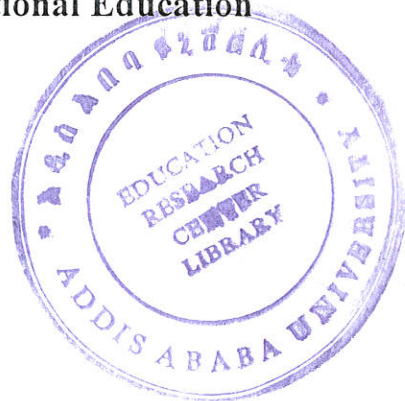


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF BUSINESS EDUCATION**

**Practices in Trainees' Performance Evaluation with Reference to
Private Business TVET Colleges in Addis Ababa City Administration**

**A Thesis presented to the School of Graduate Studies of Addis Ababa
University in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Management of Vocational Education**

**By
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Abbreviations and Acronyms (In the context of this study)

Abbreviations:

AACG	Addis Ababa City Government
AAEB	Addis Ababa Educational Bureau
AAEBO	Addis Ababa Educational Bureau Officials
COC	Center of Competence
CPU	Computer Professional United
EOS	Ethiopian occupational Standards
EPHEIA	Ethiopian Private Higher Education Institutions Association
ETQF	Ethiopian TVET Qualification Framework
FGE	the Federal Government of Ethiopia
IIEP	International Institute of Educational Planning
MOE	Ministry of Education
NSWEDT	New South Western of Education Department and Training
PBTVETC	Private Business Technical Vocational Education and Training
SA	South Africa
SAIDE.	South African Institutional Department of Education
SCD	Save the Children of Denmark
SSOM	Secretarial Science and Office Management
TVET	Technical Vocational Education and Training

Acronyms:

ILO	International Labor Organization
UK	United Kingdom
UNESCO	United Nations' Educational, Scientific and Cultural Organization
USA	United State of America

Abstract

The main purpose of the study is to assess the practices of trainees' performance evaluation with reference to PBTVETC in AACA. In order to attain the purpose of the study basic questions were raised in relation to the focus, methods, effectiveness and frequency of assessment, the conditions that affect assessment, the kind of attitude that trainers, and the colleges' staff have and the future positive expectations of trainees' performance evaluation. Descriptive survey method of research was employed. For the attainment of this purpose data were gathered from trainees, trainers, deans of the colleges and AAEB. Purposive, availability, stratified and simple random samplings were used. Data were gathered through questionnaire including both closed and open ended questions. In addition, interviews, observation checklists and documents analysis of statistical data were observed. The finding of the study revealed that various methods of assessment are employed and trainers also have focus on variety of assessment practices like skills, facts/theory, value and attitudes, both practical and theoretical in assessing trainees' performance even if they stick on specific assessment methods and much focus on assessing trainees more of theoretical or facts. Continuous assessment method is considered as the key/main type of assessment but it may not be fully employed. The frequency and effective application of assessment methods as well as assessment tools and other practices of assessment affected with different conditions such as scarcity of time for trainers, lack of awareness about assessment, lack of clear and transparent assessment procedures etc. The attitude of trainees and the colleges' staff towards trainees' performance assessment was nearly equally divided. Some are in favor and others are against. There are also other problems which affect the practices of assessment/evaluation on the part of the colleges' staff and problems to the part of the AAEB/MOE. These are like lack of assessor training, less communication between the AAEB and PBTVETC, lack of adequate, clear and standing /relatively permanent guidelines or directive in assessment. Finally, to alleviate the prevailing problems, it is recommended that the AAEB and PBTVETC should create a bond and work together in areas of training of assessors, in developing guideline or manuals on assessment, in quality assurance of assessment, in fulfilling and maintaining internal facilities of the colleges, creating awareness by AAEB/MOE on training providers about assessment practices and also imparting them with the necessary materials/directives of assessment. Generally, to solve the problems of the present assessment practices in PBTVETC and to maintain a standard in addition to institution-based or internal assessment there could be an external or national assessment body and this will be the future positive prospect of assessment

CHAPTER ONE

1.1 Background

In the modern society, education is increasingly viewed as the primary means of solving social, economic and political problems (Lockheed, 1992, as cited in Surafel, 2004). Resnick and Writ (1996: 245) assert that, education is not only an important determinant of the occupational and economic success of an individual, but also the future well-being of the nation---the nation's strength is rooted in its ability to compete economically, and its ability to perform economically is rooted in its educational system. According to Resnick and Writ (1996: 248), assessment is a critical component of education reform that will be required to prepare students for the workplace of the future. Thus, assessing the performance of trainees/ learners in the various levels of the educational system as one component of education is necessary. Other authors like Race and Brenda (2005: 2-4) asserted that an assessment has always been an integral part of education; and the most relevant for quality assurance of education. They further indicated that assessment tasks and the feedback students receive on their work could show them what the intended learning outcomes mean in practice.

Furthermore, Brown and Pendlebury, (1997: 8) stated, the importance of evaluation as a process of collecting data for the purpose of making decisions about individuals and groups, and this decision making is the reason that assessment touches so many people's lives. More specifically in the context of education, assessment is performed to gain an understanding of an individual learner's strengths and weaknesses in order to make appropriate decisions.

Another research finding by Johnson and. Johnson (2002: 5) has also shown that the purpose of the assessment, its focus, the setting in which the assessment will take place, who are the relevant stakeholders and the evaluation procedure must be understood in the selection of students' performances that is to be assessed and the procedure that will be used.

There are many purposes of assessment. Among them is its function to diagnose students' present level of knowledge and skills, to monitor progress towards learning to help form instructional program, and provide data to judge the final level of students learning (Johnson and Johnson 2002: 6).

