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**College of Education and
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fulfillment of the requirements for the degree MA in Management
of Vocational Education.**

**Students' Assessment practice in private Technical and Vocational
Education and Training colleges at Majang Zone, Gambella
Regional sate of Ethiopia**

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July, 2019

Declarations

I hereby declare that, this thesis is my original, work has not been presented for a Degree of any university, and all sources of materials used for the thesis have duly acknowledged.

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Studies Department of Curriculum and
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Majang Zone, Gambella Regional State of Ethiopia.**

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List of Acronyms

COC: Center of Competency

ESDP; Education Sector Development Program

LOA: Learning Oriented Assessment

MOE; Ministry of Education

MA; Master of Art

NEAEA: National Education Assessment Agency

NVQ: National Vocational Qualifications

SAP; Student assessment practice

SDEA: Science and Design of Educational Assessment

SPSS; Statically Package for Social Science

SDEA: The Science and Design of Educational Assessment

TVET: Technical Vocational Education and Training

ZEE: Zone education expert

ZEO: Zone Education Office

ZEQE: Zone Education Quality Experts

Abstract

The main purpose of this study was to assess Students assessment practice in Private TVET colleges in Majang Zone, Gambella regional state, the extent to which the assessment practice aligned with the requirement of competence-based assessment. Mixed approach was used to conduct this study. The study employed descriptive research design. Data were collected from 31 teachers, (20) administrators, 74 students, two college deans and two Zone Education Experts. The instruments for data collection were questionnaire, interview and observation checklist. The data were analyzed using frequency, percentage, mean and weight mean. The findings of the study showed that the implementation of student assessment practice in light of the requirements of competence-based assessment was low. Among the major factors encountered during the implementation of student assessment were: Lack of technical support from Zone education officials in line with assessment requirements, Lack of experience and understanding about competence-based Assessment practice, Lack of students' awareness about competence-based assessment and Lack of teachers' motivation and commitment towards competence-based assessment. Finally, the recommendations were forwarded, Technical supports from Zone education officials in line with assessment requirements was one of the major factors which hinder the student assessment practice. The way of the Technical support and the number of frequency giving technical support for college teachers and administrators do not match in the study area and this affects the implementation of students' assessment practice. The implementers of technical support should see alternative solutions such as, the colleges deans have invite ZEOE to give their teachers, providing teachers' short term training about assessment practice and generating internal income to requite experienced teachers. In addition to this, government bodies and stake holders have be contributed to solve the lack of Technical support from Zone Educational Office in line with assessment requirements.

CHAPTER ONE

Introduction

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, Delimitation of the Study, Limitation of the Study and operational definition of key terms.

1.1 Background of the Study

Technical and Vocational Education and Training (TVET) provides trainees with the technical skills applicable for the particular profession. In practice, different types of programs were included under the umbrella of TVET, Such as Pre-employment, Upgrade training, Re-training and Remedial. Pre-employment training TVET program is chosen for this study because Pre-employment VET – prepares individuals for the initial entry into the employment. The regular track of the TVET in Ethiopia falls under this category. The TVET sector in Ethiopia is one of the main routes for many professionals to the world of work.

According to Getachew(2016), TVET in Ethiopia offers training at five levels. Level I and II trainings are basic skills trainings programs and Levels III, IV and V are middle-level training, which were TVET qualifications below a bachelor’s degree in which students who have completed general education enroll. The level-based training is structured so that one level is terminal and at the same times a step to the next level. Level I and II training programs are also part of the middle-level training. Students in each of level of a program pass through different assessment practice.

Assessment enhances learning, provides feedback about student progress, builds Self-confidence and self-esteem, and develops skills in evaluation In addition, the effective learning occurs when correspondence exists between teaching, evaluation, and results. Therefore, due to its close relation with instruction and learning outcomes, assessment has a key role in learning.

Assessment is aligned with the process of teaching and learning, it will have "a positive effect on students' learning and their motivation (Javid , 2009). Assessments are currently used for many purposes in the educational system an assessment's effectiveness in improving learning depends on its relationships to curriculum and instruction.

Educational assessment occurs in two major contexts. The first is the classroom. Here assessment is used by teachers and students mainly to assist learning, but also to gauge students' summative achievement over the longer term. Second is large-scale assessment, used by policy makers and educational leaders to evaluate programs and/or obtain information about whether individual students have met learning goals. The sharp contrast that typically exists between classroom and large scale assessment practices arises because assessment designers have not been able to fulfill the purposes of different assessment users with the same data and analyses. To guide instruction and monitor its effects, teachers need information that is intimately connected with the work their students are doing, and they interpret this evidence in light of everything else they know about their students and the conditions of instruction.

The purpose of an assessment determines priorities, and the context of use imposes constraints on the design, thereby affecting the kinds of information a particular assessment can provide about student achievement. The first thing that comes to mind for many people when they think of "classroom assessment" is a midterm or end-of-course exam, used by the teacher for summative grading purposes (Science and Design of Educational Assessment, 2001).

According to Ibrahim & Ahmad (2014), Assessment Practice in TVET usually has more than one Purpose and many interested parties. Assessment provides information that can help improve students' learning and help teachers in teaching. The role of classroom assessment is to improve students' learning and teachers' teaching in order to ensure that students reach their individual potential.

The vocational education and training have experienced a change in the emphasis from curriculum content to outcomes or competencies. Assessment for Learning (AFL) is important in education and it is one aspect of the process in competency based assessment. The purpose of competency assessment is use appropriate methods to gather evidence of competence; interpret

the evidence against the competency standards; make a judgment to conclude competence; and record and report the outcomes of the assessment to key stakeholders. The implementation of the Competency Based Assessment (CBA) in vocational schools requires teachers to practice Assessment for Learning.

According to (Teshome, 2015), Assessment is one of the professional competences with which teachers need to be acquainted and through which the problems of educational programs and reliable data about the status of an educational system can be obtained. It was also defined as the process of gathering information from a variety of sources, using a variety of methods that best address the reason for evaluation, and is contrasted with testing, which is limited to administration and scoring of tests,.

According to Aytaged (2010), Teaching and learning are highly interwoven processes in which their effectiveness depends on one another assessment informs how well the students learn and how well the instructor is teaching and some of the major purposes of assessment include assessing students' learning, identifying students' strengths and weaknesses, assessing the effectiveness of a particular strategy, assessing and improving the effectiveness of curriculum programs, assessing and improving teaching effectiveness, providing data that assist decision making and communicating with and involving stakeholders.

According to Alemayehu (2010), competency based learning, derived from behaviorist principles, defines skill as the ability to perform prescribed tasks with predictable accuracy. Graduates from TVET programs have already started to sit for national standard qualification examinations for certification. This mode of evaluation will shift the system from norm-to criteria-referenced (achievement-based) examination, which is the right instrument to measure how much the skill acquired corresponds to the job performed in the workplace, criteria associated with each competency have to reflect both the level of acceptable performance and the conditions associated with the performance. Outcome based training is based on identified competencies needed in the labor market and is the final benchmark of training and learning.

Assessment is a process of gathering evidence, making judgments and drawing inferences about student achievement and performance. According to Airasian(1994) and Pellegrino, Chudowsky & Glaser (2001) summarized the purposes of assessment as: promoting learning;

measuring individual achievement; and evaluating programs. Therefore the main concern of this study is to investigate the Students Assessment practice in private TVET colleges at Majang Zone, Gambella Regional sate.

1.2 Statement of the Problem

The ultimate purpose of assessment is to validate learning outcomes - be it for diagnostic formative or summative purposes. The role of assessment in outcome-based education is part and parcel of the aims of assessment in all its root models. Outcome based education however highlights continuous and criterion-referenced assessment (Mitchell , 2000).Due to this reason in outcome-based training and especially with training packages, the focus on outcomes rather than inputs has been reinforced and assessment has become a major issue for practitioner (Hellwig, 2006). According to MoE (2008) Output quality of TVET delivery will be measured through a process of learners achieved competence. This is done through occupational assessment, which is based on the occupational standards. The practical assessment practices were having a gap in private TVET colleges.

Although that was the case, in Majang Zone private TVET colleges, there were students' assessment practice problems such as , the awareness of students how assessments will take place and when feedback of his/her progress in outcomes-based learning, Teachers' classroom assessment aligned with the requirement of competence-based assessment, planning to support associated with teaching and learning, the planning of learning assessment, Identification of the student's strengths and weaknesses to support were the main observed problems . because of this problems students in private TVET colleges at Majang Zone becomes careless and they consider assessments were nothing for their learning out come and also they were not worry about competence outcome. The researcher was motivated by the statements that the quality of Competence was being affected by assessment practices. Therefore there was a need to explore the factors that influencing the competence of private TVET colleges in Majange Zone. However the study wants to identify the factors that influenced the existing assessments practices in the TVET colleges, in particularly private TVET colleges at Majang Zone, Gambella Regional sate.

Basic research questions

The study attempts to answer the following questions;

1. To what extent are trainers aware of the characteristics of competence-based assessment in TVET?
2. How do TVET teachers perceive the envisaged competence-based assessment to be practiced in TVET colleges?
3. To what extent are teachers' classroom assessment aligned with the requirement of competence-based assessment?
4. What are the challenges encountered in the effective use of classroom assessment methods?

1.3 Objective of the Study

The study was having the following general and specific objectives;

1.3.1. General objective

General objective of this study is:

- To investigate the students assessment practices in private TVET colleges at Majang Zone, Gambella Regional sate

1.3.2. Specific objectives

The Specific objectives of this study are:

- to assess how students perceive the prevailing classroom assessment practices in the private TVET colleges
- to identify the major challenges encountered in the effective use of classroom assessment methods.
- to assess teachers' classroom assessment aligned with the requirement of competence-based assessment.
- To assess the challenges encountered in the effective use of classroom assessment methods in TVET colleges.

1.4. Significance of the Study

Student assessment is one of the most important parts of the teaching and learning process that includes measurement, feedback, reflection and change so that the present study is mainly driven by the wish to contribute to the understanding of the students' classroom assessment practice and taking this study will benefit stakeholders including policy makers, teachers, students, college administrators, officials working on assessment and others. Moreover, the study is significant in the following respects. It is believed that this study will provide valuable insights for understanding students' assessment practices. It is hoping that this study will add inputs for the existing body of knowledge with respect to the students' assessment practices. It will help other researchers to conduct a study on this area with a wider awareness and greater depth.

1.5 Delimitation of the Study

It was useful to investigate the student assessment practice in private TVET colleges, at Gambella Regional state or in different parts of the region, because the most reliable and valid information may be found, if the research study includes a Regional context rather than a specific Zone. However, the boundary of this study was delimited both in scope and depth. The study was restricted to treat the student assessment practice in private TVET colleges in Majang Zone. Because of time and financial limitations this study does not include all private TVET colleges which were found in the Gambella region. This study was delimited student assessment practice, considering the two (Ethio-grand and Durman) private TVET colleges in Majange Zone.

1.6 Limitations of the study

- Even though this research was carefully designed and planned, there were certain limitations that limit the researcher. Limitations were those conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations.

The following are some of the major limitations of the study:

- Limitation of financial sources,
- lack of Some colleges' stakeholders interest to give data,

- Time and other resource materials limit the study.

1.7 Definitions of Key Terms

Practices: performing students' assessment (SA) activities.

Assessment: defined as “a systematic process for gathering data about student Achievement,(Javid,2009)

Classroom assessment: - is a process of collecting information on the progress of students learning using varieties of tools such as tests, exams, observations, projects, assignments, portfolios and others.

Technical Vocational Education and Training (TVET): any educational training and leaning activity leading to the acquisition of knowledge, understanding and skills which are relevant for employment or self-employment.

Perception - a particular way of understanding or thinking that teachers about student assessment practice

1.8 Organization of the study

The study has five chapters. Chapter one includes introduction, background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study. Chapter two includes Literature Review: Conceptual framework, Classroom Assessment, Peer-Assessment, Theoretical framework, Behaviorisms. Chapter three is about the research methodology which reports the research design, source of data, sampling design, instrument for data collection, procedures of data collection, method of data analysis and ethical consideration. Chapter four presented presentation and analysis of data. Chapter five includes summary of the major findings, conclusion and recommendations.

CHAPTER TWO

Review of related Literature

This part of the study focused on the different literatures regarding assessment and its practice. It has two parts namely conceptual framework and theoretical reviews. The conceptual framework reviews the concept of assessment and its dimensions. The theoretical part focused on literatures that were concerned with the ideology of student assessment. In this portion of the literature review, theories regarding assessment, purpose of student assessment and practice were addressed.

2.1 Conceptual framework

According to Ibrahim & Ahmad (2014), Vocational education and training have experienced a change in the emphasis from curriculum content to outcomes or competencies. There is a general agreement that at a minimum, competency assessment should clearly define the purpose of the assessment; use appropriate methods to gather evidence of competence; interpret the evidence against the competency standards; make a judgment to infer competence; and record and report the outcomes of the assessment to key stakeholders.

Technical and vocational education and training (TVET) professionals will need to develop, adapt or redesign strategies to address the needs of workers and society.

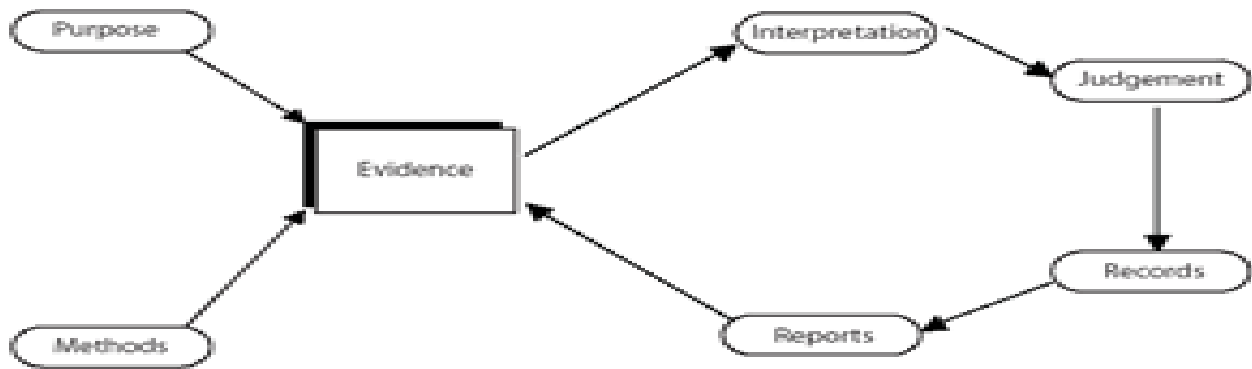


Fig 1: The assessment and reporting process: The importance of evidence.

The flow chart illustrates the central position that evidence has within the assessment and reporting process. The purpose of the assessment and the stakeholders' identified in the reporting requirements will define the type of evidence that needs to be collected, which, in turn, influences how assessors use and interpret the information to make judgment.

