
	Network maintenance and troubleshooting		7	
	Internet service	Web and multimedia	5	
Kerebih Getnet	Hardware installation & maintenance	IT assistant	10	26
		System support	10	
	Computer Architecture	Hardware and Networking	6	
Simon Worku	Multimedia authoring	Web and multimedia	20	26
	Introduction to Networking	System support	6	
Tewodros Bogale	System analysis and design	IT assistant	5	27
		System support	5	
		Web and multimedia	5	
	IT	EMT	3	
		SSID	3	
		RWSS"A"	3	
		RWSS"B"	3	
Mengistu Belete	Preventive maintenance	IT assistant	8	26
		System support	8	
	Internet Service	IT assistant	5	
		System support	5	
Muulugeta asfawossen	Office administration	AOST	6	11
	Business Communication	AOST	5	
Aster ketemas	Record Managements	AOST	14	14
Melketsedek mussie	Business Law	Accounting	5	5
Ato mebratu abera	Main Course	Accounting	21	21



Melketsedek Mussie

Appendix D-2

Copy of the letter that violets the legislation



በአማራ ብሔራዊ ክልላዊ መንግሥት
የቴክኒክና ሙያ ትምህርትና ሥልጠና ማስፋፊያ ኢ.ጂ.ቲ.
የትምህርትና ስልጠና የስራ ሂደት

In Amhara National Regional State
Technical & Vocational Education & Training Promotion Agency
Education & Training Business Process

☎ 0582-20-09-25 E-Mail: amharatvct@ionet.et www.amhara tvct. edu.et ☎ 764 Fax 0582-22- 11- 90
0582-20- 33- 28

ቁጥር	ፍገ2/734/ፎጠ/ሠ-1
ቀን	12/2/2001

ለ ትምህርት ማስፋፊያ ተቋም/ኮሌጅ
ከ _____ ዘንድ ለትምህርት ማስፋፊያ

ጉዳይ፡- ሳምንታዊ የክፍል ጊዜ ጫናን ይመለከታል፡፡

የአብዛኛ ተ/ም/ስል ማስፋፊያን የትምህርትና ስልጠና የስራ ሂደት መሰረታዊ የስራ ሂደት ለጠጥ ጥናት አጥንቶ በሙከራ ትግበራ ላይ ይገኛል፡፡ የስራ ሂደቱ ካስቀመጠቸው ተደራሽ ግቦች አንዱ የደምበኛውን ስልጠና/የስልጠና ጥያቄ የመንግስትን አቅምና የገቢዎ ጥናት ወይንም መሰረት በማድረግ መመለስ ነው፡፡

ስለሆነም በቅበላ አቅጣጫ ላይ እምርታዊ ለጠጥ ለማምጣት የምናደርገው ጥረት አበረታችና ተስፋ ሰጭ መሆኑን በሚደርሱ ሪፖርቶች ለማወቅ ችለናል፡፡ በመሆኑም የቅበላ አቅጣጫ በተገቢው መንገድ ለመፈጸም በኮሌጆች መተዳደሪያ ደምብ ንዑስ አንቀጽ 44.1 የተቀመጠውን መመሪያና በተቋማት ያለውን ሳምንታዊ የክፍል ጊዜ ጫና መቀየር አስፈላጊ ሆኖ በመገኘቱ ይህ ደብዳቤ ከደረሰበት ጊዜ ጀምሮ የሳምንታዊ የክፍል ጊዜ ጫና/Weakly Work load/

1/ በትምህርትና ስልጠናና በምርምርና ተከናውኖ ሽግግር የስራ ሂደት አስተባባሪነት የሚሳተፉ ፈጣሪ አካላት በሳምንት ቢያንስ 15/ አስራ አምስት/ ክፍል ጊዜ እንዲይዙና ተጨማሪ ስራቸውን በተገቢው መንገድ እንዲያስናወጡ ሆኖ ከተባለው ፕራድ/Load/ በላይ መያዝ አቅጣጫ በሚል ሰበብ የስራ ሂደቱን ራሱ የሚጎዳበት ዑኔታ መፈጠር ሳይኖርበት እንዲፈጸም