In the teaching-learning process, evaluation of trainees attempts to measure whether the objectives of a subject or a course have been met. This is especially true in a situation, when assessment is used to evaluate trainees' performance in school training. A variation occurs when assessment may not be in line with the intended learning outcomes and the assessment criteria used may not be consistent. In addition to this, trainees often cannot undertake a course of study unless they have a sound foundation of prior knowledge and skills. Therefore, assessment enables trainees to get clear idea of current levels of achievement as a potential predictor for their progress. For example, according to Race and Brenda (2005: 4), passing an assessment or test should not be automatic, and the assurance of quality is impossible when students are not stretched by assessment methods. They further indicated that assessment does not just test subject-specific skills and knowledge, but provides an ongoing message of how well students are developing their learning skills and techniques.

In the year 1994, the Transitional Government of Ethiopia (TGE) formulated and implemented a new Educational Policy. According to this policy, continuous assessment in academic and practical subjects, including aptitude tests will be conducted to ascertain the formation of all round profile of students at all levels. On the basis of the policy and the curriculum guides (MOE, 2003), therefore, continuous assessment and final examinations are used in the evaluation of trainees at 10+1, 10+2 and 10+3 levels of TVET program.

The objective of the evaluation process is to officially certify trainees of TVET programs (MOE, 1994). Therefore, since, the evaluation system of TVET has been the main instrument for official certification and indicator of trainees' performance for those who completed technical and vocational programs. Thus, making a study to assess whether or not the current practice of TVET evaluation system plays an important role to promote and certify trainees is necessary.

1.2 Statement of the Problem

There is no doubt about the importance of assessment /evaluation/. It is a legitimate concern of those who learn, those who teach and those who are responsible for the development and accreditation of courses, as such it is said "assessment is the cash nexus of learning" (Brown and Pendlebury, 1997: 7). In addition, these authors claim that assessment is the heart of the student

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 The Definition and Concepts of Evaluation/Assessment

This chapter presents a review of related literature that is relevant to the study. Its purpose is to note what different educators have written regarding trainees' performance evaluation practices in education in general and in TVET in particular. It focuses on issues like basic concepts of evaluation/assessment practices in PBTVETC. International practices and experiences in relation to assessment were referenced.

It is apparent that evaluation is a very common act which takes place continuously in everyday life. Everything is subject to evaluation formally and/or informally and, in fact, even the most ordinary of our deeds are constantly evaluated by us and / or by others. Our personal behavior whether within our own family, in our work or elsewhere, is evaluated regularly if not continuously (UNESCO, 1977: 15). It involves a series of related activities and a number of logically ordered steps. In a training program, the term evaluation may be defined as a process of obtaining information about the students'/ trainees' performance and using it to make judgments and decisions. The definition given by UNESCO (1992: 34) supports this idea. While discussing the issue, UNESCO (1992), indicated that evaluation in education usually is judging a student, a teacher or an educational program. The other definition with the same essence is the definition given by International Institute for Educational planning. In IIEP (19975: 11) stated that evaluation in education refers to the process of determining the degree to which the objectives and educational activities have been achieved. Therefore, the process of evaluation consists of determining the degree and character of the value of something, in general. In education, evaluation is one of the methods that can help teachers and other stakeholders to evaluate an overall picture of learner's performance in the teaching and learning process and also determines the extent to which the objectives have been achieved.

UNESCO (1977: 15), on the other hand, defines evaluation as the most obvious reason for evaluating something or some one is to estimate worth, quality, importance, relevance,

performance, etc., with a view to pricing, rating, correcting, improving or changing. Evaluation is thus not a single act. Aspinwall et al. (1992: 2) gave exhaustive definition that evaluation is part of decision-making process. It involves making judgments about the worth of an activity through systematically and openly collecting information about it and relating this to explicit objectives, criteria, and values (Aspiinwal et al., 1992:2). Because of the relative nature of the above concepts, according to Scriven (1981: 3), evaluation as a process implies a comparison of the object under evaluation to another similar object used as a standard of comparison whose qualities are well known to the evaluator. Many scholars indicate that evaluation is a new discipline but as ancient practice. While supporting this idea, Scriven (1981: 3) pointed out that the systematic practice of personnel and program evaluation goes back to the dynasties in China and the Egyptian empire. From this point one can understand that evaluation has dated back to the early civilization of human being. He also argued that performance evaluation is the backbone of any physical discipline. Johnson and Johnson (2002: 6) also explained performance evaluation/ assessment is collecting information about demonstrations of achievement involving actually performing a task or set of tasks, such as conducting an experiment, giving a speech, writing a story, or operating a machine. Performance Evaluation is a tool you can use to help enhance the efficiency of the learner. This tool is a means to help ensure that trainees are being learned effectively. Instructors can use it as a clear indication of what is expected of them before you tell them how well they are doing, and then as feedback of how well they did.

2.2. Purposes and Forms of Evaluation in Training

There is much debate about the precise relationship and meanings of the term assessment and evaluation (Brown and Pendlebury, 1997: 7). Johnson and Johnson (2002) found out that there could be an assessment without evaluation, but there could not be evaluation without an assessment. Ideally, as they further argued, one can assess continually whereas one can only evaluate occasionally. You can use the information provided by assessment to evaluate students' grades, honors and graduation based on exit criteria (Johnson and Johnson, 2002: 6). For the purpose of this study, however, the terms assessment and evaluation are used interchangeably to refer to any procedure used to estimate student learning for whatever purposes. As evaluation is a varied enterprise its purposes also varying widely. Evaluation designed for one purpose may not be useful in achieving other goals, and so recognizing these different purposes is important when

designing and interpreting evaluations appropriately (International Labor Organization (ILO), 1999: 21). From this idea one can easily understand that the purpose of assessment can affect the kind of evaluation undertaken. Brown and Pendlebury (1997: 7), suggest the following purposes of assessment/evaluation. According to them, the purposes of evaluation are to:

- Provide feedback to students/trainees to improve their learning,
- Motivate students,
- Diagnose a student's strengths and weaknesses,
- Help students to develop their skills of self-assessment,
- Provide a profile of what a student has learnt,
- Pass or fail a student,
- Grade or rank a student,
- License to proceed,
- Select for future courses,
- Predict success in future courses,
- Predict success in employment,
- Select the future employment,
- Provide feedback to teachers/trainers,
- Improve teaching, and
- Evaluate a course's strengths and weaknesses