2.1.1 Concept of Assessment

According to Javid, (2009), Assessment labeled as the outcome of the 20th century, has been defined variously in the literature. Assessment defines as a student learning and a systematic process of collecting information about student progress towards the learning goals. Assessment is the process of collecting, synthesizing, interpreting, and using qualitative and/or quantitative information for making educational decisions about students, curricular and educational policy.

According to Ibrahim & Ahmad (2014), Assessment Practice in TVET provides information that can help improve students' learning and help teachers in teaching. The vocational education and training have experienced a change in the emphasis from curriculum content to outcomes or competencies. Assessment for Learning (AFL) is important in education and it is one aspect of the process in competency based assessment. The role of classroom assessment is to improve students' learning and teachers' teaching in order to ensure that students reach their individual potential.

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According to Teshome (2015), Assessment is one of the professional competences with which teachers need to be acquainted and through which the problems of educational programs and reliable data about the status of an educational system can be obtained. It was also defined as the process of gathering information from a variety of sources, using a variety of methods that best address the reason for evaluation, and is contrasted with testing, which is limited to administration and scoring of tests.

According to Askalemariam (2015), Assessment is seen as a vital and essential ingredient for effective teaching and learning since it gives students guidance on their performance and contributes to improve the learning process. It also provides feedback on students' progress over a period of time so that any errors or learning difficulties can be identified and corrected. It is shown that classroom assessment is a fundamental aspect of the teaching and learning process, and that when it is integrated in to classroom practices substantial learning gains can be achieved. Moreover, most research evidences the effectiveness of assessment for learning to improve students' learning, particularly in science education and the word of substantial learning gains are possible when teachers introduce assessment for learning into their classroom practice. Assessment is the process of gathering, interpreting, recording, and using information about the pupils' response to educational tasks (Lambert & Lines, 2000). It becomes a helpful and constructive tool when the information derived from it is used to adapt and modify the applied teaching and learning techniques.

Assessment has a fundamental role in providing information to help students, teachers, administrators, and policy makers arrive at decisions. Assessment is closely interrelated to feedback and the effectiveness of each one relies on the other. Assessment is still the most influential factor in formal education and, if not approached properly, may undermine the positive aspects of both the teaching and learning process. Although tests and examinations are considered as one way of assessing, assessment does not mean testing. There is an obvious distinction between assessing and testing students' performance. tests or examinations determine clearly whether they are being used for assessment or testing. Assessments are designed to check whether or not the stated objectives of the course have been reached and to measure the degree of success of students' achievements and abilities.

2.1.1.1 Classroom Assessment

Classroom Assessment is the observation of students in the process of learning, the collection of frequent feedback on students' learning, and the design of modest classroom experiments that provide information on how students learn and how students respond to particular teaching approaches and the classroom assessment helps individual college teachers obtain useful feedback on what, how much, and how well their students are learning, (Robert, 2005). Classroom assessment includes a variety of activities, tools and procedures for collecting and interpreting written, oral, and other forms of evidence on student teaching (**Khalouf, 2008**). Assessment is defined as “a systematic process for gathering data about student Achievement,” is an essential component of teaching (**Dhindsa, Omar, & Waldrip, 2007**).

2.1.1.2 Peer-Assessment

Peer-Assessment was investigating students' perceptions of peer evaluation and teachers' role in seminar discussion. The students viewed the experience of peer evaluation as enhancing their confidence and providing them the opportunity to exercise power of making judgments about their peers (**Javid, 2009**).

2.1.2.1 The concept of assessment to Ethiopian TVET

The Ethiopia TVET strategy (MOE, 2008) maintains that TVET quality and relevance should be enhanced through making the system outcome based. By “outcome based” the strategy implies that the training received in TVET should be measurable according to the skill assessment based on the occupation standards. This “outcome-based” measure is not to be confused with the measures of the final labor market outcomes of the graduates, such as wages and employment.

Occupational standards are the competencies needed to be considered qualified for a certain field. The government of Ethiopia plans to develop occupational standards for all occupational fields. Occupational standards are developed at the national level.

The federal TVET agency is responsible for organizing, facilitating and endorsing the occupational standards. In order to develop these standards, the Federal TVET agency is tasked to form expert panels for standard setting and to consult the international occupational standards. Identifying the clustering of occupations is conducted through cooperation with the Ministry of Labor and Social Affairs and the Civil Service Agency. Occupational assessment takes place in

designating or accredited public or private centers (MOE, 2008). The TVET graduates have the option to go through official assessment of their Skills. Currently the assessment is done for key competencies only. It appears that most graduates currently do not get assessed. Assessment can provide a framework for sharing educational objectives with students and for mapping their progress. For these reasons there is strong support for assessment to be part of the learning process.

According to OECD (2013), another important distinction has traditionally been made between internal (school based) assessment and external (standardized) assessment. It is important to note that both internal and external assessments may be used in a summative or formative way.

- Internal assessment, or school-based assessment, is designed and marked by the students' own teachers, often in collaboration with the students themselves, and implemented as part of regular classroom instruction, within lessons or at the end of a teaching unit, year level or educational cycle.

- External assessment, or standardized assessment, is designed and marked outside individual schools so as to ensure that the questions, conditions for administering, scoring procedures, and interpretations are consistent and comparable among students OECD (2013) cited, (Popham, 1991). External assessments may be applied to a full student cohort or only in some schools and classrooms (for example, on-demand assessments that schools can use to measure their own progress and benchmark themselves against national averages). In practice, however, the distinctions between internal and external assessments are not always so clear-cut. For example, there are also hybrid forms of assessment that are developed externally but implemented and marked internally by the students' own teachers.

The nature of assessment influences what is learned and the degree of meaningful engagement by students in the learning process. It has its Quality assessment: such as allow all students to achieve. considered during the design of the teaching and learning task, integral to the teaching and learning cycle, opportunities for students to show the extent of their learning, shows performance and individual progress, allows measurement of learning gain, informs, monitors and progresses learning, designed with the learners, the learning goals, curriculum outcomes and the teaching in mind , strong validity and reliability, inter-rater reliability when evaluated and the benefits of the program and the curriculum through student growth.

2.1.3 Types of Assessment

There were two models of applying assessment in the education; summative and formative assessment. They were functionally based on the course content. Assessments are designed to check whether or not the stated objectives of the course have been reached and to measure the degree of success of students' achievements and abilities. Good assessments have positive influences on the instructional process.

2.1.3.1 Summative Assessment

Summative assessment normally takes place at the end of courses summative assessment is considered to be undertaken at the end of a course or program of study in order to measure students' performance (**Torrance & Pryor, 2002**). Summative assessment serves to inform an overall judgment of achievement, which may be needed for reporting and review (lack, 1999). Summative assessment is a tool designed to observe students behavior and produce data that can be used to draw reasonable inference about what students know (**Khaloufa , 2008**).

2.1.3.2 Formative Assessment

Formative assessment is defined as any task that creates feedback for students about their learning. It is an ongoing assessment based on how well students fulfill learning, and engages students improving their learning. It differs from summative assessment in what it seeks to achieve academic performance. Purposes of formative assessment are: Motivate students to be more engaged in learning; Help students develop positive attitudes toward a subject; evaluate the effectiveness of instructional strategies; give students feedback about what they know and can do and identify if students have mastered a particular concepts or skill in the standard (Khaloufa, 2008).

2.1.4. TVET Teacher training in Ethiopia

Teachers training in Ethiopia emphasize the acquisition of subject knowledge with little emphasize given to create an understanding and skill in the use of pedagogical approaches which encourage students to venture in to areas of higher order thinking. In the Ethiopian education and training policy it was mentioned that the primary reason for the poor quality of education in the past was the training as well as the overall attitude towards teachers. In order to correct this

unacceptable situation profile that teachers at every level must fit has been determined; teacher training institutions have been strengthened and enriched; and teacher promotion scale have been set and are under implementation.

According to Gelbal & Kelecioglu(2007), Assessment of student achievement using traditional assessment methods is usually more focus is placed on the product than on the teaching process, for this purpose greater emphasis is placed on multiple choice and short-answer tests and written and oral examinations. Alternative assessment methods, allow students to be actively involved in the assessment process, analyze their own learning styles and thoughts, learn to assess themselves and take responsibility. Classroom assessments made by teachers are gaining importance. Classroom assessments are a powerful direct influence on learning and motivation Classroom assessment a process that shows what is really learned, what the students know, how effective the teacher is and helps the students to show the depths of students' understanding and tendencies. Classroom assessments designed to support teachers' decision-making processes in teaching and learning in many ways allow the accurate and appropriate information to be gathered.

The literature on classroom assessments presents various classifications of assessments, organized in terms of being carried out before teaching, during the course of teaching, and after teaching. According to Michael.G(2017) competency based standards are the attitude, skills and knowledge (ASK) competency model was applied, as one of the most common and accepted frameworks.

According to Irina & Pramila (2012, P.19), “TVET strategy documents acknowledge that the shortage of teachers/instructors is one of the obstacles in TVET expansion in Ethiopia. Because of the low reputation of this profession, the quality of the TVET instructor pool suffers (MOE, 2008).

The constraint on the supply of TVET instructors is particularly severe at the higher levels of TVET. The students that complete TVET Level 4 and have their assessed have an option of receiving additional pedagogic training. After receiving this training, they are qualified to teach TVET levels 1 and 2. Such instructors are called C level instructors. After having been qualified as a level C instructor, an individual can go on to the special teacher training institutes for 3to

4 years to become B level instructor. The highest Instructor level is A, and these instructors are qualified to teach at any level. Clearly, examining the constraints here must be part of the overall strategy in improving TVET education in Ethiopia.

2.2 Theoretical framework

2.2.1 Behaviorism

Behaviorism is a world view that assumes a learner was essentially passive, responding to environmental stimuli. The learner starts off as a clean slate (i.e. tabula rasa) and behavior is shaped through positive reinforcement or negative reinforcement. Both positive reinforcement and negative reinforcement increase the probability that the antecedent behavior will happen again. In contrast, punishment (both positive and negative) decreases the likelihood that the antecedent behavior will happen again. Positive indicates the application of a stimulus; Negative indicates the withholding of a stimulus. Learning is therefore defined as a change in behavior in the learner.

According to Askalemariam,(2015),Behavioral theory emphasis on the observable behavior and the power of external environment to determine what is learned rather than the individual. For them, the learning environment is the determinant factor for learning, it view learning as what is brought through stimulus and response association and the complex associations between response and stimulus are built up through the teaching inputs. According to, Geberew, (2014) expressed that the traditional concept of assessment is heavily influenced by conventional theories such as the behaviorist learning theory, objective and standardized testing and testing being separated from instruction.

2.2.2 Learning oriented theory

Acording to Moges,(2015),learning-oriented assessment environment focused on classroom assessment practices that enhance students learning and mastery of content materials such as asking students moderately challenging assessment tasks, communicating with them clear assessment standards and criteria, giving them opportunities to improve their performance, and providing them informative assessment feedback. Learning Oriented Assessment (LOA) is a systematic approach to uses formal and informal assessment to:

-help teachers and learners to plan learning more effectively measure progress

-identify areas for improvement and deliver measurable improvements.

Learning Oriented Assessment provides a clear structure for integrating in-course tests, public examinations and less qualitative observations of learners. It helps plan course objectives and to ensure that lessons and study outside the classroom directly contribute to the achievement of each learners' personal objectives.

Learning Oriented Assessment is that it integrates these two forms of assessment often referred to as formative and summative assessment and provides a structured approach to collecting and using evidence from tests and from the classroom. Learning Oriented Assessment aims to deliver measurably better results for learners, while reducing teachers' workload and their need to improvise methods for managing evidence of learners' progress. Learning Oriented Assessment also aims to give learners more independence to plan their own learning based on reliable evidence, and to set and achieve their own goals. It helps them to achieve more effective skills and to approach formal qualifications with greater confidence. In Learning Oriented Assessment, learning is identified as a partnership between the teacher and the learner. The learners are encouraged to take responsibility for their learning and progression. This means learning objectives need to be clearly signposted so that learners can reflect and assess their own performance, and assess their partners' performance. LOA means that the class works collaboratively with a clear sense of purpose and direction towards the achievement of learning objectives. The goal in Learning Oriented Assessment is to encourage teachers to consider the assessment potential of the tasks they include in their lessons. The LOA lesson plan takes the teacher a step beyond selecting and sequencing tasks. From an LOA perspective, the teacher will also be thinking about the pedagogical merit of every task, which will include how they might assess and respond to the learners' task performance in the training relative to identified learning objectives Hellen Atim, (2012). One of the favorite checkmarks on college applications for admissions directors to see is "first generation college student." Much energy and money is spent on outreach to this portion of the applicant pool as schools seek to diversify their student population and give bright students from families with no history of college degrees the chance to aspire to something bigger and better than their parents may have. Along with opportunity, there are challenges for first-generation college students.

2.3. Empirical Findings on student assessment

In practice, teachers' beliefs and understandings have potential to contribute to enhance learning. Literature on indicates a strong link between teacher professional development and quality of education which especially in the areas of teachers' beliefs and practices, students' learning and on the implementation of educational reforms. One of the most important and significant developments in TVET, was the development of Competence Based standards to support the design of training programmers and curricula.

The National Vocational Qualifications is the qualifications which assess someone's competence in a work situation and they are based on national occupational standards (levels). The NVQ is created mainly with the objective to promote and develop the proposals for integration of vocational training with the assessment and certification of the corresponding professional competencies. Competency-based assessment is not a set of examinations as the traditional assessment; it is the basis for certification of competency and it is carried out as a process in order to collect evidence about the performance and knowledge of a person with respect to a labor competency standard.

2.3.1. Collaborative Assessment of Student Work

When teachers collaborate to plan, design and deliver assessment; and have opportunities to compare and discuss students' work, they improve their understanding of learning goals and assessment criteria; and develop greater insight into where students are at in their learning. All assessment information about students should form a continuous feedback loop to the teacher. Student assessment information tells leaders what teachers in their college need to learn to make a difference to student learning outcomes, provide opportunities for teachers to develop their understandings of cross-curriculum priorities and general capabilities, and to work collaboratively to include these in assessments that improve and expand their knowledge of the capabilities and progress of each learner. Teacher understanding and use of formative assessment practices to inform their own teaching practice.

2.3.2. Perception and awareness about students' assessment practice in TVET colleges

Perception is the way of understanding based on previous experience and previous knowledge and expectation. It is described as a clean of any input based on one's belief. The perceptions of students and teachers regarding TVET have serious implications for the quality of the training because perception influences the motivation and commitment to learn and teach (Getachew, 2016).

Perception is a process that filters stimulus based on perceptual factors such as previous experience, knowledge, personal need and choice. The filtered stimulus will be interpreted with relation to the previous experience and assimilated or accommodate to person's schema or rejected. Function of the assessment is understood as a process that should be used before, during and after teaching in order to identify the weak and strong points of students and to support the learning process by making necessary adjustments in teaching (Abell & Siegel, 2011; Shepard, 2000).

