

COMPARATIVE STUDY OF STUDENTS'  
ASSESSMENT IN GENERAL MECHANICS  
IN THREE TVET COLLEGES IN ADDIS ABABA

By

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A thesis submitted to School of Graduate Studies of Addis Ababa  
University in partial fulfillment of the requirements for the degree of MA in  
Educational Research and Development in Institute of Educational Research

June 2008

**Addis Ababa University**  
**School of Graduates Studies**  
**Institute of Educational Research**

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## **Acknowledgements**

This thesis would not have been possible without the help of several people. First, thanks to Dr. Desalegn Chalchisa for his guidance and expertise as an advisor at the University.

I am also grateful to the rest of the instructors at IER who were the source persons in the entire educational endeavor that I went through in the last two years.

I express my gratitude to my class mates at IER for the contribution in my study and reminding me that education is a communal effort that one can benefit from.

I am indebted to my dearest wife, Genet Gebremedhin, for being my personal and cheerful support and source of encouragement in the midst of stress due to the loads from different areas.

I am also very grateful to, my brother, Samuel Bekele who graciously provide computer at the first day of the journey for the study, and also the rest of the family for they motivated me through their acts of kindness.

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## **Abstract**

This study, aimed to describe and analyze the existing assessment practices in General Mechanics in TVET sector in a comparative manner among some selected Government, private and NGO Colleges in Addis Ababa and the contribution of the assessment practices toward the enhancement of quality learning. The sample participants of the study were 24 instructors and 18 students, enrolled at 10 + 3 program in 2007/08 academic calendar from the three selected private, Government and NGO Colleges.

Interview and Focused Group Discussion were conducted, questionnaire is administered to find out how assessment is conducted and how the information gleaned from the assessment is used and how often the instructors exercise the assessment formatively as an integral part of the teaching and learning process with respect to students' involvement in the learning, modeling of quality work, giving feedback and self assessment. Document analysis is also undertaken. Both the quantitative and qualitative data collected are analyzed and interpreted. The qualitative data are transcribed, translated, categorized and coded into recognizable themes. The tests and examination papers were also analyzed in terms of their content.

The study finds out that the assessment on both students' theoretical knowledge and the practical skills in continuous manner is the practice that promotes quality. The weak areas addressed in the study are that formative assessment lacks detailed criteria and achievement is not evaluated against prescribed learning outcomes. Besides, there is no meaningful involvement of learners in the learning. There is also a lack of self assessment and the test papers inclined to focus on the cognitive aspect of learning.

The study recommends that assessment primarily needs to focus on the progress towards the objective performance requirements rather than comparison between individuals. It is also needed to be done formatively with clear intention and teachers adjust their teaching accordingly. Students are needed to have involvement in peer assessment.

## **List of Acronyms**

<b>AA:</b>	Authentic Assessment
<b>ADLI:</b>	Agricultural Development Led Industrialization
<b>AFL:</b>	Assessment for Learning
<b>ANOVA:</b>	Analysis of Variance
<b>AU:</b>	African Union
<b>CBT:</b>	Competency Based Training
<b>EFA:</b>	Education for All
<b>ESDP</b>	Education Sector Development Program
<b>FGD:</b>	Focused Group Discussion
<b>GM:</b>	General Mechanics
<b>MDGs:</b>	Millennium Development Goals
<b>PRS:</b>	Poverty Reduction Strategy
<b>SBA:</b>	School-based Assessment
<b>TA:</b>	Traditional Assessment
<b>TGE:</b>	Transitional Government of Ethiopia
<b>TVET:</b>	Technical and Vocational Education and Training
<b>UNESCO:</b>	United Nations Education, Science and Cultural Organization
<b>UNCEF:</b>	United Nations Children Education Fund
<b>UPE:</b>	Universal Primary Education