From the above points, it is not difficult to understand that evaluation uses to refer to any procedure used to estimate student learning for what ever purpose. Assessment/evaluation touches everyone's life. Evaluation as a process of collecting data for the purpose of making decisions about individuals and groups, and this decision-making role is the reason that assessment/evaluation touches so many people's lives (Ysseldyke, 2004: 46). As pointed out by Gronlund (1976), even if the main purpose of evaluation is to improve learning and instruction, there are also other secondary or supplementary to this major purpose. For example, some of the more important supplementary uses are: use in reporting learner's progress; use in guidance and counseling; use in school administration; and use in school research (Gronlund, 1976: 3). Despite, there are many major and also additional purposes of assessment/evaluation, it is clear that the core purpose or focus of it has been on measuring learner's progress toward instructional

goals or outcomes. This idea also supported by ILO that the purpose of evaluation is to weigh the results attained by the program against its initial objectives. The reasons that may have caused detected deviations are identified in order to take corrective measures (ILO: 2008). To the modern educator the ultimate goal of evaluation is to facilitate learning (Taiwo, 1998: 2). According to him, this is done in number of ways, for example, i) proper placement of learners according to their abilities, ii) improvement or enrichment of the quality of instruction and iii) revamping of the curriculum. In order achieve this ultimate goal; four intermediate purposes of evaluation can easily be identified. These are 1) Placement 2) Diagnosis 3) Formative, and 4) Summative (Gronlund, 1976; Brown and Pendleburey, 1997; and Taiwo, 1998). These four purposes of assessment/evaluation are highlighted below.

- a) By placement, it is the classification of learners in classes or sections according to their demonstrated knowledge, skill or ability in some subject areas or it is concerned with entry behavior or performance in sequence of instruction. Therefore, the aim of placement evaluation is to determine the position in the teaching and learning sequence and the mode of instruction that are most likely to provide optimum achievement for each student.
- b) While placement puts emphasis outcomes, diagnosis concerns itself with gaps in student's knowledge, understanding or skills. In diagnosis, emphasis shifted from outcomes to causes of deficiencies. The individual's educational weaknesses are pinpointed in order to plan remedial work for him/her, to revise teaching strategies, to revamp or rearrange some elements of curriculum (Gronlund, 1976; Gronlund and Linn, 1990 and Taiwo, 1998). Thus, the primary aim of diagnostic evaluation is to determine the causes of learning problems and to formulate a plan for remedial action. If the test included observation and measurement of which skills were or were not used, then the assessment would have been diagnosis.
- c) A type of evaluation procedure which provides information about student's learning progress during instruction. Its purpose is to provide continuous feedback to both student and teacher concerning successes and failures. Formative assessment/evaluation is sometimes equated with continuous assessment. Strictly speaking, formative assessment does not contribute to the marks for a module (Gronlund, 1976: 17; and. Brown and Pendleburey,

1997). Formative assessment/evaluation should be conducted continuously throughout a course. It should use to improve instruction and learning, and to keep both students and teachers aware of the subject objectives and the learner's progress in meeting those objectives. The results of formative assessment/evaluation are analyzed and used to focus the efforts of the teacher and students.

- d) Summative evaluation is undertaken at the end of instruction to determine the student's/trainee's achievement. Summative evaluation typically comes at the end of the course. It is designed to determine the extent to which the instructional objectives have been achieved and is used primary for assigning course grades or certifying student mastery of the intended learning outcomes. It is used with formative assessment to determine student achievement and program effectiveness (Airasian, 1997; Capper, 1996; Brown and Pendlebury, 1997; Gronlund and Linn, 2000 ;). Although the main purpose of summative evaluation is grading, or the certification of student mastery, it also provides information for judging the appropriateness of the course objectives and the effectiveness of the instruction.

2.3. Methods and Procedures in Trainees' Performance

Evaluation/Assessment

Assessment as the process used for determining an individual's progress or level of mastery/competence in an occupational area. This may include a wide variety of techniques such as (practical) performance tests, written tests/examinations, evaluation checklists, assignments, and oral tests. The assessment process may be formative (continuous) and/or summative (final). In the competency-based system of vocational qualifications, assessment of trainee's performance is continuously performed in order to monitor and determine the trainee's progress or level of competence/mastery which will be recorded on appropriate recording instruments. There will be both formative and summative assessments of competencies leading towards the award of vocational qualifications. The assessment and testing package sets out the details of the formative and summative practical performance testing (ILO, 2008). The assessment process ultimately influences the testing, evaluation and certification process. According to Linn and Miller (2005), assessment is an integrated process determining the nature and extent of student

and Pendlebury (1997) commented that the evaluation/assessment system in higher education is forcing both students and staff towards a strongly judgmental approach. Therefore, it is crucial to give emphasis to both judgmental and developmental assessment/evaluation by relating curriculum/module objectives, instruction, and assessment/evaluation should be designed to enable students to develop knowledge, skills and attitudes necessary for leading an active and healthy lifestyle.

Using one or two evaluation methods may not as such provide accurate information about the students' performance in their learning. Determining a true picture of the learners' performance and other personality characteristics require analyzing the following factors (Linn and Miller, 2005: 258-259):

1. Focus on learning outcomes that require complex cognitive skills and student performance.

Capper (1996) explained that there are several ways to improve the quality of tests and test items so that they promote students' use of knowledge and encourage the development of higher thinking and problem solving abilities. Some of the strategies for improving tests and test items are to: engage students in applying what they have learned to new situations, engage students in restructuring knowledge, encourage creative thinking, measure students' understanding of patterns and relationships, measure ideas and concepts that provide students with explanatory power, and engage students in real-life contexts and tasks.

2. Select or develop tasks that represent both the content and the skills that are central to important learning outcomes.

The learning objectives express the desired outcomes of the learning process. The basic competencies are the essential and specific skills, knowledge and attitudes that learners should acquire. They are stated in behavioral and measurable terms. They are performance objectives that are the basis for what students are learning. Therefore, it is the basic competencies that should be assessed. Among these competencies some are related to knowledge and understanding and others to skills and attitudes. Knowledge and understanding are usually stated with action verbs such as explain, describe, identify, name or state. These can be assessed through written tests, exams, quizzes and/or assignments.