According Acar-Erdol.T & Yildiz.H (2018) shows that the assessment methods used by teachers in the classroom is significantly affect the academic achievement, motivational beliefs, classroom teaching activities, and self-regulation skills of students. Therefore, the teacher factor has an important place in the classroom assessment process; that is, teachers' attitudes, tendencies, perspectives on teaching, beliefs about the teaching-learning process, and knowledge and skills about assessment play an important role in classroom assessment practices.

According to Kumsa (2018), low awareness of instructors participating in Competency based education curriculum development and challenges in curriculum design that is supposed to be responsive to Competency based education. There is mismatch between what is intended, skills required, and the person's actual skills.

2.3.2. Factors Affecting the Student Assessment practice

According to Sharon (2019), there are five Big Challenges for First Generation College Students One of the favorite checkmarks on college applications for admissions directors to see is first generation college student. Much energy and money is spent on outreach to this portion of the applicant pool as schools seek to diversify their student population and give bright students

from families with no history of college degrees the chance to aspire to something bigger and better than their parents may have. Along with opportunity, there are challenges for first generation college students. Lack of Knowledge about the Parents and family who went to college has sufficiently of information and lots of stories about their college experiences to share with their children. Though many things may have changed since they were in School, the essential process of leaving home, living in a dorm and being responsible for oneself is the same. For first generation college students, that information is simply not available.

The motivation to attend college when neither parent has done so is far less as well. Leaving family behind to attend college far from home isn't easy for any freshman student, but for first generation students, homesickness and loneliness are often intermingled with guilt. Especially for students from immigrant families who are sometimes the sole English speaker in their household, there can be the unnerving and difficult feeling that they have abandoned their family. As with all college students who leave home, finding new friendships and relationships at college is an important part of integrating into campus life. First-generation college students often need advice on how to handle this kind of pressure, and many times they have to decide what and whom they must leave behind.

According to Sharon(2017) cited(The New York Times), there are many ways that first generation, lower income students are left out of the college experience. Because performing and social life can cost a lot of money, this can add to the feeling of being an outsider, especially at smaller colleges in more distant locations where alternative activities are not available. Lack of support from family and friends at home, as compared to other students around them, can make First Generation College students feel abandoned and without the help they may need to stay the course. To be fair, those who did not attend college may not understand the pressures and concerns these students are facing and may not know the right words to say to keep them on track and focused. One of the important aspects of any college campus is how it welcomes new students and what opportunities there are for getting involved on campus.

This is particularly important for first generation students, who may be far from home for the first time in their lives. Before deciding upon a school to attend, college applicants should make a point of visiting the campus and getting a feel for the atmosphere, the demographics, and the overall environment to see what a typical day on campus is like. The difficult task of achieving

education and training quality in developing countries requires reforming the education and training system. In such a reform, there is a need for designing and implementing concrete interventions or system that take learning outcomes and competence as central elements of not only curriculum design and delivery, but also assessment and certification of competence.

Assessment of learning outcomes is also promoted in other literature that views assessment as a tool that influences instruction-learning and educational effectiveness. Before the introduction of the 2008 TVET reform, Technical and Vocational Education and Training. According to Atakilt, Worku and Melese (2016, as cited in MoE, 2008), TVET in Ethiopia suffered from poor quality in most TVET programs and from absence of a system for a Systematic and independent assessment and recognition of competence that is obtained through formal, non-formal and informal learning and training). the national TVET strategy envisaged the design and implementation of various interventions: a national qualifications framework for TVET (ETQF); occupational standards (OS); accreditation system; rearrangements in TVET management and financing; modularization of curriculum; reorganization of instruction-learning; and, introduction of a competence-based system for the assessment and certification of competences. With respect to assessment and certification, the national TVET strategy envisages *that occupational (competence or standards-based) assessment will be conducted internally by TVET institutions and externally by accredited assessors in accredited assessment centers in all occupational qualifications at all levels of the ETQF. External assessment will be followed by certification upon passing the assessment. The strategy stipulates that TVET authorities at Federal level are responsible for designing and regulating the system while TVET authorities at regional state level are responsible for ensuring proper implementation of the system by state TVET centers of competence (Atakilt, Worku & Melese, 2016).*

The occupational assessment and certification instruction requires that the competence requirements in the different qualification levels of the country's vast occupational classifications shall be the basis for the assessment and certification in all industry sectors. The directive also requires that assessment should be more practical rather than being only theoretical and should integrate knowledge, skills and attitudes. In the directive, certification is defined as a formal process of recognizing that an individual is qualified in terms of the required knowledge, skills and proper work attitudes based on the occupational standards. Competence is expected to

be the main criteria against which assessment and certification will be effected. according to Atakilt, Worku & Melese (2016), that practical assessment (as compared to classroom examination) is not only time consuming and labor-intensive, but also requires standardization of observation and development of reliable and valid assessment tools and the problem created in keeping the balance between national standards for assessment and local need for flexibility. In a study entitled ‘trends and issues concerning TVET, Increasing awareness on the importance and the demand for assessment, accessibility of assessment service has emerged as key challenge. Assessment or test centers tend to delay assessment in certain occupational fields when the trainees/candidates who register to take the assessment are few in number.

Quality of the external assessment system is another key challenge due to inadequate technical and Technological competence of assessors; gaps in quality of assessment instruments; inadequate capacity of assessment/test centers; and, limited linkage and cooperation with productive sectors. The key informants indicated that there have been some claims against assessors and its root cause are attitudinal problem.

The challenge in implementing the dual system is that a company has to be convinced that participating in the apprenticeship system is eventually to its own benefit. The firm may resist the apprenticeship arrangement because training is expensive. Trainees need to be supervised and have to operate expensive equipment. In addition, trainees may be thieved by other employers after they graduate. This presents a classic coordination problem, where every firm could possibly benefit if the entire labor force is more skilled as a result of the training. However every firm prefers that the training is done by somebody else. Coordination problems of this type are of course at least part of the justification why separate TVET institutions exist, as opposed to the training being done by the employer. Institutional or public provision of TVET attempts to tackle this coordination problem, but cannot entirely escape it if the firm based training is desired—the coordination problem re-emerges in a different guise (**Irina & Pramila , 2012**). According to Getachew (2016, p.38), “Teachers were teaching in the non-competence-based curriculum considered as “input-based” with traditional delivery practices” it may one of a challenges teachers to implement competency based student assessment practice. Many teachers were trained to teach in “time-and-calendar-dominated programs, which are not in line with the main principle of the competence-based approach.

CHAPTER THREE

Research Methodology

In this chapter, the research approach and design, research methods that will be suitable for the topic were presented. It also described the sources of data, Instruments and data collection method, Sample and Sampling techniques, and Method of data analysis.

3.1. Research approach and Design

This study used a mixed design. This method intentionally combines; integrate quantitative and qualitative approaches as components of the research (**kumar, 2011**). The use of these approaches can occur at different points in the research process. The purpose of mixed methods research is to build on the interaction and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone (**Creswell, 2009**). To assess the current student assessment practice, descriptive survey were used. It is appropriate to describe condition that exist, opinions that are held, and processes that are going on and trends that are developing (**Best & Kahan,2005**). The qualitative approach is incorporated in the study to validate and triangulate the quantitative data, because it needs more time and experiences.

3.2. Sources of Data

Both primary and secondary data source were used in this study. The primary sources of data were college deans and other college administrators, teachers, students and Zone education office experts. The secondary data were obtained from the TVET college documents.

3.3. Sampling Design

In Majange Zone, there were two private TVET colleges, Dorman TVET College and Ethio-Grand TVET College. Two TVET colleges were involved in this study. In this study, Two(2) college deans, twenty(20) college administrators, thirty one(31) college teachers, seventy four (74) third year students, two(2) zone education quality experts, a total of one hundred twenty nine(129) population were participate in this study.

From each private TVET colleges administrators, TVET teachers and students were selected in random sampling technique to give equal chance of being included in the study for both colleges. The two college deans and two ZEQE were selected for interview by purposive sampling technique.

Moreover, from Dorman college; 10 administrators and 15 teachers were select in random sampling technique and 30 third year students were select in quota sampling technique and also from Ethio-Grand college; 10 administrators and 16 teachers were select in random sampling technique and 34 third year students were select in quota sampling technique. From each private TVET colleges the deans (two deans) and the 2(two) ZEQE were selected by purposive sampling. Generally, the study considered a total of 129 participants. Out of these, 31(70%) were teachers, 20(70 %) were administrators and 74 (10%) of third year students were selected for the questionnaires by simple random sampling technique and for students by using quota sampling technique from each TVET college and two (100%) college deans, and two(50%) Zone education quality experts were including in the study.

3.4 Instruments of Data Collection

The tools of data collection to be used in this study were questionnaires, Interview, observation check list, and document analysis.

3.4.1.1 Questionnaire

The same Questionnaire was prepared for college administrators, teachers and students accordingly in Amharic and English languages based on the respondents' skill. The Questionnaire was close-ended and for each questions used a five-point Likert rating scale categories, namely: Very High (5), High (4), medium (3), Low (2) and Very Low (1). The questionnaire has two parts: the respondents' personal characteristics and items relevant to the student assessment practice. The questionnaires were prepared in English and Amharic Languages.

3.5.1.2. Interview

Interview is useful instrument to generate often important and crucial information. According to Best, J.W., & Kahan, J.V. (2003) interview permits the exploration of issues, which might be too complex to investigate through questionnaire and also justified as it allows better chance to explain more explicitly what the respondent knows on the issue. Interview was conducted with deans and Zone Education Office Experts to get reliable information about the Student Assessment Practice. The interview questions were prepared in English and Amharic language. The interviews were conducted in the colleges and ZEO with respective interviewees and took in average about 40 minutes. Responses were captured through written notes.

3.5.1.3. Observation checklist

It was important to observe the classroom assessment and teaching learning process, the assessment documents and to find out the problems that face for the student assessment practice. The observation was conducted in two (2) TVET colleges' facilities and 8(eight) teachers document of the student assessment recorded were observed. The Based on the requirement of the observation checklist the data were collected. The observation was conducted by the Researcher and the observation was conducted in the colleges and took in average about 30 minutes for each observed teachers.

3.5.2 Procedures of Data Collection

To ensure the quality of data, the questionnaire was revised based on the comment of the advisor and got comments from colleagues with MA degree about the statements and grammatical errors. Then, the colleges were approached with a supportive letter from the university written for the cooperation of the relevant authorities in the area of the study. After getting permission, explanation on the purpose of the questionnaire was given to the respondents. After getting their willingness to participate, the questionnaire was distributed to the students and teachers available in the colleges during the data collection period. The questionnaires were distributed by the researcher in person with the support of teachers and students in the respective colleges.

3.6 Methods of Data Analysis

At the end of data collection, the response were analyze in both quantitative and qualitative data were encoded and in a table. The quantitative data were entering in to SPSS version 20 software data and the result of observation check list analysis in table form. The data from teachers, college administrators', students' were analyzed in descriptive statistics, namely, percentage, frequency, mean and Weight means to check the difference between response of the respondents about the Student assessment practice and its problems. The response obtained through interview was presented in a narration form.

3.7 Ethical Consideration

To conduct the study, a written supportive letter for the area of the study was obtained from the department of Curriculum and Instruction. Then after, to move the Majang zone educational office for purpose of the study and to get their willing, then the researcher went to the study area and contact the colleges deans, Colleges administrators, teachers, students to get their willing and interest and to give information about the purpose of the study then to arrange the convenient time to the questioner and interviews. Finally, I were informed the information, all the data obtain was use only in the research purpose.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

The main objective of this study was to assess the students' assessment practices in private TVET colleges at Majang Zone, Gambella Regional state. The main focuses were investigating on the Colleges to implement class room assessment, to Assess the awareness of students, teachers and their administrators' on the implementation of the students assessment practices , and to identify the understand of the College deans and Zone education experts about the implementation of class room assessment. To this end, the researcher used three main research tools (questionnaire, observation check list and interviews). The use of different tools helped in triangulating the findings obtained.

4.1 Characteristics of the respondents

Different groups of respondents were included in the study to diversify the sources of information. The characteristics of the respondents were represented in the following tables.

Table 1:- The characteristics of the respondents (teachers, administrators and experts)

No.	Item	Category	Respondent								Total	
			Teachers		Administrator		ZEE		College deans		N	%
			N	%	N	%	N	%	N	%		
1	Sex	M	24	77.4	11	55	2	100	2	100	39	70.91
		F	7	22.6	9	45	-	-	-	-	16	29.09
2	Age	20-30	25	80.64	16	80	-	-	2	100	43	78.18
		31-40	5	16.13	4	20	1	50	-	-	10	18.18
		51-60	1	3.23	-	-	1	50	-	-	2	3.64
		>61	-	-	-	-	-	-	-	-	-	-
3	Education back ground	Dip	19	61.3	11	55	-	-	-	-	30	54.54
		BA	12	38.7	9	45	-	-	2	100	23	41.8
		MA	-	-	-	-	2	100	-	-	2	3.64
4	Work experience	<5	24	77.4	14	70	-	-	-	-	38	69.09
		6-10	5	16.13	5	25	-	-	2	100	12	21.82
		11-15	-	-	1	5	-	-	-	-	1	1.82
		16-20	2	6.45	-	-	1	50	-	-	3	5.45
		21-25	-	-	-	-	1	50	-	-	1	1.82
		>26	-	-	-	-	-	-	-	--	-	-

As we observed from Table 1 above, 70.91% of the majority respondents were male whereas 29.09% were female. Age wise, 78.18% of the respondents were in the age range of 20-30, 18.18% of them were in the age category of 31-40 and 3.64% of them were in the age category of 51-60. Regarding educational level 54.54% of the respondent were in diploma level, 41.8% of them were in degree (BA) level and 3.64% of them were master degree (AM) level. The work experience, 69% of them were have less than five (<5) year work experience, 21.82% of them were have work experience in the interval of 6-10, 5.45% of them were have work experience in the interval of 16-20 and 1.82% of them were have work experience in the interval of 11-15 and 21-25.

Table 2:- The Characteristics of Students respondents

R e s p o n d e n t	T. N o.	Sex				Age								Duration of college									
		M		F		17-19		20-22		23-25		>26		L.I		L.II		L.III		L.IV			
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
St	74	4	59.46	3	40.54	2	27.03	5	67.57	3	4.05	1	1.35	-	-	-	-	7	10	4	0	-	-

Key: Re= Respondent, St= Students, m=male, F=female, L.I=Level one, L.II= Level two, L.III= Level three and T. No. = Total Number.

As we observed from Table 2 above, 59.46% of the respondents were male whereas 40.54% of them were female. Age wise, 67.57% of the respondents were in the age range of 20-22, 27.03% of them were in the age category of 17-19, 4.05% of them were in the age category of 23-25 and 1.35% of them were in the age category of greater than twenty six(>26). Regarding the Respondent Duration of college 100% of the respondent was in level Liii.