2/ በትምህርትና ስልጠናና በምርምርና ተከናውኖ ሽግግር የስራ ሂደት አስተባባሪነት የሚሳተፉ ፈጣሪ አካላት ከስራ ሂደት ፈጣሪ አካላት ወይም ያሉ አሰልጣኞች በማንኛውም ደረጃ በደረጃ አንድ እስከ ደረጃ አምስት/ ቢያንስ 25/ሃያ አምስት/ ክፍል ጊዜ በየትኛውም ደረጃ እንዲይዙ እየተደረገ ስልጠናው በተገቢው መንገድ እየተመራ የአረፈው ሪፖርት እንዲያለፈውን እናስታውታለን፡፡

ግልባጭ
ሰበራ አስኪያጅ ጠቢቅ
የትምህርትና ስልጠና የስራ ሂደት



ሰበራዊ ቢሮ

ማሪ ወንዲኛራው ሃይሌ
የትም/ ስል የስራ ሂደት ባለጠቅ

ጸ ማገልገልና መድሎ ይቀምጡ እየኖርን ስሎች እንዲኖሩ እናደርግ።

Appendix D-3

Trainees of the college in the New curricular system

S/no	Training stream	Plann	Level 1			Level 3 y-2			Level 3			Level 4			Level 4y-2			Remark	
			M	F	T	M	F	T	M	F	T	M	F	T	M	F	T		
1	Automotive body Mechanics	100							17		17								
2	Automotive Electricity/electronics	100										14	1	15					
3	Aut. Service Engine Over Hauling	100				17		17	43	4	47								
4	Aut. power train & Chassis service	100										8	1	9					
5	Aodio Video Equipment Technology	100										8	1	9					
6	Biomedical equipment Tech.	100										24	14	38					
7	Ele.household appliance Tech.	100				13	5	18	25	22	47								
8	Ind. Ele. machines & Drives Tech	100							60	23	83								
9	Electronics Office Equipment Tech.	100										22	3	26					
10	Instrumentation Tech.	100							4	48	52								
11	General metal fabrication and assembly	500				13		13											
12	Building electical installation	200										6	1	7					
13	Surveying	100										45	33	78					
14	General drafting	300										38	21	59					
15	Masonary	200				12	1	13	8	3	11								
16	Hotel management	300								14	14								
17	Food preparation	200				4	17	21											
18	IT Assistance ?	50											?						
19	Support and system service	50							10	29	39								
20	Hardware & networking	50							5	34	39								
21	Web and multimidia Technology	50										5	10	15					
22	Accounting														18	21	39		
23	Adm. office & Secretarial service														7	?			

Y-2 = year two

No level two and level five

Appendix D-4

Trainees of the college in the old curricular system

S/no	Training stream	Plan	10+2				10+3						Total						
			10+1		1 st Y		2 nd y		1 st Y		2 nd y					3 rd y		Adva	
			M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
1	Automechanics	25													41	3	41	3	44
2	Electricity	25													42	16	42	16	58
3	Electronics	25													30	17	30	17	47
4	General Mechanics	25													43	6	43	6	49
5	Machine Technology	25													10	3	10	3	13
6	Surveying	25													12	13	12	13	25
7	Textile technology	25													16	1	16	1	17
8	Textile technology	200	16		4	7											4	23	27
9	Electromechanical	30					30	5	21		13						64	5	69
10	rural water supply	85					69	18	20	5	67	8					156	31	187
11	Small scale irrigation	45					47	11	24	2	61	13					132	26	158
Total =490															Total		550	144	694

Declaration

This Thesis is my original work and it has not been done by any other writer. All sources of the information used in this thesis have been duly acknowledged.

Name: Tilahun Tsega Taye

Signature: 

Date: 02-07-2009

This Thesis had been submitted for examination with my approval as university advisor.

Name: Seleshi Zeleke (PhD)

Signature: 

Date: 02 July 2009