2. Clearly communicate performance expectations in terms of the scoring rubrics by which the performance will be judged.

Specifying the criteria to be used in rating performance help clarify task expectations for a student. Explaining the criteria that will be used in rating performances not only provides the learners with guidance on how to focus their efforts it has also to convey priorities for learning outcomes.

As repeatedly stated, both the learner and the teacher benefit from the introduction of assessment/evaluation in such a way that the former is assisted by the latter so as he/she achieves the intended objectives. Teachers will be expected to employ various techniques of assessment/evaluation, properly record the learner's achievement. To support the learner and to put these in to practice the number of students in a class should be manageable. A large class size may hinder teachers from a proper implementation of assessment. It would require them to spend more time to assess and record students' achievement. The lower the number of students, the better the student performance or teaching quality is likely to be. This position has received support over the century Glass and Smith cited in (Mateo and Fernandez, 1996). A few more recent studies also supported a positive relationship between a small class size and a proper implementation of assessment/evaluation (Glass, Smith and Filby, cited in Mateo and Fenandez, 1996). However, as is shown in Mateo and Fenandez (1996) there can be a weak relationship between class size and teaching quality. There seems to be some consensus, then, that reduction in class size is not the panacea for all the problems currently besetting educational system. Large class size has a negative impact in using different methods of assessment and giving feedback to students.

2.4.1. Continuous Assessment.

The major purpose of using continuous assessment is to continuously follow students' learning progress so as to identify those students who have and have not mastered a particular knowledge and skills and respond quickly and effectively to students' real or perceived learning problems and hence improve their learning (Capper, 1996; Murphy; 1995). Continuous assessment can, therefore, be a means of carrying on assessment formally within the classroom, yet at the same time make valid judgments about a given student's progress within a particular subject area.

Capper (1996) defines continuous assessment as a process of evaluation system that operates at the classroom level and is integrated with the instructional process. According to Johnson and Johnson (2002: 6) continuous assessment defined as collecting information about the quality or quantity of a change in a student. It includes a variety of measure (i.e., daily assessing students using observation, oral questions tests or quizzes, etc.) and procedures that a teacher can use to tell whether his or her instruction has been effective to target those students who have and have not mastered particular skills. It serves as the foundation for improved instruction in the classroom.

Similarly Torrance (1995) defines continuous assessment as a process of gathering valid and reliable information about the performance of the learner on an ongoing basis against clearly defined criteria using a variety of methods, tools, techniques, recording the findings, reflection and reporting by giving positive, supportive and motive and motivational feedback to learners, other educators, and parents.

Continuous assessment permits a wide range of curriculum topics and domains to assess such ability to plan organize, which cannot be adequately assessed in a one- shot examination. It is necessary that teachers know what knowledge and skill their students have mastered and what attitude they have developed. Continuous observation and documentation of student performance and behavior are means of gaining this information.

The purpose of continuous assessment is to improve learning and to help shape and improve the teaching/ learning process. In this role, continuous assessment provides each learner with individual feedback that allows them and their teachers to take actions best suited to improve their learning. Continuous assessment also allows for the design of assessment tasks, which fit the interests of a group of learners. For instance, depending on the nature of data required, assessment includes tests and examinations to measure cognitive development of learners, observation and recording students' progress in learning activities, self-assessment records made by learners themselves.

Continuous assessment can serve as reminders to students of what is expected of them and help the teacher to determine the progress of each individual student. Because it is ongoing and process-oriented, continuous assessment is inextricably tied to instruction. Furthermore, continuous assessment focuses on monitoring learning progress and diagnosing learning

2.4.2. Final Examinations

End-of-year (course) examinations are not considered as continuous assessments. An examination is a formal evaluation given at the end of a school year (course). An end-of-year (course) examination is primarily meant to provide information that can be used to judge whether a learner has learned the major objectives of a course after the course is complete. An examination is not primarily meant to give information to help shape and direct the teaching/learning process.

Foucault (as cited in Gray and Wilcox, 1996: 119) indicted that it is in an examination that hierarchal observation and normalizing judgments are uniquely combined. Examination “is a normalizing gage a surveillance that makes it possible to qualify, and punish. Foucault further identified three characteristic of the examination. First it exercises a disciplinary power which, while invisible itself, makes compulsorily visible those who are subjected to it and at the same time “holds them in a mechanism of objectification.” Second, the procedure of examination situated individuals in a network of documentation as part of a “meticulous archive” which captured and fixed them. Third, examination makes each individual a “case”, it is the individual as he/she may be described, judged, measured, compared with others, in his/her very individuality that has to be trained or corrected, classified, normalized, excluded, etc.

There have been arguments for and against examination. According to Ebel (1979) examinations have been “in and out of fashion “There were and there are still educators who claim that schools do not need exams or we might do a better job of educating students if exams were banned. Hughes and Stanel (1981) points out that ideally education would be better off with out examinations. For them if examinations do not foster learning, they should go. But it is the belief of the majority of others that evaluation in general and examinations in particular are one of the means of quality control. Therefore, not only examinations are needed but also different methods of evaluation/assessment can be used in assessing learner’s performance.

requirements of industry and trainees. It should be redesigned in such a way that the Government and the private sector perceive it is not as a cost or burden, but as an investment, with significant returns to workers, industry and the economy (World Bank: 2007).

2.4.5. Employers

Organization must perform in accordance with the relevant training plan; take all reasonable steps to enable the apprentice or trainee to complete both formal training and on-the-job training requirements. Specifically, they are required to:

- provide all necessary facilities and opportunities for the apprentice or trainee to acquire the competencies of the vocation,
- provide a workplace that meets occupational health and safety legislation requirements and is free of harassment or discrimination,
- release the apprentice or trainee as required for attendance at the relevant registered training institution,
- liaise with the relevant registered training organization in relation to the apprentice or trainee's attendance and participation in formal training,
- provide information about the apprentice/trainee's on-the-job training to support the institution's assessment of competency,
- injury to an apprentice or trainee that would affect the apprentice or trainee's ability to complete the school based apprenticeship or traineeship, and
- change to the Training Contract.