4.2.1. Perception of teachers, administrators’ and students on students’ assessment practices

The major sources of data for this study were teachers, administrators’ and students who actually engaged in the student assessment process. Their responses are presented in the following tables.

Table 3: Teachers’, students’ and Administrators perception on students’ assessment practice

No	Item	Re	Scale												X	W.X
			v. High		High		Medium		Low		v. low					
			F	%	F	%	F	%	F	%	F	%				
1	Competence-based assessment is easy to implement in the classroom/lab/workshops; it is appropriate for TVET.	T	2	6.5	6	19.4	7	22.6	10	32.3	6	19.4	2.55	2.82		
		S	3	4.1	12	16.2	24	32.4	24	32.4	11	14.9	2.62			
		Ad	5	25	5	25	2	10	7	35	1	5	3.3			
2	Competence-based assessments are time taking, so not useful for TVET students’ assessment practice.	T	0	0	3	9.7	11	35.5	7	22.6	10	32.3	2.23	2.5		
		S	1	1.4	7	9.5	28	37.8	25	33.8	13	17.6	2.43			
		Ad	1	5	6	30	7	35	3	15	3	15	2.85			
3	Competence-based assessment requires much resource, so it is costly for TVET colleges and thus be avoided.	T	2	6.5	7	22.6	6	19.4	7	22.6	9	29.9	1.81	2.19		
		S	3	4.1	12	16.2	24	32.4	24	32.4	11	14.9	2.23			
		Ad	1	5	4	20	7	35	3	15	5	25	2.55			
4	Don’t prefer competence-based assessment as it creates burden on the trainers.	T	4	12.9	2	6.5	11	35.5	4	12.9	10	32.3	2.65	2.83		
		S	4	5.4	6	8.1	14	18.9	32	43.3	18	24.3	2.45			
		Ad	6	30	2	10	7	36	4	20	1	5	3.4			
5	The current assessment practice in my college is aligned with the assessment approach envisaged in TVET policy.	T	6	19.4	6	19.4	2	6.5	8	25.8	9	29.0	2.74	2.78		
		S	7	9.5	8	10.8	13	17.6	29	39.2	17	23.0	2.19			
		Ad	6	30	2	10	7	35	4	20	1	5	3.4			

Key: Re= Respondents, T=Teachers, S= students, Ad=administrators, x=means of the respondents and WX=Weight mean

As item 1 in Table 3 indicated, the ratings of the majority of teachers', students' and administrators (32.3%, 32.4% and 35%), respectively was "Low", indicating that implementing competence-based assessment in the classroom/lab/workshop was not easy. The mean of (2.55, 2.62 and 3.3) and weighted mean for the item was 2.8 which is less than the average (M=3) corresponds to the view of the majority of the respondents.

As item 2 in Table3 indicated, the ratings of the majority of teachers', students' and administrators (35.5%, 37.8% and 35%), respectively was "medium", indicating that implementing Competence-based assessments were time taking for TVET students' assessment practice was medium. The mean of (2.23, 2.43 and 2.85) and weighted mean for the item was 2.5 which is less than the average (M=3) corresponds to the view of the majority of the respondents. Which means teachers', students' and administrators have good perception about competency based assessment was not time taking and use full for TVET students' assessment practice.

As item3 in Table3 indicated, the ratings of the majority of teachers', students' and administrators (29.9%, 32.4% and 25%), respectively was "low" and "very low" indicating that implementing Competence-based assessment was not requires much resource for TVET colleges and thus not be avoided. The mean of (2.23, 2.43 and 2.55) and weighted mean for the item was 2.19 which is less than the average (M=3) corresponds to the view of the majority of the respondents. Which means the perception of teachers, students and administrators about Competence-based assessment requires much resource, so it is costly for TVET colleges and thus be avoided was low.

As item4 in Table 3 indicated, the ratings of the majority of teachers', students' and administrators (35.5%, 43.3% and 36%), respectively was "medium" and "low" that indicating perception about the implementing in competence-based assessment didn't prefer as it creates burden on the trainers was low. The mean of (2.65, 2.45 and 3.4) and weighted mean for the item was 2.83which is less than the average (M=3) corresponds to the view of the majority of the respondents. Which means competence-based assessment did prefer and it was not creates burden on the trainers.

As item 5 in Table 3 indicated, the ratings of the majority of teachers', students' and administrators (29.0 %, 39.2% and 35%), respectively was "very low", "low" and medium respectively that indicating implementing the current assessment practice in the college aligned

with the assessment approach envisaged in TVET policy was low. The mean of (2.74, 2.19 and 3.4) and weighted mean for the item was 2.78 which is less than the average (M=3) corresponds to the view of the majority of the respondents. Which means the perception of teachers, students and administrators about the current assessment practice in private TVET College aligned with the assessment approach envisaged in TVET policy was low.

4.2.2. Teachers', students and Administrators Awareness about students' assessment practice in privet TVET

Table 4A: Teachers, students and administrators awareness about students' assessment practice in privet TVET

No.	Item	Resp.	Scale											X	W. X
			v. High		High		Medium		Low		v. low				
			F	%	F	%	F	%	F	%	F	%			
1	Competence-based assessment is based on pre-set standards of achievement.	T	5	16.1	5	16.1	6	19.4	3	9.7	12	38.7	2.61	2.61	
		S	4	5.4	7	9.5	13	17.6	25	33.8	25	33.8	2.28		
		Ad	5	25	1	5	6	30	4	20	4	20	2.95		
2	Competence-based assessment is individualized, avoiding group comparison	T	4	12.9	3	9.7	8	25.8	9	29.0	7	22.6	2.61	2.75	
		S	2	2.7	6	8.1	20	27.0	29	39.2	17	23.0	2.26		
		Ad	5	25	4	20	6	30	4	20	1	5	3.4		
3	Competence-based assessment involves demonstration of what students' have learned in practice.	T	4	12.9	2	6.5	13	41.9	4	12.9	8	25.8	2.71	2.99	
		S	5	6.8	7	9.5	16	21.6	28	37.5	18	24.3	2.47		
		Ad	6	30	7	35	4	20	3	15	0	0	3.8		
4	Competence-based assessment does not take a predetermined period of time; it is a process rather than a particular moment.	T	5	16.1	2	6.5	4	12.9	10	32.3	10	32.3	2.23	2.48	
		S	3	4.1	6	8.1	26	35.1	27	35.5	12	16.2	2.32		
		Ad	5	25	1	5	9	45	5	25	0	0	2.9		
5	Competence-based assessment involves series of (different types) of assessments instead of limited ones.	T	2	6.5	5	16.6	4	12.9	8	25.8	12	38.7	2.39	2.66	
		S	1	1.4	8	10.8	21	28.4	16	21.6	28	37.5	2.41		
		Ad	4	20	5	25	3	15	7	35	1	5	3.2		
6	Competence-based assessment involves actual performance of a competency by the trainees.	T	4	12.9	2	6.5	13	41.9	4	12.9	8	25.8	2.68	2.94	
		S	5	6.8	7	9.5	17	23.0	29	39.2	16	21.6	2.36		
		Ad	7	35	7	35	2	10	3	15	1	5	3.8		

Key: Res= Respondents, T=Teachers, S= students, Ad=Administrators', No. =role number, x=means of the respondents and W.X=weight of mean.

As item 1 in Table 4A indicated, the ratings of the majority of teachers', students' and administrators (38.7 %, 33.8 % and 30%), respectively was "very low" and medium respectively that indicating implementing the Competence-based assessment is based on pre-set standards of achievement was low. The mean of (2.61, 2.28 and 2.95) and weighted mean for the item was 2.61, which is less than the average (M=3) corresponds to the view of the majority of the respondents. It means the perception of teachers, students and administrators about the Competence-based assessment is based on pre-set standards of achievement was low.

As item 2 in Table 4A indicated, the ratings of the majority of teachers', students' and administrators (29%, 39.2% and 30%), respectively was "low" and "medium" that indicating implementing the Competence-based assessment is individualized, avoiding group comparison was low. The mean of (2.71, 2.28 and 3.4) and weighted mean for the item was 2.75, which is less than the average (M=3) corresponds to the view of the majority of the respondents. It means the perception of teachers, students and administrators about the Competence-based assessment is individualized, avoiding group comparison was low.

As item 3 in Table 4A indicated, the ratings of the majority of teachers', students' and administrators (41.9%, 37.5 % and 35%), respectively was, "medium", "low" and "high" that indicating the awareness of teachers and students in the implementing of Competence-based assessment in demonstration of what students' have learned in practice was low. The mean of (2.48, 2.47 and 3.8) and weighted mean for the item was 2.99, Which is less than the average (M=3) corresponds to the view of the majority of the respondents, it means the awareness of teachers, students and administrators about the Competence-based assessment involves demonstration of what students' have learned in practice was low.

As item 4 in Table 4A indicated, the ratings of the majority of teachers', students' and administrators (32.3 %, 36.5 % and 45%), respectively " low" and "medium" that indicating the awareness of teachers and students in the implementing of Competence-based assessment does not take a predetermined period of time; it is a process rather than a particular moment was low. The mean of (2.23, 2.32 and 2.9) and weighted mean for the item was 2.48, Which is less than the average (M=3) corresponds to the view of the majority of the respondents, it means the awareness of teachers, students and administrators about the Competence-based assessment does

not take a predetermined period of time; it was a process rather than a particular moment was low.

As item 5 in Table 4A indicated, the ratings of the majority of teachers', students' and administrators (38.7 % , 37.8 and 35%), respectively was "low" that indicating the awareness of teachers and students in the implementing Competence-based assessment involves series of (different types) of assessments instead of limited ones was low. The mean of (2.39, 2.41 and 3.2) and weighted mean for the item was 2.66, Which was less than the average (M=3) corresponds to the view of the majority of the respondents, it means the awareness of teachers, students and administrators about the Competence-based assessment involves series of (different types) of assessments instead of limited ones was low.

As item 6 in Table 4A indicated, the ratings of the majority of teachers', students' and administrators (41.9 % , 39.2 % and 35%), respectively was "medium", "low" and "high" that indicating the awareness of teachers and students in the implementing Competence-based assessment involves actual performance of a competency by the trainees was low. The mean of (2.68, 2.36 and 3.8) and weighted mean for the item was 2.94, Which was less than the average (M=3) corresponds to the view of the majority of the respondents, it means the awareness of teachers, students and administrators about the Competence-based assessment involves actual performance of a competency by the trainees was low.

Table 4B: Teachers' and students Awareness about students' assessment practice in private TVET

No.	Item	Res	Scale											
			v. High		High		Medium		Low		v. low		X	W.X
			F	%	F	%	F	%	F	%	F	%		
1	Competence-based assessment assess trainees continuously (is a continuous assessment).	T	3	9.7	4	12.9	9	29.0	8	25.8	7	22.6	2.42	2.64
		S	4	5.4	8	10.8	17	23.0	17	23.0	18	24.3	2.24	
		Ad	6	30	4	20	1	5	7	35	2	10	3.25	
2	Competence-based assessment is done when students are ready for the assessment; it is not a surprise.	T	1	3.2	6	19.4	6	19.4	10	32.3	8	25.8	2.42	2.29
		S	5	6.8	3	4.1	19	33.8	25	33.8	22	29.7	2.47	
		Ad	0	0	4	20	5	25	5	25	9	45	2.00	
3	Competence-base assessment requires teachers to provide immediate feedback to the trainees.	T	3	9.7	4	12.9	9	29.0	8	25.8	7	22.6	2.61	2.26
		S	4	5.4	5	6.8	28	37.8	22	29.7	15	20.3	2.77	
		Ad	8	40	2	10	2	10	6	30	2	10	3.4	
4	Competence-based assessment is conducted based on the contents of a module.	T	4	12.9	3	9.7	5	16.1	10	32.3	9	29.0	2.45	2.91
		S	5	6.8	7	9.5	16	21.6	31	41.9	15	20.3	2.49	
		Ad	9	45	3	15	4	20	3	15	1	5	3.8	

Key: Res= Respondents, T=Teachers, S= students, Ad=Administrators', No. =role number, x=means of the respondents and W.X=weight of mean

As item 1 in Table 4B indicated, the ratings of the majority of teachers', students' and administrators (29 % , 24.3 % and 35%), respectively was "medium", "very low" and "low" that indicating the awareness of teachers and students in the implementing Competence-based assessment assess trainees continuously was low. The mean of (2.42, 2.24 and 3.25) and weighted mean for the item was 2.64, which was less than the average (M=3) corresponds to the view of the majority of the respondents, it means the awareness of teachers, students and administrators about the Competence-based assessment assess trainees continuously was low.

As item 2 in Table 4B indicated, the ratings of the majority of teachers', students' and administrators (32.3 % , 33.8 % and 45%), respectively was "low, and "very low" that indicating the awareness of teachers and students in the implementing Competence-based assessment is done when students are ready for the assessment; it is not a surprise was low. The mean of (2.24, 2.42 and 2.00) and weighted mean for the item was 2.29, which was less than the average (M=3) corresponds to the view of the majority of the respondents, it means the awareness of teachers, students and administrators about the Competence-based assessment is done when students are ready for the assessment; it is not a surprise was low.

As item 3 in Table 4B indicated, the ratings of the majority of teachers', students' and administrators (29 % , 37.8 % and 40%), respectively was "medium" , "very high" that indicating the awareness of teachers and students in the implementing Competence-base assessment requires teachers to provide immediate feedback to the trainees was high. The mean of (2.61, 2.77 and 3.4) and weighted mean for the item was 2.26, which was less than the average (M=3) corresponds to the view of the majority of the respondents, it means the awareness of teachers, students and administrators about the Competence-base assessment requires teachers to provide immediate feedback to the trainees was low.

As item 4 in Table 4B indicated, the ratings of the majority of teachers', students' and administrators (32.3 % , 41.9 % and 45%), respectively was "low" and "very high" that indicating the awareness of teachers and students in the implementing Competence-based assessment is conducted based on the contents of a module was low but not administrators. The mean of (2.45, 2.49 and 3.8,) and weighted mean for the item was 2.91, which was less than the average (M=3) corresponds to the view of the majority of the respondents, it means the awareness of teachers, students and administrators about Competence-based assessment is conducted based on the contents of a module was low.

4.2.3. Alignment of Classroom assessment with the requirement of competence-based assessment

Interpretation and analyzing of the data obtained from each items is presented in detail in the following pages.

Table 5A: Alignment of Classroom assessment with the requirement of competence-based assessment

N o.	Item	Re sp.	Scale											W. X
			v. High		High		Medium		Low		v. low		X	
			F	%	F	%	F	%	F	%	F	%		
1	Provide class work and home works regularly to the trainees.	T	2	6.5	5	16.1	6	19.4	9	29.0	9	29	2.42	2.64
		S	5	6.8	10	13.5	16	21.6	28	37.8	15	20	2.19	
		Ad	8	40	1	5	1	5	9	45	1	5	3.3	
2	The trainees were measured against an achievement standard determined beforehand.	T	1	3.2	4	12.9	9	29.0	10	32.3	7	22.6	2.42	2.62
		S	2	2.7	8	10.8	16	21.6	24	32.4	24	32	2.19	
		Ad	7	35	1	5	5	25	4	20	3	15	3.25	
3	Communicate the standards that shall be met clearly to the trainees beforehand.	T	3	9.7	5	16.1	6	19.4	7	22.6	10	32	2.48	2.63
		S	3	4.1	10	13.5	12	16.2	34	45.9	15	20	2.35	
		Ad	5	25	1	5	6	30	6	30	2	10	3.05	
4	The use a combination of assessments (tests, class activities, exams, practical work, presentation, etc.).	T	3	9.7	5	16.1	6	19.4	6	19.4	11	35	2.45	2.82
		S	6	8.1	10	13.5	14	18.9	29	39.2	15	20	2.45	
		Ad	7	35	4	20	3	15	5	25	1	5	3.55	
5	Provide assessment that reflects the training module content.	T	2	6.5	5	16.1	7	22.6	10	32.3	7	22.6	2.52	2.59
		S	5	5.8	9	12.2	13	17.6	34	45.9	13	17.6	2.69	
		Ad	6	30	2	10	5	25	5	25	2	10	2.55	
6	Tell the trainees what, how and when they were going to be assessed before the actual assessment.	T	1	3.2	7	22.6	5	16.1	10	32.3	8	26	2.45	2.80
		S	6	8.1	10	13.5	21	28.4	23	31.1	14	19	2.61	
		Ad	6	30	2	10	7	35	5	25	-	-	3.35	

Key: Res= Respondents, T=Teachers, S= students, Ad=Administrators', No. =role number, x=means of the respondents and W.X=weight of mean.

As item 1 in Table 5A indicated, the ratings of the majority of teachers', students' and administrators (29 %, 37.8 % and 45%), respectively was "low" that indicating the Alignment of Classroom assessment with the requirement of competence-based assessment about the Provide class work and home works regularly to the trainees was low. The mean of (2.42, 2.12 and 3.3) and weighted mean for the item was 2.64, which was less than the average (M=3) corresponds to the view of the majority of the respondents, it means the Alignment of Classroom assessment about the Provide class work and home works regularly to the trainees was low.

As item 2 in Table 5A indicated, the ratings of the majority of teachers', students' and administrators (32.3 %, 32.4 % and 35%), respectively was "low" and "very high" that indicating the Alignment of Classroom assessment with the requirement of competence-based assessment about the trainees were measured against an achievement standard determined beforehand was low but not administrators. The mean of (2.42, 2.19 and 3.25) and weighted mean for the item was 2.62, which was less than the average (M=3) corresponds to the view of the majority of the respondents, it means the teachers, students and administrators about the trainees were measured against an achievement standard determined beforehand were not good was low .

As item 3 in Table 5A indicated, the ratings of the majority of teachers', students' and administrators (32.3 %, 45.9 % and 30%), respectively was "very low" , "low" that indicating the Alignment of Classroom assessment with the requirement of competence-based assessment about the Communicate the standards that shall be met clearly to the trainees beforehand was low. The mean of (2.48, 2.35 and 3.05) and weighted mean for the item was 2.63, which was less than the average (M=3) corresponds to the view of the majority of the respondents, it means the Alignment of Classroom assessment about the Communicate the standards that shall be met clearly to the trainees beforehand was low.

As item 4 in Table 5A indicated, the ratings of the majority of teachers', students' and administrators (35.5 %, 39.2 % and 35%), respectively was "very low" , "low" and "very high" that indicating the Alignment of Classroom assessment with the requirement of competence-based assessment about The use a combination of assessments (tests, class activities,

exams, practical work, presentation, etc.) was low. The mean of (2.45, 2.45 and 3.55) and weighted mean for the item was 2.82, which was less than the average (M=3) corresponds to the view of the majority of the respondents, it means the use of combination of assessments (tests, class activities, exams, practical work, presentation, etc.) was low.

As item 5 in Table 5A indicated, the ratings of the majority of teachers', students' and administrators (32.3 %, 45.9 % % and 30%), respectively was "low" and "very high" that indicating the Alignment of Classroom assessment with the requirement of competence-based assessment Provide assessment that reflects the training module content was low but not administrators. The mean of (2.52, 2.69 and 2.55) and weighted mean for the item was 2.59, which was less than the average (M=3) corresponds to the view of the majority of the respondents, it means the teachers, students and administrators about the College teachers provide assessment that reflects the training module content was low.

As item 6 in Table 5A indicated, the ratings of the majority of teachers', students' and administrators (32.3 %, 31.1 % % and 35%), respectively was "low" and "medium" that indicating the Alignment of Classroom assessment with the requirement of competence-based assessment Tell the trainees what, how and when they are going to be assessed before the actual assessment was low but not administrators. The mean of (2.45, 2.61 and 3.35) and weighted mean for the item was 2.8, which was less than the average (M=3) corresponds to the view of the majority of the respondents it means the teachers, students and administrators about the College teachers the trainees what, how and when they were going to be assessed before the actual assessment was low.

Table 5B: Alignment of Classroom assessment with the requirement of competence-based assessment

N o.	Item	Res p.	Scale												X	W.X
			v. High		High		Medium		Low		v. low					
			F	%	F	%	F	%	F	%	F	%				
1	In assessment practice, gave emphasis for practical demonstration of what the trainees have learned.	T	4	12.9	5	16.1	2	6.5	10	32.3	10	32.3	2.45	2.87		
		S	5	6.8	8	10.8	26	35.1	21	28.4	14	18.9	2.58			
		Ad	7	35	3	15	5	25	4	20	1	5	3.55			
2	After the assessment, provide feedback for each trainee on the results	T	3	9.7	6	19.4	6	19.4	10	32.3	6	19.4	2.68	3.04		
		S	6	8.1	6	8.1	22	29.7	32	43.2	8	10.8	2.59			
		Ad	10	50	3	15	1	5	6	30	0	0	3.85			
3	Teachers prepare an assessment portfolio for each trainee as an evidence of his/her achievement.	T	2	6.5	7	22.6	9	29.0	10	32.3	3	9.7	2.84	2.99		
		S	3	4.1	11	14.9	20	27.0	25	44.8	15	20.3	2.49			
		Ad	7	35	4	20	4	20	5	25	-	-	3.65			
4	Consider trainees' self-assessment as a basis for my assessment decision.	T	2	6.5	5	16.1	9	29.0	10	32.3	5	16.1	2.65	3.02		
		S	0	0	9	12.2	24	32.4	27	36.5	24	28.9	2.38			
		Ad	9	45	1	5	4	20	5	25	1	5	3.6			
5	The college provides all the necessary conditions for practicing competence-based assessment.	T	3	9.7	5	16.1	7	22.6	9	29.0	7	22.6	2.61	2.79		
		S	2	2.7	11	14.9	18	24.3	28	37.8	15	20.3	2.42			
		Ad	5	25	5	25	3	15	6	30	1	5	3.35			

Key: Res= Respondents, T=Teachers, S= students, Ad=Administrators', No. =role number, x=means of the respondents and W.X=weight of mean

As item 1 in Table 5B indicated, the ratings of the majority of teachers', students' and administrators (32.3%, 35.1 % % and 35%), respectively was "low", "medium" and "very high that indicating the Alignment of Classroom assessment with the requirement of competence-based assessment in assessment practice, gave emphasis for practical demonstration of what the trainees have learned was low but not administrators. The mean of (2.45, 2.24 and 3.55) and weighted mean for the item was 2.87, which was less than the average (M=3) corresponds to the view of the majority of the respondents it means the perception of teachers, students and administrators about In assessment practice, gave emphasis for practical demonstration of what the trainees have learned was low.

As item 2 in Table 5B indicated, the ratings of the majority of teachers', students' and administrators (32.3%, 43.2 % % and 50%), respectively was "low", and "very high that indicating the Alignment of Classroom assessment with the requirement of competence-based assessment After the assessment, provide feedback for each trainee on the results was low but not administrators. The mean of (2.68, 2.59 and 3.85) and weighted mean for the item was 3.04, which was less than the average (M=3) corresponds to the view of the majority of the respondents it means the teachers, students and administrators about after the assessment, provide feedback for each trainee on the results was high.

As item 3 in Table 5B indicated, the ratings of the majority of teachers', students' and administrators (32.3%, 33.8 % % and 35%), respectively was "low", and "very high that indicating the Alignment of Classroom assessment with the requirement of competence-based assessment teachers prepare an assessment portfolio for each trainee as an evidence of his/her achievement was low but not administrators. The mean of (2.84, 2.49 and 3.65) and weighted mean for the item was 2.99, which was less than the average (M=3) corresponds to the view of the majority of the respondents it means the College teachers prepare an assessment portfolio for each trainee as an evidence of his/her achievement was low.

As item 4 in Table 5B indicated, the ratings of the majority of teachers', students' and administrators (32.3%, 36.5 % % and 45%), respectively was "low", and "very high that indicating the Alignment of Classroom assessment with the requirement of competence-based assessment Consider trainees' self-assessment as a basis for my assessment decision was low but not administrators. The mean of (2.65, 2.38 and 3.6) and weighted mean for the item was 3.02, which was less than the average (M=3) corresponds to the view of the majority of the

respondents it means the College teachers consider trainees' self-assessment as a basis for my assessment decision was high.

As item 5 in Table 5B indicated, the ratings of the majority of teachers', students' and administrators (29%, 37.8 % % and 30%), respectively was "low" that indicating the Alignment of Classroom assessment with the requirement of competence-based assessment, The College provides all the necessary conditions for practicing competence-based assessment was low. The mean of (2.61, 2.42 and 3.35) and weighted mean for the item was 2.79, which was less than the average (M=3) corresponds to the view of the majority of the respondents it means the college provides all the necessary conditions for practicing competence-based assessment was low.

Table 5C: Alignment of Classroom assessment with the requirement of competence-based assessment

No	Item	Res	Scale												W.X
			v. High		High		Medium		Low		v. low		X		
			F	%	F	%	F	%	F	%	F	%			
1	The College administrators continuously monitor the assessment practice in the college.	T	4	12.9	2	6.5	9	29.0	11	35.5	5	16	2.65	2.73	
		S	4	5.4	8	10.8	12	16.2	33	44.6	17	23.0	2.35		
		Ad	4	20	5	25	3	15	7	35	1	5	3.2		
2	The college administrators discuss with teachers to improve the assessment practices.	T	4	12.9	4	12.9	8	25.8	12	38.7	3	9.7	2.81	2.81	
		S	4	5.4	8	10.8	12	16.2	33	44.6	17	23.0	2.31		
		Ad	5	25	5	25	2	10	7	35	1	5	3.3		
3	College administrators discuss with students about their assessment results for improvement.	T	4	12.9	4	12.9	6	19.0	9	29.0	8	25.8	2.58	2.63	
		S	1	1.4	5	6.8	20	27.0	26	35.1	22	29.7	2.15		
		Ad	4	20	5	25	3	15	6	30	2	10	3.15		
4	College administrators have the required knowledge and skill in competence-based assessment practices.	T	4	12.9	6	19.4	4	12.9	11	35.5	6	19.4	2.71	2.79	
		S	3	4.1	8	10.8	22	29.7	24	32.4	17	23.0	2.41		
		Ad	3	15.0	5	25	7	35	4	20	1	5	3.25		
5	Assess skill and knowledge competencies in practice.	T	5	16.1	3	9.7	6	19.4	14	45.2	3	9.7	2.77	2.92	
		S	8	10.8	13	17.6	19	25.7	20	27.0	14	18.9	2.74		
		Ad	5	25.0	4	20.0	2	10.0	9	45.0	0	0	3.25		

Key: Re= Respondents, T=Teachers, S= students, Ad=administrators, x=means of the respondents and W.X= Weight of mean

As item 1 in Table 5C indicated, the ratings of the majority of teachers', students' and administrators (35.5%, 44.6 % % and 35%), respectively was "low" that indicating the Alignment of Classroom assessment with the requirement of competence-based assessment, The College administrators continuously monitor the assessment practice in the college was low. The mean of (2.65, 2.35 and 3.2) and weighted mean for the item was 2.73, which was less than the average (M=3) corresponds to the view of the majority of the respondents, it means the College administrators continuously monitor the assessment practice in the college was low.

As item 2 in Table 5C indicated, the ratings of the majority of teachers', students' and administrators (38.5%, 44.6 % % and 35%), respectively was "low" that indicating the Alignment of Classroom assessment with the requirement of competence-based assessment, the college administrators discuss with teachers to improve the assessment practices was low. The mean of (2.81, 2.31 and 3.3) and weighted mean for the item was 2.81, which was less than the average (M=3) corresponds to the view of the majority of the respondents, it means the college administrators discuss with teachers to improve the assessment practices was low.

As item 3 in Table 5C indicated, the ratings of the majority of teachers', students' and administrators (29%, 35.1 % % and 30%), respectively was "low" that indicating the Alignment of Classroom assessment with the requirement of competence-based assessment, College administrators discuss with students about their assessment results for improvement was low. The mean of (2.58, 2.15 and 3.15) and weighted mean for the item was 2.63, which was less than the average (M=3) corresponds to the view of the majority of the respondents, it means College administrators discuss with students about their assessment results for improvement was low.

As item 4 in Table 5C indicated, the ratings of the majority of teachers', students' and administrators (35.5%, 32.4 % % and 35%), respectively was "low" and "medium" that indicating the Alignment of Classroom assessment with the requirement of competence-based assessment College administrators have the required knowledge and skill in competence-based assessment practices was low but not administrators. The mean of (2.71, 2.41 and 3.25) and weighted mean for the item was 2.79, which was less than the average (M=3) corresponds to the view of the majority of the respondents, it means College administrators have the required knowledge and skill in competence-based assessment practices was low.

As item 5 in Table 5C indicated, the ratings of the majority of teachers', students' and administrators (45.2%, 27 % % and 45%), respectively was “low” that indicating the Alignment of Classroom assessment with the requirement of competence-based assessment, college teachers Assess their students skill and knowledge competencies in practice was low. The mean of (2.77, 2.74 and 3.25) and weighted mean for the item was 2.92, which was less than the average (M=3) corresponds to the view of the majority of the respondents, it means college teachers assess their students skill and knowledge competencies in practice was low.