2.4.6. Apprentices (Trainees)

A trainee must, in accordance with the relevant training plan, make all reasonable efforts to:

- acquire the competencies of the vocation concerned,
- obtain an appropriate qualification or qualifications for that vocation,
- complete their college certification,
- follow any lawful instruction of their employer or workplace supervisor, and
- abide by the policies and procedures of the workplace and become a valuable trainee.

2.4.7. Institutions

Where an apprentice or a trainee is sent by the TVET institution, the institute must:

- sign the Training Contract , and
- uphold the apprentice or trainees' legal responsibilities until a trainee return.

Trade associations or industry-led groups will be encouraged to play a facilitating and supportive role for promotion of the apprenticeship system. Importantly, linkages should be developed to ensure that apprenticeship training is recognized under a future qualifications framework.

Soon after completion of the apprenticeship programme cooperating organizations are expected to send trainees' performance results to training centers. This result will be taken serious and converted proportionally to the marks given on the transcript for the record. The apprenticeship could be conducted in the time convenient for the local situation as the options indicated in the apprenticeship guideline (MOE, 2003).

2.5. Issues in Trainees' Evaluation/assessment in TVET

According to ILO (2001...), modularized instruction is competency-based instruction. i.e., assessment of trainees is done against a clearly defined task that he/she has to perform under certain conditions and up to a certain standard, regardless of the time spent in training. In modularized instruction, breaking up of curricula content is done differently, where each unit is self-contained, i.e. each unit is independent and contains all the theoretical knowledge, practical skills and attitudes required to achieve the skill targeted by the unit. This method of breaking up curricula content allows for each unit to be used in different contexts and to be changed, modified or deleted without having to change the whole curricula. The approach to modularization clarified above implies the following definition of a module: An instruction unit conceived to deliver an employable skill (ILO: 2001). Further, ILO indicated that a module then has the characteristics: self-containment as far as possible, with defined entry and exit qualifications. Its contents are:

- Teaching/learning subject
- Instruction/learning methods
- Teaching/learning objectives (if possible, in operational form)

- Required equipment
- Assessment method.

From the above discussion it may be possible to argue that competency -based training puts even higher loads on the administration and the trainers of the TVET system. However if the appropriate preconditions are met (mainly teacher training/experience, organizational flexibility), the problem could gradually be solved. Therefore, teachers training, in the teaching methodology and evaluation /assessment techniques are indispensable in this new system. On the same issue ILO (1999) argued that modules cover major areas of competencies and are an organized group of “learning experiences assembled to achieve a specific group of related objectives.” (ILO: 1999). Each module or set of modules is assessed and participants are required to be competent in each module before learners moving on to more advance ones.

Teachers most often used assessment to obtain information that helps them improve their instruction. This in turn helps them to bridge the gap between curriculum standards and student achievement. Assessment is also used for accountability purposes, for both students and trainers.

Assessment for school improvement should rely primarily on information gathered in the school about student work over time. Assessment is important to make decisions about students and to improve education, from changing curriculum to rethinking the structure of the school day. Essentially, the assessments provide rich data for use in thinking about improvement. In addition, the processes of doing classroom assessment and using the resulting information help create an environment of thoughtful reflection on how to improve curriculum and instruction. Again, the kinds of assessments used flow from an instructional perspective rather than from measurement view (Darling-Hammand, et al., (1995); Neill, et al, (1995).

2.6. Effectiveness/Accuracy of Assessment Tools

Effectiveness of assessment means assessment practices should be carried out in such a way that they promote, encourage and support ongoing student learning and development. Simple statistical evaluation should be carried out to check the quality of teacher-made tests and to gain reasonably accurate information from the assessment tools. In view of this fact, Mehrens and Lehman (1991) stated that classroom teachers often by pass quality control checks on their tests

and explained that the probable causes are either they do not know how to make quality control or they think that it will be too much time consuming.

According to Taiwo (1998: 61) item discrimination helps to determine the relative rank ordering among students with respect to the content. In the process, items that do not discriminate among students according to their rank order should be removed or revised.

Testing and evaluation is a process of discussion, making decisions, and of implementing these decisions at several stages, at least before and after the administration of tests. The ideal test is one, which provided dependable measurement (reliability), that measured only what it was supposed to measure (validity), as well as being cheap and easy to use (practical). The tester and the teacher-examiner must strive towards this ideal, however distant it may appear to be. Nitko (1996) has however, drawn attention to the fact that validity, in terms of assessment, is how well the test measures what it was supposed to measure. It is evident that a valid, assessment must also assess a sample of the abilities that are required in the curriculum. The questions must not only test the knowledge levels but also the comprehension, application and skills.

Given that classroom progress tests are administered weekly or monthly, for example, at the end of a unit or a component of instruction, and that the contents of such tests are quite specific in terms of referring back to recent class work to the extent that they appear to be extensions of teaching material, Harrison (cited in Broadfoot, 1995: 49) argues that "It should not be too difficult to establish the validity of the tests, since there is a direct link with known content." Again, content validity can be established with the help of the opinions of colleagues.

To conclude this part, even though it is believed that statistical analyses of tests are the most powerful instrument to maintain the quality of test items, unless the original collection of items is carefully constructed in such a way as to broadly sample the important content, no statistical analysis can turn a poorly conceived and badly written collection of items into a good test (Linn and Miller, 2005: 68-69).

2.7. Attitudinal Issues of Trainers and Trainers toward Assessment/evaluation

Considerable evidence demonstrates that attitude plays an important role in determining behavior (Kraus, 1995, cited in Capper, 1996), and attitudes about assessment should not be different. Perhaps surprisingly, Cooper (cited in Capper, 1996) could find no study that examined whether teacher or student attitudes about assessment served as a significant predictor of assessment behavior and student achievement. Further, assessment is often the source of considerable friction between teacher and student. Past research has assumed that beliefs about assessment have an important influence on achievement.