4.2.4. Factor Affecting the Student Assessment practice

Interpretation and analyzing of the data obtained from each items is presented in detail in the following pages

Table 6A: Factor Affecting the Student Assessment practice

No	Items	Resp.	Scale										X	W.X
			v. High		High		Medium		Low		v. low			
			F	%	F	%	F	%	F	%	F	%		
1	Lack of technical support from Zone education officials in line with assessment requirements.	T	7	22.6	13	41.9	7	22.6	2	6.5	2	6.5	3.68	3.88
		S	16	21.6	33	44.6	18	24.3	2	2.7	5	6.8	3.72	
		Ad	6	30	9	45	4	20	1	5	-	-	4.25	
2	Shortage of qualified teachers in each occupational area to conduct competence-based assessment.	T	8	25.8	9	29.0	9	29.0	3	9.7	2	6.5	3.58	3.78
		S	14	23.4	30	40.5	15	20.3	4	5.4	1	1.4	3.97	
		Ad	5	25	7	35	7	35	1	5	-	-	3.8	
3	Lack of enough training facilities (equipment, machines, tools, etc.) in the TVET college to conduct reliable assessment.	T	10	32.3	7	22.6	9	29.0	5	16.1	0	0	3.71	3.84
		S	18	24.3	27	36.5	27	36.5	1	1.4	1	1.4	3.81	
		Ad	4	20	13	65	2	10	1	5	0	0	4.00	
4	Lack of understanding about competence-based Assessment practice.	T	6	19.4	14	45.2	5	16.1	5	16.1	1	3.2	3.68	3.75
		S	14	18.9	38	51.4	19	25.7	2	2.7	1	1.4	3.84	
		Ad	3	15	10	50	6	30	1	5	-	-	3.75	

Key: Re= Respondents, T=Teachers, S= students, Ad=administrators, x=means of the respondents and W.X=weight of mean

As item 1 in Table 6A indicated, the ratings of the majority of teachers', students' and administrators (41.9%, 44.6 % % and 45%), respectively was "high" that indicating Lack of technical support from Zone education officials in line with assessment requirements was high. The mean of (3.68, 3.72 and 4.25) and weighted mean for the item was 3.88, which was greater than the average (M=3) corresponds to the view of the majority of the respondents, it means Lack of technical support from Zone education officials in line with assessment requirements was high.

As item 2 in Table 6A indicated, the ratings of the majority of teachers', students' and administrators (29%, 40.5 % % and 35%), respectively was "high" and "medium" that indicating Shortage of qualified teachers in each occupational area to conduct competence-based assessment was high but not administrators. The mean of (3.58, 3.97 and 3.8) and weighted mean for the item was 3.78, which was greater than the average (M=3) corresponds to the view of the majority of the respondents, it means Shortage of qualified teachers in each occupational area to conduct competence-based assessment was high.

As item 3 in Table 6A indicated, the ratings of the majority of teachers', students' and administrators (32.3%, 36.5 % % and 65%), respectively was "very high" and "high" that indicating Lack of enough training facilities (equipment, machines, tools, etc.) in the TVET college to conduct reliable assessment was high. The mean of (3.71, 3.81 and 4.0) and weighted mean for the item was 3.84, which was greater than the average (M=3) corresponds to the view of the majority of the respondents, it means Lack of enough training facilities (equipment, machines, tools, etc.) in the TVET college to conduct reliable assessment was high.

As item 4 in Table 6A indicated, the ratings of the majority of teachers', students' and administrators (45.2%, 51.4 % % and 50%), respectively was "high" that indicating Lack of understanding about competence-based Assessment practice was high. The mean of (3.68, 3.84 and 3.75) and weighted mean for the item was 3.75, which was greater than the average (M=3) corresponds to the view of the majority of the respondents, it means Lack of understanding about competence-based Assessment practice was high.

Table 6B: Factor Affecting the Student Assessment practice

No.	Items	Res.	Scale											W.X
			v. High		High		Medium		Low		v. low		X	
			F	%	F	%	F	%	F	%	F	%		
1	Lack of adequate budget to student assessment practice.	T	5	16.1	10	32.3	9	29.0	6	19.4	1	3.2	3.61	3.86
		S	22	29.7	36	48.6	13	17.6	3	4.1	0	0	4.04	
		Ad	5	25	11	55	2	10	2	10	0	0	3.95	
2	Lack of students' awareness about competence-based assessment.	T	4	12.9	8	25.8	9	29.0	6	19.4	4	12.9	3.39	3.75
		S	20	27.0	32	43.2	17	23.0	2	2.7	3	4.1	3.86	
		Ad	4	20	12	60	4	20	0	0	0	0	4.00	
3	Lack of teachers' motivation and commitment towards competence-based assessment.	T	4	12.9	8	25.8	9	29.0	6	19.4	4	12.9	3.06	3.49
		S	21	28.4	30	40.5	18	24.3	3	4.1	2	2.7	3.88	
		Ad	5	20	8	40	6	30	0	0	1	5	3.55	

Key: Re= Respondents, T=Teachers, S= students, Ad=administrators, x=means of the respondents and W.X=weight of mean.

As item 1 in Table 6B indicated, the ratings of the majority of teachers', students' and administrators (32.3%, 48.6 % % and 55%), respectively was "high" that indicating Lack of adequate budget to student assessment practice was high. The mean of (3.61, 4.04 and 3.95) and

weighted mean for the item was 3.86, which was greater than the average (M=3) corresponds to the view of the majority of the respondents, it means there was Lack of adequate budget to student assessment practice.

As item 2 in Table 6B indicated, the ratings of the majority of teachers', students' and administrators (29%, 43.2 % % and 60%), respectively was "high" that indicating Lack of students' awareness about competence-based assessment was high. The mean of (3.39, 3.86 and 4.00) and weighted mean for the item was 3.75, which was greater than the average (M=3) corresponds to the view of the majority of the respondents, it means there was Lack of students' awareness about competence-based assessment.

As item 3 in Table 6B indicated, the ratings of the majority of teachers', students' and administrators (29%, 40.5 % % and 40%), respectively was "medium" and "high" that indicating Lack of teachers' motivation and commitment towards competence-based assessment was high. The mean of (3.06, 3.88 and 3.55) and weighted mean for the item was 3.49, which was greater than the average (M=3) corresponds to the view of the majority of the respondents, it means there was Lack of teachers' motivation and commitment towards competence-based assessment.

4.3. Presentation and analysis of data obtained through observation

The analysis and presentation obtained through observation was presented below. To Fulfill the observation, two (2) TVET colleges and 8(eight) teacher documents were observed. The data Based on the requirement of the observation checklist were collected. The result of observed cases were added up and presented in the following table.

Table 7A: Observation checklist for student assessment practice

No.	Items	Level of rating								Remark
		V. good		Good		Poor		V. Poor		
		N	%	N	%	N	%	N	%	
1	Way of student assessment method	-	-	-	-	2	100			TVET
2	Availability of field training facilities to student assessment practice	-	-	1	50	1	50	-	--	“
3	Availability of Enough training rooms to student assessment practice	-	-	2	100	-	-	-	-	“
4	Arrangement of Students seating chair, desk to student assessment practice	-	-	2	100	-	-	-	-	“
5	Access of equipment for student assessment	-	-	1	50	1	50	-	-	“

As depicted in Table 7A the data obtained from private TVET college observation proved that the Way of student assessment method was not appropriated to implement competence based assessment practice. In the above Table 7A No.1 that the Majority, 100% of the observation results indicates that the Way of student assessment method were not appropriated to implement competence based assessment practice. They did not have well structured way of student assessment practice and clear assessment policy of the colleges. Availability of field training facilities to student assessment practice and in Table 7A No.2 indicates that 50% was good and 50% was poor that mean in Ethio-gran College, Availability of field training facilities to student assessment practice was good but in Durman College, Availability of field training facilities to student assessment practice was poor. In Table 7A No.3 that the majority, 100% of the observation results indicates that the availability of enough training rooms to student assessment practice was good and also in Table 7A No.4 Arrangement of Students seating chair, desk to student assessment practice were good and in Table 7A No.5 indicates that 50% was good and

50% was poor that mean in Ethio-gran college, Access of equipment for student assessment was good and in durman college, Access of equipment for student assessment was poor.

Table 7B: Observation checklist for student assessment practice

N o.	Items	Level of rating								Remark
		V. good		Good		Poor		V. Poor		
		N	%	N	%	N	%	N	%	
1	Availability of reference materials in each area of training for competency-based assessment	-	-	-	-	1	50	1	50	“
2	Adequacy of the Library for student assessment practice materials	-	-	-	-	2	100	-	-	“
3	Laboratory with enough equipment and Chemicals for student assessment practice	-	-	-	-	2	100	-	-	“
4	Students assessment records	1	12.5	4	50	2	25	1	12.5	Teacher
5	ICT room with functional computer for practical students’ assessment practice.	-	-	-	-	1	50	1	50	College

As depicted in Table 7B No. 1 that 50% was poor and 50% was very poor that mean in Ethio-gran College, Availability of reference materials in each area of training for competency-based assessment was poor where as in Durman College, Availability of reference materials in each area of training for competency-based assessment was very poor. In Table 7B No.2 that ,100% of the observation results indicates that Adequacy of the Library for student assessment practice materials was poor and also in Table 7B No.3 that the Laboratory with enough equipment and Chemicals for student assessment practice was poor which means the TVET colleges has lack of adequacy of the library and enough equipment with chemicals. In the above Table7B No.4 the majority, 50% of the observation results that college teachers, Students assessment records were good and also 25% of them were poor in Students assessment records. But 12.5% of them were very good in the Students assessment records and 12.5% of them were very poor in the Students

assessment records, which means there is a problem in the Students assessment records In table4.7B No.5 that 50% was poor and 50% was very poor that mean in Ethio-gran College, ICT room with functional computer for practical students' assessment practice was poor where as in Durman College, ICT room with functional computer for practical students' assessment practice was very poor.

4.4. Presentation and analysis of data obtained through an interview Question

The analysis and presentation obtained through observation was presented below. To Fulfill the interview Question for 2(two) Zone Educational Office experts And 2(two) TVET colleges deans were interview Questions. The data Based on the requirement of their answers were collected. The interview Questions was conducted by the Researcher and the result of observed cases were added up and presented in the following.

4.4.1 Presentation and analysis of data obtained through an interview

Question Zone Educational Office experts

From the interview Question, the researcher gets the following response

In question.1, Zone Educational Office experts get short term training in TVET College Management from regional education but they didn't qualify in TVET College Management. According to Zone education experts' response in Q.2, the college deans have no enough to manage student assessment, because they didn't give short term training to them and they haven't professional skill in TVET Management.

In Q.3, Zone Educational Office experts did not provide training for college officers and teachers on the student assessment practice, according to their response the privet TVET colleges which found in the Zone were not willing to get training about student assessment practice from Zone Experts. In Q.4, Mentoring and evaluation techniques to support the student assessment practice, the Zone Educational Office experts said that they were evaluating the privet TVET colleges once a year by using chick list and they didn't monitoring them. Since they see once a year, It were not enough to support the student assessment practice and also according to Zone Educational Office experts' response In Q.5, stakeholders have not adequate awareness on the student assessment because there was no continuous /short term training concerning the student assessment practice.

In Q.6, According to the Zone Educational Office experts' responds, they were not enough to arrange any training in TVET students' assessment practice for stakeholders. They said, because most of the training was practical, need adequate time and resources. According to the Zone Educational Office experts responds In Q.7, the factors affect student assessment practice mention were: lack of skilled man power, Lack of Materials required for practical activities, lack of manuals and college management members awareness about students assessment evaluation.

In Q.8, According to the Zone Educational Office experts respond that the solution was suggested to solve such problem were enough skilled man power bases on practical activities, providing enough materials based on revised curriculums and also In Q.9, they said that there was problems such as lack of awareness about student assessment, lack of commitment and lack of adequate materials and the solutions may be providing training, creating awareness and creating commitment.

4.4.2 Presentation and analysis of data obtained through an interview

Question Privet TVET College deans

From the interview Question, the researcher gets the following response

In Question 1, the privet TVET College deans interviewed Question response that they were provide some workshop or training for teacher on student assessment practice by inviting experts. According to privet TVET College deans' response In Q.2, there were monitoring and evaluation activities of student assessment practice in the college by identifying the students who was competent and who was not competent in number.

In Q.3, they said, they provide assessment materials to make the classroom was conducive for student assessment practice , But Zone Educational Office experts did not agree they said there was " they haven't professional skill In TVET Management".

In Q.4,Privet TVET College deans said that, technical support was given the teachers to the student assessment practice before teachers were assess their students and also In Q.5,they said "we have the access of necessary materials" But majority of respondents in the study questionnaires responds was the opposite of they said.

According to the deans in Q 6, in the private TVET college there was an effort to make the students and teachers awareness about the student assessment practice and they said because of such supports, students' academic achievement change was going on the good manner, But majority of respondents in the study questionnaires responds was the opposite of it.

According to the private TVET College deans in Q.8, they were provide Zone education experts to support and supervision the student assessment practice twice a year and also they said in Q.9, "we provide necessary Student assessment practice materials "were properly given to teachers in order to assess their students But there was no enough support to the student assessment practice, In mentoring and evaluation techniques , the Zone Educational Office experts said that they were evaluating the privet TVET colleges once a year by using chick list. According to the private TVET College deans responds in Q.10, that they were a timely assessment practice and they were ware them to their students to take their competence based assessment.

4.5. Discussion of Results

In this part of the paper an attempt was made to explain the results of the study with Reference to the basic questions formulated under the statement of the problem. The Major ideas of the discussion are:

- Teachers', administrators and students perception and awareness related Items
- 2. Alignment of Classroom assessment with the requirement of competence-based assessment
- 3. Factor Affecting the Student Assessment practice

4.5.1 Teachers', administrators and students perception and awareness related

According to Davao (2015), teachers training in Ethiopia emphasize the acquisition of subject knowledge with little emphasize given to create an understanding and skill in the use of pedagogical approaches which encourage students to venture in to areas of higher order thinking. In the Ethiopian education and training policy it was mentioned that the primary reason for the poor quality of education in the past was the training as well as the overall attitude towards teachers (MOE, 2002). Privet TVET college which were found in Zajang zone have been strengthened and improved; teachers and college administrators perception and awareness have been set under implementation/under expectations. Therefore, as collected data from questionnaire, observation checklist and interview the study shows that the Privet TVET College

Teachers', administrators and students perception and awareness which found in Zajang Zone, student assessment practice was unsatisfactory. It needs an effort to improve the student assessment practices perceptions and awareness. Hence, the absence of perceptions and awareness about student assessment practices negatively affected the implementation of Private TVET colleges' student assessment practices.

4.5.2. Alignment of Classroom assessment with the requirement of competence-based assessment

According to Atakilt, Worku & Melese (2016), that practical assessment (as compared to classroom examination) is not only time consuming and labor-intensive, but also requires standardization of observation and development of reliable and valid assessment tools and the problem created in keeping the balance between national standards for assessment and local need for flexibility.