Educators and researchers agree that teachers' low interest or negative attitude towards assessment has been one of the variables that contribute to ineffective assessment implementation. In view of this, some researchers such as Nitko (1996), Gronlund and Linn (2000), and Linn and Miller (2005) are convinced that a new assessment program can succeed only if teachers accept it. If teachers do not accept the basic philosophy of a program, one can hardly expect that it will be properly implemented. It seems obvious, here, that teachers are more likely to assess students successfully if themselves accept the basic inputs of the program.

Taking the above view into account, in Ethiopian context Teshome (2001) has evidenced that teachers must understand the assessment process, feel secure about it and accept it as their own for its effective implementation. But, insufficient training, lack of adequate materials, lack of moral support, and lack of orientation and assistance from concerned body make it difficult for teachers to appreciate and apply assessment.

2.8. Trainers Effectiveness in evaluation/Assessment of Trainees

Standards for teacher competence in educational assessment of students are part and parcel of instructional process. One cannot think of instruction without giving due consideration to the assessment aspects of the outcome of instruction. Responsible teachers have always used tests to measure the progress of each student in learning and the effectiveness of instructional program (Ebel, 1979: 4).

Although teacher made tests are useful and suitable to measure learners' achievement, they have some deficiencies. These deficiencies emanate from such situations as ambiguous questions, excessive wording, and lack of appropriate emphasis. These deficiencies can be minimized by careful planning and by following rules of test- item construction (Mehrens and Lehmann, 1991).

Brown and Pendlebury (1997: 9) argued that each of the aspects of assessment are may suffer from weaknesses. The sample may not be representative of the student's capabilities if may drawn to marrow of a domain –such as only written examination- and if may be over – weighted towards particular skills of methods. The inferences drawn about a student's assignment may very widely from assessor to assessor, particularly if they are not using explicit criteria or marking schemes. Estimates of worth in terms of marks or grades may vary, so too may degree classification. They pointed out the following list of some of the weaknesses of assessment system:

- Overload of students and staff.
- Too many assignments with the same deadline.
- Insufficient time for students to complete the assignments in the time available.
- Insufficient time for the staff to mark the assignments before the next semester.
- Inadequate or superficial feed back provided.
- Wide variations in assessment demands of different molecules
- Wide variations in marking across modules
- Wide Variations in marking within modules.
- Wide variations in marking by trainers.
- Fuzzy on non – existent criteria.
- Undue precision and specificity of marking schemes or criteria.
- Students do not know what expected of them.
- Students do not know what counts as good or bad assignments projects.
- Assessment valued by as on extra rather than a recognized use of staff time.
- Project supervision seen as on extra or the real time involved is not recognized.

2.8.1. Management of Tests and Evaluation

Judging the value or worth of performance at college level has been a hot ground of debate not only at the PBTVETC but also in many places in the country as well as in the world where

examinations are used for promotion and selection into jobs. In his analysis of problems of evaluation at Moi University, Professor Maranga reports, “students, lecturers, employers, the community and politicians complain in the manner evaluations are managed.”(Maranga, 1989:27). Although the problems of the PBTVETC may not be exactly like those at Moi University, we definitely have problems that need to be identified and grappled with.

Normally, we try to measure achievement either to describe students’ knowledge and skills or as a basis for making decisions. Many educators also believe and accept the notion that the most important function of any performance test is to provide feedback regarding the effectiveness of learning. As Dressel (1968) has stated, “An examination, in the best sense informs students and teachers of their mutual progress.” (Dressel, 1968: 78). In other words, when we measure achievement, the aim is to get information that will be helpful in planning and evaluating instruction. When done properly, a test may describe the students’ level of performance and also may help in making decisions about the students’ education.

I think there is little or no question as to why we measure achievement; the question is when, how good and how often we should measure performance. There are some educators who say that “The teacher’s knowledge of the students should be the result of continuous evaluation throughout the educational process.” (Remmers et al.,1969:91). But there are many here at PBTVETC who thinks of examination as an activity to be completed at the end of a course. It is this group of trainers that is criticized for not effectively evaluating the competencies and development of their trainees.

Many educators at the PBTVETC seem to be dissatisfied with present system of evaluation. This is especially true with those instructors who teach large classes. In fact, it is said that, these days, the number of quizzes, assignments, written reports, student projects given to students is inversely related to the size of the class one teaches. One tends to give fewer tests as the number of students gets bigger.

It is true that poorly constructed tests may make our present evaluation system even worse. It is also true, however, that trainees must be evaluated in some manner, whether by marks or comments on training level of proficiency. It is only if tests are properly conceived and executed that they will assist in the proper verification of student progress. We, for example, need to know if trainees have learned enough in their present year to warrant promotion to the next year. We

need to know about trainees' achievement in order to certify their accomplishment to other educational institutions and the world of work.

Unless continuous and comprehensive evaluative evidence concerning our students are properly undertaken, it will be neglecting our primary role in the classroom – to teach. Because whether we succeed may be ascertained by the intellectual growth and development of our students. So in order to gauge their progress, each trainer must employ continuous and comprehensive evaluative techniques as much as possible.

The writer believes, like other trainees, that no single teacher – made test should be the only basis of important educational decisions. Academic achievement measured by a series of teacher-made tests over a period of time should be considered in the whole picture of students' achievement. As Nunnally (1972: 106) states, "To reach important conclusions about students on the basis of only one teacher-made test would be unwise as it would be for the prospector to abandon his claim because the first shovel-full was not brimming with gold."

2.8.2 Test Administration

Preparing, relevant, balanced and efficient test items will help the instructor to measure and evaluate his trainees maximal performance depends upon both the physical and psychological testing conditions. It is understandable that the same condition that promote effective learning be continued during the test; that is, the examination hall or room should be quiet, well lighted and free from any disturbance.

Examinees should have adequate space for writing and keeping test materials. The seating arrangement should be made in a manner to discourage the less prepared student from cheating; that is, copying from able individuals.