Assessment of student learning and achievement can be a powerful agent for change in schools by informing policymakers about the learning outcomes of the nation's students, helping teachers understand how to improve classroom instruction, and influencing societies as they think about education quality and learning goals. Effective classroom assessment practices by teachers have been shown to yield gains of a half to a full standard deviation on external standardized achievement tests, with the largest gains for low achievers. Assessment can contribute to an effective education system by providing systemic information on levels of student achievement and related factors; supporting educators and students with real-time information to improve teaching and learning; and offering a means to hold stakeholders accountable for results.

Therefore, as collected data from questionnaire, observation checklist and interview, the study shows that the Privet TVET College Teachers' did not Provide class work and home works regularly to the trainees; The trainees were not measured against an achievement standard determined beforehand; Provide assessment that reflects the training module content; they did not Assess both skill and knowledge competencies in practice. That mean the privet TVET College teachers were not properly Align Classroom assessment with the requirement of competence-based, student assessment practice which were found in majang zone was unsatisfactory. It needs an effort to improve the alignment of Classroom assessment with the

requirement of competence-based assessment. Hence, the absence of alignment of Classroom assessment with the requirement of competence-based assessment about student assessment practices negatively affected the implementation of Private TVET colleges' student assessment practices.

4.5.3. Factor Affecting the Student Assessment practice

According to Sharon (2017) cited(The New York Times), there are many ways that affect the student assessment practice such as lack of support from family and friends at home, The difficult task of achieving education and training quality in developing countries requires reforming the education and training system, a need for designing and implementing concrete interventions or system that take learning outcomes and competence as central elements of not only curriculum design and delivery, but also assessment and certification of competence.

Therefore, as collected data from questionnaire, observation checklist and interview, the study shows that Among the factors affecting the implementation of student assessment practice the Privet TVET Colleges in Majang Zone were, Lack of technical support from Zone education officials in line with assessment requirements, Shortage of qualified teachers in each occupational area to conduct competence-based assessment, lack of teachers experience and understanding about competence-based Assessment practice, lack of students' awareness about competence-based assessment, lack of teachers' motivation and commitment towards competence-based assessment, lack of the adequate budget to students' assessment practice and Training facilities were the major ones. That means the Student Assessment practice which were found in Majang Zone privet TVET Colleges were unsatisfactory. It needs an effort to improve the competence-based assessment.

Hence, the absence of technical support from Zone education officials in line with assessment requirements, shortage of qualified teachers in each occupational area , lack of teachers experience and awareness about competence-based Assessment practice, lack of students' awareness about competence-based assessment, lack of teachers' motivation and commitment towards competence-based assessment, limitation of College teachers using a combination of assessments, lack of the adequate budget to students' assessment practice activities about student assessment practices and Training facilities were negatively affected the Private TVET colleges' student assessment practices.

CHAPTER FIVE

Summary, Conclusion and Recommendations

This chapter deals with summary, conclusion and recommendations. In this section first, a summary of the study and major findings were made. Second, conclusions of the basic findings were drawn. Lastly, some possible recommendations were forwarded on the basis of the findings off the study.

5.1 Summary

The purpose of this study was to assess the implementation of student assessment practice in private TVET colleges In Majang Zone Gambell Regional state. In order to achieve this purpose, the following questions were raised in the study.

1. To what extent are trainers aware of the characteristics of competence-based assessment in TVET?
21. To what extent are trainers aware of the characteristics of competence-based assessment in TVET?
3. To what extent are teachers' classroom assessment aligned with the requirement of competence-based assessment?
4. What are the challenges encountered in the effective use of classroom assessment methods?

The data were gathered through questionnaires, observation check list and Interview from all respondents. The research was analyzed by mean and weight mean. Results from this statistical analysis have revealed the following main findings.

Concerning the characteristics of respondents, it was found the participants that Showed the majority of teachers, college administrators and, college deans in privet TVET college of the sample selected were in middle age and younger. Most of the respondents were male. Their qualifications were taken into consideration; Most of the participants in the study hold diploma and first degree. The majority of the respondents work experience range less than five (< 5) year.

- **The view of respondents about Perception of teachers, administrators' and**

students on students' assessment Practices; The Perception of teachers, administrators' and students were less to implement the students' assessment practice in privet TVET Colleges in the items like the Competence-based assessment was easy to implement in the classroom/lab/workshops and the current assessment practice in the college was aligned with the assessment approach envisaged in TVET policy. However, they were not have a good Perception on students' assessment like the current assessment practice in the college was aligned with the assessment approach envisaged in TVET policy, the Competence-based assessment was easy to implement in the classroom/lab/workshops. Therefore, based on the above mentioned ideas and gathered data, the researcher recommended that most of the mechanisms /items were effectively created for improving teachers, administrators' and students Perception of on students assessments practice in their Colleges.

- **Regarding the awareness of Teachers', Students and Administrators about**

Students' Assessment practice in privet TVET; The awareness of Teachers', Students and Administrators about students' Assessment practice in privet TVET were indicating low in the items like Competence-based assessment was based on pre-set standards achievement, Competence-based assessment was individualized, Competence-based assessment involves series of (different types) of assessments instead of limited ones, Competence-based assessment involves actual performance of a competency by the trainees, Competence-based assessment was done when students were ready for the assessment , Competence-based assessment assess trainees continuously (was a continuous assessment), Competence-base assessment requires teachers to provide immediate feedback to the trainees and Competence-based assessment was conducted based on the contents of a module. And also the Zone Educational Office experts' were not arrange enough training in TVET students' assessment practice for stakeholders, they did not provide training for college officers and teachers on the student assessment practice and they were didn't give enough to support the student assessment practice. However, they were less effective in using students' assessment Practice.

The respondents views on concerning to Alignment of Classroom assessment with

the requirement of competence-based assessment were founding that: The trainees were not measured against an achievement standard determined beforehand, class work and home works were not Provide regularly to the trainees, the Provided assessment were not reflects the training module content, there were less Communication the standards that shall be met clearly to the trainees beforehand, there were used less combination of assessments (tests, class activities, exams, practical work, presentation, etc.), gave less emphasis for practical demonstration of what the trainees have learned, the colleges did not provide all the necessary conditions for practicing competence-based assessment, The College administrators did not continuously monitor the assessment practice in the college, College administrators did not discuss with students about their assessment results for improvement and they did not have enough required knowledge and skill in competence-based assessment practices. The college teachers were not sufficiently assesses their students' skill and knowledge competencies in practice. And also Way of student assessment method, ICT room with functional computer for practical students' assessment practice in the studied privet TVET colleges was poor.

Respondent views on Factor Affecting the Student Assessment practice were

Found that used in their colleges to improve students' assessment practice. Most respondents' view of the Factor Affecting the Student Assessment practice were the lack of technical support from Zone education officials in line with assessment requirements, shortage of qualified teachers in each occupational area to conduct competence-based assessment, lack of enough training facilities (equipment, machines, tools, etc.) in the TVET college to conduct reliable assessment, lack of understanding about competence-based Assessment practice, lack of awareness about students' assessment practice, lack of adequate budget to student assessment practice, lack of teachers' motivation and commitment towards competence-based assessment.

The data shows in observation check list, adequacy of the library for student assessment practice materials and laboratory with enough equipment and Chemicals for student assessment practice were poor.

5.2 Conclusions

Based on the results of the major findings of the study, the following conclusions were drawn.

In this study the majority of teachers, administrators' and students were indicated that the Perception and awareness about student assessment practice were poor in implementing Competence based assessment in privet TVET Colleges. This lack of Perception and awareness can block the way in improving the student assessment practice. Besides to this, researcher observation check list and interview question result was also supported that the involvement of stakeholders in the College was less. This leads to conclude that the Perception and awareness of teachers, administrators' and students about student assessment practice in was low.

According to the data on this study, The trainees were not measured against an achievement standard determined beforehand, class work and home works were not Provide regularly to the trainees, the Provided assessment were not reflects the training module content, the colleges did not provide all the necessary conditions for practicing competence-based assessment, This poor Alignment of Classroom assessment with the requirement of competence-based assessment can block the way in implementing the student assessment practice. Besides to this, researcher observation check list and interview question result shows that the College administrators did not continuously monitor the student assessment practice in the college, the colleges did not provide all the necessary conditions for practicing competence-based assessment, Way of student assessment method was poor. This leads to conclude that the Alignment of Classroom assessment with the requirement of competence-based assessment in the privet TVET colleges was not good.

In this study, Most respondents' view of the Factor Affecting the Student Assessment practice were the lack of technical support from Zone education officials in line with assessment requirements, shortage of qualified teachers in each occupational area to conduct competence-based assessment, lack of enough training facilities (equipment, machines, tools, etc.), lack of awareness about students' assessment practice, lack of adequate budget to student assessment practice, lack of teachers' motivation and commitment towards competence-based assessment,. Besides to this, researcher observation check list and interview question result shows that the adequacy of the library for student assessment practice materials and laboratory with enough

equipment and Chemicals for student assessment practice were poor. This can block implementing the student assessment practice.

5.3 RECOMMENDATIONS

Based on the findings of the study, the researcher would like to forward the following recommendations for the improvement of the student assessment practice.

5.3.1 Teachers' awareness about competency based student assessment practice

From the study, the majority of teachers did not have awareness on the student assessment practice. This blocks the implementation of students' assessment practice. Therefore, it was important to conduct in short term awareness creating training about competency based so that the use of student assessment practice strategies will be improved. Providing teachers short term training about assessment practice and generating internal income to requite experienced teachers will be improved the assessment practice problems.

5.3.2. Technical support from Zone education officials in line with assessment requirements

Technical support from Zone education officials in line with assessment requirements was one of the major factors which hinder the student assessment practice. The way of the Technical support and the number of frequency giving technical support for college teachers and administrators do not match in the study area and this affects the implementation of students' assessment practice.

Even if appropriate technical support from Zone education officials in line with assessment requirements may not always be possible, the implementers of technical support should see alternative solutions such as, the colleges deans have invite ZEOE to give their teachers. In addition to this, government bodies and stake holders have be contributed to solve the lack of Technical support from Zone education officials in line with assessment requirements.

5.3.4. Training facilities in the TVET College to conduct reliable Student assessment Practice

The result of this study shown that the Training facilities (equipment, machines, tools, etc.) In the TVET College to conduct reliable assessment to student assessment practice tend to be low. The major reasons appear to be, lack of equipment, lack of resources and other instructors and students related factors. Hence, an overall assessment and discussion was needed between

implementers of assessment practice (teacher and students) to enhance the implementation of student assessment practice. In order to solve the problems of teachers' commitment and lack of interest in the student assessment practice, college deans, ZEOE and Zone education leader have to do different awareness creation programs on teachers about competence base assessment.

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Appendix A

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Questionnaire to be filled by private TVET College’s Teachers

Dear Teachers: The purpose of this Questionnaire is to gather relevant data that help to assess the current student assessment practice in private TVET Colleges at Majange Zone, Gambella region as a partial fulfillment of the Master’s Degree in Management of Vocational Education and Training.

The required data is important for the success of this study and also to improve the assessment practices in private TVET colleges. You are, there for, kindly requested to fill the questionnaire that provides necessary information on different issues related to the study. Hence, your genuine and timely responses are important for the success of this research.

In this questionnaire, two types of items are included. For the items with alternatives and scale values, please use “x” mark to show your level of agreement under one of the five scales of measurements for each item. For items that require written answer, give your response in the provided spaces corresponding to the questions.

Note that:

- No need to write your name on the questionnaire
- Please mark only one response to a question, with alternative choices put “x” in the given box.

Part 1.

1. Background Information

1. Name of the Town _____

2	Competence-based assessment is individualized, avoiding group comparison					
3	Competence-based assessment involves demonstration of what students' have learned in practice.					
4	Competence-based assessment does not take a predetermined period of time; it is a process rather than a particular moment.					
5	Competence-based assessment involves series of (different types) of assessments instead of limited ones.					
6	Competence-based assessment involves actual performance of a competency by the trainees.					
7	Competence-based assessment assess trainees continuously (is a continuous assessment).					
8	Competence-based assessment is done when students are ready for the assessment; it is not a surprise.					
9	Competence-based assessment requires teachers to provide immediate feedback to the trainees					
10	Competence-based assessment is conducted based on the contents of a module.					
	III. Alignment of Classroom assessment with the requirement of competence-based assessment					
1	I provide class work and home works regularly to the trainees.					
2	The trainees are measured against an achievement standard determined beforehand.					
3	I communicate the standards that shall be met clearly to the trainees beforehand.					
4	The use a combination of assessments (tests, class activities, exams, practical work, presentation, etc).					
5	I provide assessment that reflects the training module content.					
6	I tell the trainees what, how and when they are going to be assessed before the actual assessment.					
7	In my assessment practice, I gave emphasis for practical demonstration of what the trainees have learned.					
8	After the assessment, I provide feedback for each trainee on the results					
9	I prepare an assessment portfolio for each trainee as an evidence of his/her achievement.					
10	I consider trainees' self-assessment as a basis for my assessment decision.					
11	The college provides all the necessary conditions for practicing					

	competence-based assessment.					
12	The College administrators continuously monitor the assessment practice in the college					
13	The college administrators discuss with teachers to improve the assessment practices					
14	College administrators discuss with students about their assessment results for improvement					
15	College administrators have the required knowledge and skill in competence-based assessment practices					
16	I assess both skill and knowledge competencies in practice.					
	• Factor Affecting the Student Assessment practice					
1	Lack of technical support from Zone education officials in line with assessment requirements					
2	Shortage of qualified teachers in each occupational area to conduct competence-based assessment					
3	Lack of enough training facilities (equipment, machines, tools, etc.) in the TVET college to conduct reliable assessment					
4	Lack of understanding about competence-based Assessment practice					
5	Lack of adequate budget to student assessment practice					
6	Lack of students awareness about competence-based assessment					
7	Lack of teachers motivation and commitment towards competence-based assessment					

Appendix – B
Addis Ababa University
College of Education and Behavioral Studies
Department of curriculum and Instruction

Questionnaire to be filled by private TVET College’s Administrators

Dear respondents: The purpose of this Questionnaire is to gather relevant data that help to assess the current student assessment practice in private TVET Colleges at Majange Zone, Gambella region as a partial fulfillment of the Master’s Degree in Management of Vocational Education and Training.

The required data is important for the success of this study and also to improve the assessment practices in private TVET colleges for the realization of the goals of TVET. You are, there for, kindly requested to fill the questionnaire that provides necessary information on different issues related to the study. Hence, your genuine and timely responses are important for the success of this research.

In this questionnaire, two types of items are included. For the items with alternatives and scale values, please use “x” mark to show your level of agreement under one of the five scales of measurements for each item. For items that require written answer, give your response in the provided spaces corresponding to the questions.

Note that:

- **No need to write your name on the questionnaire**
- **Please mark only one response to a question, with alternative choices put “x” in the given box.**

Part III.