When one looks at the situation of test administration in most PBTVETC, one finds many problems that have led many people to complain. The dissatisfaction arises from the seating arrangements in examination halls. In most cases tests are conducted in regular classrooms that are crowded. For example, a classroom that can accommodate thirty students for teaching will not have sufficient space of testing thirty students. It is not unusual to find instructors giving their exams in classrooms that are crowded and thereby making their measurement spurious.

every course he conducts at the institution during the training program. It is the combination of all the grades that an individual student accumulates over a prescribed period of time that finally determines whether he has achieved the standard of the institution that certifies him. Be it for eventual certification or for the help students might need while in school, we obviously must keep pertinent subject-matter achievement and other behavior data that will give the interested party a meaningful picture of each student.

Test results are generally stored in students' cumulative folders and/ or computers. In either case, one must somehow ensure that the information is readily available for those who should have easy access to them.

As all teachers do not follow the rules for proper measurement, there are also other who are not knowledgeable enough to use the academic records of their students correctly. Therefore all data on file should be reviewed periodically to determine their present usefulness and accuracy.

In conjunction with maintaining these cumulative records of students, it is expected that each the department head and the dean be familiar with the rules and regulations that govern the status of students. There have been occasions when individual students have been allowed to take supplemental examinations to improve their status.

It is known that the Registrar's Offices of each college make regular contacts with various bodies of the college. Because of these contacts the Offices have been in a position to run into inconsistencies of decisions taken by some department heads, deans and individuals instructors regarding registration, grade reporting, academic deficiencies, repeating courses, etc. It was, therefore, felt necessary to probe into these areas and see if those involved really know what the rules are.

2.9. Frequency of Evaluation/Assessment

Frequent assessment, linked to well-planned goals, encourages learners to pace themselves and keeps up with their studies. In frequent assessment, learners need to understand what they are supposed to learn, why they are learning it, and how they are progressing (Eggen and Kauchak, 2001 and Gronlund and Linn, 1990).

Assessment can be placed in two categories: alternative assessments and traditional assessments. Alternative assessments include observations, performance assessments, student self-assessment, and portfolios. Traditional assessments include classroom achievement tests with predominately selection type questions (Bol et al., 1998). Classrooms are diverse collections of students and learning is a complex process. In order to provide valid and usable information, assessment needs to be given in a variety of ways, using both traditional and alternative methods. The TVET teacher should include a wide variety of assessment tools that include traditional and alternative assessments. This is also reflective to what Airasian (1997) and Bol et al., (1998) found. The frequency with which teachers used traditional methods of assessments was not associated with the frequency with which they used alternative assessments.

2.10. Feedback and Evaluation/Assessment

The relationship between learning, motivation and assessment is strong. Assessment information allows the teacher to find out whether his/her instruction is helping students meet criteria of mastery or make acceptable progress along training continuums.

Feedback or knowledge of results has been considered as the lifeblood of learning (Rowntree, 1987). Moreover it is a crucial feature of the teaching/ learning process for it contributes directly to progress in learning through the process of formative assessment and indirectly through the development of learners academic self-esteem (Gipps, 1994). It is useful to give feedback to students as often as possible and at the same time tell students to keep record of their work. Furthermore, teachers use assessment for more than just getting sound information in order to make instructional decisions. Teachers also use assessment for accountability reasons, to help students be accountable for their learning. "Apart from guiding instructional decisions, a newer role that is forming for assessment is that of determining instruction.-"pressure to teach to the test" (Bol, et al., 1998).

Assessment gives us essential information about what our students are learning and about the extent to which we are meeting our teaching goals. But the true power of assessment comes in also using it to give feedback to our students. Improving the quality of learning in our courses involves not just determining to what extent students have mastered course content at the end of the course; improving the quality of learning also involves determining to what extent students are mastering content throughout the course. Thus, in addition to providing us with valuable

information about our students' learning, assessment should assist our students in diagnosing their own learning. That is, assessment should help students "become more effective, self-assessing, self-directed learners" (Angelo and Cross, 1993: 4). Various classroom assessment techniques have been developed with this in mind. The classroom assessment techniques provided both measuring student mastery of content and at providing students with the feedback they need to become active participants in the learning process. Indeed, such feedback can positively influence what our students learn because assessment drives student learning.

In relation to the usefulness of feedback, that follows tests, Heaton (1990: 7) notes: If details of their performance are given as soon as possible after the test, the students should be able to learn from their weaknesses. In this way a good test can be used as a valuable teaching device.

2.11. An overview of international practice with regard to evaluation/assessment

Today's educational systems, both in developing and the developed world are searching for more suitable modes of evaluation/assessment. To this effect, various studies have been undertaken in recent years on assessment (evaluation) systems. Separate research was conducted by Mclean (as cited in South African Institute of Department of Education (SAIDE), 2003) on international practice. In this document it was tried to raise a caution about international policy sharing. As Young (cited in SAIDE, 2003) argues that the broad functions of preparation for work and selection for jobs, which are generally associated with vocational education, are common to all countries; so some form of the academic/vocational divide, and the frequent corollary of low status of vocational qualifications. However, these things happen in very different ways as far as vocational education is regarded. Useful comparisons are therefore extremely difficult. Young further argues that vocational education in different countries is located different institutional contexts and in different histories, and involve different roles and assumptions for the state, for educational institutions, for employers, and for other social partners. However, he argues that an examination of the ways that vocational qualifications are organized in different countries can enable any one to question some of the assumptions and purposes of assessment, and can highlight aspects which can be taken for granted. Some key international systemic differences in provision and systemic organization of evaluation/ assessment in TVET are shown below. In