1. Background Information

1.1. Name of the Town _____

1.2. Name of TVET College _____

1.3. Sex: a. Male b. Female

1.4. Age (in years):

- a. 20 – 30
- b. 31– 40
- c. 41 – 50
- d. 51– 60
- e. above 60

1.5. Qualification of respondents

- a. Diploma
- b. BA/BED/BSC
- c. MA /MED/MSC)
- d. Any other

1.6. work experience in years

- a. Below 5 years
- b. 6-10 years
- c. 11-15 years
- d. 16-20 years
- e. 21-25 years
- f. 26 and above

1.7. Area of specialization _____

PART III

Indicate your agreement in the given measurement

Very High =5, High =4, Medium=3, Low= 2, Very Low =1

NO.	I. Administrators' perception related Items	Scale				
		5	4	3	2	1
1	Competence-based assessment is easy to implement in the classroom/lab/workshops; so it is appropriate for TVET.					
2	Competence-based assessment is time taking, so not useful for TVET.					
3	Competence-based assessment requires much resource, so it is costly for TVET colleges and thus be avoided.					
4	I don't prefer competence-based assessment as it creates burden on the trainers.					
5	The current assessment practice in my college is aligned with the assessment approach envisaged in TVET policy.					
	II. Administrators awareness about the characteristics of competence-based assessment in TVET					
1	Competence-based assessment is based on pre-set standards of achievement.					
2	Competence-based assessment is individualized, avoiding group comparison					
3	Competence-based assessment involves demonstration of what students' have learned in practice.					
4	Competence-based assessment does not take a predetermined period of time; it					

	is a process rather than a particular moment.					
5	Competence-based assessment involves series of (different types) of assessments instead of limited ones.					
6	Competence-based assessment involves actual performance of a competency by the trainees.					
7	Competence-based assessment assess trainees continuously (is a continuous assessment).					
8	Competence-based assessment is done when students are ready for the assessment; it is not a surprise.					
9	Competence-based assessment requires teachers to provide immediate feedback to the trainees					
10	Competence-based assessment is conducted based on the contents of a module.					
	III. Alignment of Classroom assessment with the requirement of competence-based assessment					
1	College teachers provide class work and home works regularly to the trainees.					
2	The trainees are measured against an achievement standard determined beforehand.					
3	College teachers communicate the standards that shall be met clearly to the trainees beforehand.					
4	College teachers use a combination of assessments (tests, class activities, exams, practical work, presentation, etc).					
5	College teachers provide assessment that reflects the training module content.					
6	I tell the trainees what, how and when they are going to be assessed before the actual assessment.					
7	In College teachers' assessment practice, they gave emphasis for practical demonstration of what the trainees have learned.					
8	After the assessment, College teachers provide feedback for each trainee on the results					
9	College teachers prepare an assessment portfolio for each trainee as an evidence of his/her achievement.					
10	College teachers consider trainees' self-assessment as a basis for their assessment decision.					
11	The college provides all the necessary conditions for practicing competence-based assessment.					
12	The College administrators continuously monitor the assessment practice in the college					
13	The college administrators discuss with teachers to improve the assessment					

	practices					
14	College administrators discuss with students about their assessment results for improvement					
15	College administrators have the required knowledge and skill in competence-based assessment practices					
16	College teachers assess both skill and knowledge competencies in practice.					
	IV. Factor Affecting the Student Assessment practice					
1	Lack of technical support from Zone education officials in line with assessment requirements					
2	Shortage of qualified teachers in each occupational area to conduct competence-based assessment					
3	Lack of enough training facilities (equipment, machines, tools, etc.) in the TVET college to conduct reliable assessment					
4	Lack of understanding about competence-based Assessment practice					
5	Lack of adequate budget to student assessment practice					
6	Lack of students awareness about competence-based assessment					
7	Lack of teachers motivation and commitment towards competence-based assessment					

1. 6. የኮሌጅ ቆይታ

ሀ. 1 ዓመት

ለ. 2 ዓመት

ሐ. 3 ዓመት

ሠ. ከ4 ዓመት በላይ

1.7 የሰሚሊጥብት/የምሰላጥብት የሙያ ዘርፍ(Area of specialization) _____

ክፍል II

ከተሰጡት አምስት አማራጮች የሚሰማሙበትን ያመልክቱ

በጣም ከፍተኛ =5, ከፍተኛ =4, መካከለኛ=3, ዝቅተኛ= 2, በጣም ዝቅተኛ =1

ተ/ቁ	I, የተማሪዎች እይታ ጋር ተዛማጅ መጠይቆች	የምዘና ዋጋ				
		5	4	3	2	1
1	የብቃት ልኪትን መሰረት ያደረገ ምዘናን በክፍል ውስጥ ለመመዘን /በቤተ-ሙከራ፣የተግባር ላይ ልምምድ / ለማድረግ ቀላል እና ምቹ ነው ::					
2	የብቃት ልኪትን መሰረት ያደረገ ምዘናን ለመውሰድ ጊዜ ስለሚፈጅ አስፈላጊ አደልም::					
3	የብቃት ልኪትን መሰረት ያደረገ ምዘና ስንመዘን ብዙ ሀብት ስለሚፈልግ መተው/መስወገድ አለበት::					
4	የብቃት ልኪትን መሰረት ያደረገ ምዘና በተማሪዎች ላይ ያላስፈላጊ ተጨማሪ ጫና ይፈጥራል ብዬ አላምንም ::					
5	የኮሌጃችሁ መምህራን የሚሰጡትሁ የ ምዘና ትግባር የሙያና ቴክኒክ ተቋማትን የምዘና ፖሊሲን ያገናዘበ ነው ::					
	II. የአሰልጣኞች ግንዛቤ ስለቴክኒክና ሙያ ተማሪዎች ብቃትን መሰረት ያደረገ ምዘና ባህርያት					
1	በኮሌጃችሁ የሚሰጠው የብቃት ልኪትን መሰረት ያደረገ ምዘና የቅድመ ምዘናን መነሻ በማድረግ እየተገበረ ነው::					
2	የብቃት- ልኪትን መሰረት ያደረገ ምዘና የግል ብቃትን ይለያል፤ የቡድን ውጤትን ያስወግዳል::					
3	በኮሌጃችሁ የሚሰጠው የብቃት- ልኪትን መሰረት ያደረገ ምዘና መምህራን ለተማሪዎች ሲሰጡ ተማሪዎች የተማሩትን በተግባር እንዲያሳዩ ነው::					
4	የብቃት- ልኪትን መሰረት ያደረገ ምዘና ቀድሞ የተወሰነ ጊዜ የለውም፤ ሄደታዊ እንጂ::					
5	የብቃት- ልኪትን መሰረት ያደረገ ምዘና በተወሰነ ጊዜ ውስጥ በተከታታይ የሚሰጥ ነው::					
6	የብቃት- ልኪትን መሰረት ያደረገ ምዘና መምህራን የሚሰጡት የተማሪዎችን እውነተኛ የብቃት ተወዳዳሪነት ላይ ያተኮረ ነው::					
7	የብቃት- ልኪትን መሰረት ያደረገ ምዘና ተማሪዎችን በተከታታይ ይለካል::					
8	በኮሌጃችሁ የሚሰጠው የብቃት- ልኪትን መሰረት ያደረገ ምዘና በድንገት ሳይሆን ተማሪዎች ተዘጋጅተው ነው ሚመዘኑት::					
9	የብቃት- ልኪትን መሰረት ያደረገ ምዘና ከመምራን ለተማሪዎች ወዲያውኑ ግብረ መልስ ይሰጣል::					
10	በመምህራን የሚሰጠው የብቃት- ልኪትን መሰረት ያደረገ ምዘና የተዘጋጀውን ሞጉል መሰረት ያደረገ ነው::					
	III. የክፍል ውስጥ ምዘና የብቃት- ልኪትን መሰረት ካደረገ ምዘና ጋር ያለው ግንኙነት					
1	ለተማሪዎች ሁል ጊዜ የክፍልና የቤት ሥራ በመምህራን ተዘጋጅቶ ይሰጣል ::					
2	ለተማሪዎች የሚመዘኑት ቀድሞ/በፊት ከተቀመጠው መሰፈርት አንጻር ነው::					
3	ለምዘና ቀድሞ የተቀመጠውን መስፍርት መምህራን ተማሪዎች ከምዘና በፊት በግልጽ ያወያሉ::					
4	መምህራን የተለያዩ የምዘና መለኪያዎችን ይጠቀማሉ(እንደ ቴሰት፣ የክፍል እንቅስቃሴ፣ ፈተና፣ተግባር ስራ የክፍል ውስጥ አገለግ እና የመሳሰሉትን) ::					

5	መምህራን የሚያዘጋጁቸው መመዘኛዎች ከማሰልጠኛ ሞጁሉ ይዘት ነው።					
6	መምህራን ከመመዘናቸው በፊት ምን፣እንዴት እና መቸ እንደምትመዘኑ ይነግሯቸዋል።					
7	መምህራን በምዘና ተገባባሪ ላይ ትኩረት የምሰጡት ተማሪዎች በተገባባሪ የሚያሳዩት ምን ያክሉን ተምረዋል በሚል ነው።					
8	መምህራን ከምዘና በኋላ ለተማሪዎች የውጤታቸውን ግብረ መልስ ይሰጣሉ።					
9	መ/ራን ለእያንዳንዱ ተማሪ የምዘና ግል ማህደር አዘጋጅተው የሙብቃቱ ማረጋገጫ ያስቀምጣሉ።					
10	የመ/ራን የምዘና ውሳኔ የተማሪዎችን የግል ምዘና መሰረት ያደረገ ነው።					
11	የብቃት ልኪትን መሰረት ያደረገ ምዘና ለመስጠት ኮሌጁ ለምዘና አስፍላጊ ነገሮችን ሁሉ ያደርጋል።					
12	የኮሌጁ አስተዳዳሪዎች የተማሪዎችን የምዘና አተገባብር በተከታታይነት ይቆጣጠራሉ።					
13	የኮሌጁ አስተዳዳሪዎች ከመምህራን ጋር የምዘና አተገባብርን ለማሻሻል ይወያያሉ።					
14	የኮሌጁ አስተዳዳሪዎች ከተማሪዎች ጋር ስለ ውጤታቸው መሻሻል ይወያያሉ።					
15	የብቃት ልኪትን መሰረት ባደረገ የምዘና ትግበራ የኮሌጁ አስተዳዳሪዎች እውቀትና ችሎታው አላቸው።					
16	መ/ራን ሁለቱንም ችሎታና እውቀትን መሰረት አድርገው በተገባባሪ ይመዘናሉ።					
	IV:- በተማሪዎች ምዘና አተገባብር ላይ ተጽኖ የሚያድረጉ ምክንያቶች					
1	ከዞን ትም/መምሪያ በቂ የሆነ የተማሪ ምዘና የቴክኒክ ድጋፍ አለመኖር።					
2	ብቃትን መሰረት ያደረገ ያደረገ ምዘና ለመተግበር በየሙያ ዘርፉ የሰለጠነ በቂ የሆነ መምህራ አለመኖር።					
3	ተጨባጭ የሆነ ምዘና ለመስጠት በቂ የሆነ የሰልጠና አቅርቦት አለመኖር (Lack equipment, machines, tools, etc.) ።					
4	ስለ ብቃት ልኪት በቂ የሆነ ግንዛቤ አለመኖር።					
5	የተማሪዎችን ምዘና ለመተግበር በቂ የሆነ በጀት አለመኖር።					
6	ስለ ብቃት ልኪት ምዘና የተማሪዎች ግንዛቤ ዝቅተኛ መሆን።					
7	ለብቃት ልኪት ምዘና የመምህራን ተነሳሽነትና ቁርጠኝነት ማነስ።					

Appendix – D

An interview Question for Zone Educational Office experts

Dear interviewee! The purpose of this interview is to gather data about the Student assessment practice in your zone private TVET Colleges. The type information you will provide determines the quality of the study. Therefore, you are kindly requested to give factual information for the interview.

1. Background Information

1.1. Name of the zone _____

1.2. Name of the TVET College _____

1.3. Age _____

1.4. Sex _____

1.5. Work experience: ----- years

1.6. Qualification: a. Diploma () b degree () c. MA/ MED /MSC () d, more than MA/ MED /MSC ()

1.7. Area of specialization _____

2. Do you bring training in TVET College Management?

3. Is the college deans has enough to manage student assessment?

4. Did you provide training for college officers and teachers on the student assessment practice?

5. How do you give mentoring and evaluation techniques to support the student assessment practice?

6. Do you stakeholders have adequate awareness on the student assessment?

7. Did you arrange any training for TVET students' assessment stakeholders?

8. Could you mention factors that affect student assessment practice?

9. What kind of solution is suggested to solve such problem?

10. Do you say any more about student assessment practices problem? What solution is given to solve in such problems?

Appendix – E

Interview guide for TVET College deans

First, I would like to thank you for consulting to spend your time to discuss with me. The purpose of the interview is to gather data about the student assessment practice in private TVET Colleges. It is also assured that the information that you would provide can be kept confidentially as the data to be used only for academic purpose. You are kindly requested to provide genuine information.

1. Background Information

1.1. Name of the Zone _____

1.2. Name of the TVET College -----

1.2. Age _____

1.3. Sex _____

1.4. Work experience ____ years

1.5. Qualification a. BA/BED/BSC () b. MA /MED/ MSC ()

1.6. Area of specialization _____

2. Do you provide any workshop or training for teacher on student assessment practice?
3. How do you explain the method of monitoring and the activities of student assessment practice?
4. Explain your effort to make the classroom is conducive for student assessment practice?
5. Explain the extent to which technical support is given the teachers to student assessment?
6. Have you the access of necessary material?
7. Explain any effort to make the awareness on the students about the student assessment practice?
8. What type of change is going?
10. To what extent do you provide for Zone education experts to support and supervision?
11. Student assessment practice materials are properly given to teachers?
12. Can you add any more about SAP?

Appendix – F

Observation Checklist for Majange Zone Private TVET College

Name of Zone -----

Name of the college-----

No.	Items	Measurement			
		v. good	Good	Poor	v. Poor
1	Way of student assessment method				
2	Availability of field training facilities to student assessment practice				
3	Availability of Enough training rooms to student assessment practice				
4	Arrangement of Students seating chair, desk to student assessment practice				
5	Access of equipment for student assessment				
6	Availability of reference materials in each area of training for competency-based assessment				
7	Adequacy of the Library for student assessment practice materials				
8	Laboratory with enough equipment and Chemicals for student assessment practice				
9	Students assessment records				
10	ICT room with functional computer for practical students' assessment practice.				

Declarations

This thesis is my original work and has not been presented for a Master's Degree in any university, and that all sources of materials used for this thesis have been boringly acknowledged.

Name: Dawit Lake

Signature: _____

Date: May 2019

Approval

This thesis has been submitted for examination with my approval as university advisor.

Name: _____ -

Signature: _____

Date: _____