some countries, such as Europe, and South East Asia, the state has played a key role in the development of vocational education. In the UK, and USA (Young, in SAIDE, 2003), on the other hand, the state has played a minimal role. There are still significant differences between countries with a weak role for the state. One is the professional/vocational division in some countries is very marked (e.g. UK, SA); in other countries such as the USA it is minimal. Related to the professional/vocational divide is the relationship between higher education and vocational education (e.g., in SA currently can hardly go to higher education on the basis of a qualification obtained in TVET colleges, as opposed to Finland, in which vocational institutions at a secondary level prepare learners to continue at a higher education level). In the USA, on the other hand, degree courses are available in vocational or applied subjects. In countries where the state has played a strong role, a significant difference is the extent to which TVET is built on employer-led institutions (like apprenticeships), and established through social partnerships with trade unions (Young lists Germany, Austria, Denmark, and parts of Switzerland as the main examples) and countries in which TVET is part of mainstream educational provision, based on an assumption that employers will always be reluctant contributors (examples here are the Nordic countries, France, Singapore, and Scotland). Young (in SAIDE 2003) points out that in Scotland educationalists have played a prominent role in the development of vocational qualifications. The location of certification is crucial. The UK, for example, has separate awarding bodies. In other countries, certification is organized within the state, or within social partnerships. The extent to which qualifications are treated by the state as separate instruments of policy (significantly the case in South Africa, with their strongly qualification led reform, but also the case of England and Australia with regard to certain vocational qualifications) the extent of involvement of industry and private companies, and the nature of the involvement:- social partnerships, local collaboration and involvement with colleges, professional associations indicated as follows:

- Assessment and evaluation in Denmark (SAIDE, 2003) is both system level (external) and at colleges level (internal). Assessment and evaluation of learners in England, Wales and Northern Ireland carry out by assessment centers through assessors and internal verification, while the quality of assessment process verified and certification is issued by external awarding body.

- In Romanian TVET system also both internal and external assessment and evaluation system are used. Accordingly, training and occupational standards; external national exam, school inspection, participation of employers in the certification exams and in the accreditation of school programmes are elements of conformity in TVET. Example, Philippine TVET Qualifications Framework focuses on units of competency. As defined, competency involves the possession and application of knowledge, skills and attitudes to perform work activities to the standard expected in the workplace.
- Save the Children Alliance (2008), revealed that the Ministries of Education in Somaliland and Punt land have the authority to approve all the standardized syllabi. The examination boards within the ministries have the mandate to print examinations but have not been involved in the preparation of the TVET examinations. Currently there is no standardized TVET examination and certification system within the ministries that enables the similar examinations to be offered in TVET centers. The vocational training centers prepare internal examinations, while the ministry takes the role of signing certificates. This has led to employers TVET Qualifications Framework focuses on units of competency. As defined, competency lacking faith in the trained persons, thus reducing the employment rates of the trainees

We therefore caution against simplistic interpretations of policies in other countries. Policy on assessment, in particular, is not just related to a whole range of issues in the given country, but, specifically, it relates to the policies and systems of provision and assessment. The above discussion of these reviews reveals that systems of assessment in some societies at advanced level of development reflect special concern about the evaluation/assessment systems of their students. We notice the radical transformation in education worldwide at all levels where education is now being measured in terms of standards, learning outcomes and competencies. Most jobs profiled either in job descriptions, set out in great detail the specific competencies required for the job delineating all its three components, namely, knowledge, skill and attitude or in other words, the cognitive, psychomotor and the affective domains of learning.

2.12. Prevalent Evaluation/Assessment Methods in Ethiopia TVET

The modular instruction, student centered learning, communicative methodology, interactive teaching- learning – all these are skills being encouraged within Ethiopian TVET, all systematic moving away from the judgmental approaches. A constant factor in all the activities taking place behind the abstract terminology is that if they are to be successful they all need to be assessed, and that assessment has to be regular, rigorous and revealing. In other words, some form of assessment is a necessary adjunct to the whole process, but so far there is a problem in place to give a true assessment of what learners know and can do. Therefore, according to MOE (2006), the trainee's performance should be carefully examined through both theoretical and practical evaluations of in-school training and apprenticeship according to the mark allotted for every evaluation steps in the attached transcript. It is clearly indicated in the curriculum guide that in the Ethiopian TVET, trainees' performance evaluation consists of main courses evaluation (In-School Training Evaluation, project work and apprenticeship) and supportive and Common Courses Evaluation.

The subject instructor usually administers in-school training evaluation. This consists of the practical continuous assessment and theoretical final examination sharing the allotted marks of evaluation equally, 50% each. The evaluation should take place after completion of every course.

The expected behavioral change as well as the skills to be achieved through supportive and common courses should be also assessed through appropriate evaluation of the trainees. The assessment can be made with a combination of successive tests during the delivery of the courses and a final written examination soon at the end of the respective course. The final result of each trainee will be the cumulative result of all evaluations i.e. results of main, supportive and common courses. The cumulative result is the sum of marks achieved in every course after converting to the ratio corresponding to the training hours allotted for each of them.

Based on the cumulative result achieved the trainee will be judged whether he/she has completed the programme successfully or not. As a rule, a final result of 50 % is fixed as minimum for the award of the respective certificate. On top of that the trainees should achieve a minimum of 50 % of the marks allocated for every main course (MOE: 2006).

Classroom decisions of this nature cannot be made in the abstract or guided the wish of the teacher. Each decision is based on various types of information, which are gathered through different assessment methods at different times and organized and interpreted properly.

The most commonly used method of assessment in Ethiopian TVET is the practical continuous assessment and final examination (MOE, 2006). That is to say, teachers make graded assessments of their trainees with a series of tests mainly after task/tasks, duty/duties and at the end of the course. Of course, trainers also give class work and assignments to their trainees. But the use of different forms of assessment does not seem to get attention by the college management and trainers.

On the other hand, the TVET-System reform or change that is being implemented in the country must be accompanied by corresponding changes in the system of evaluation/assessment. The general methods of assessment to be followed in TVET are also indicated in the National TVET strategy of 2007. In the strategy it is stated Competency may be assessed through: Portfolio assessment, Interview, Simulation/Role-plays Observation, Third party reports, Exams and tests, will be conducted to ascertain the formation of all round profile of trainees at all levels (MOE, 2007). But to put this into practice, evaluation/ assessment needs to fulfill one urgent prerequisite. First, TVET trainers have to get some form of training on the theory and procedures of evaluation/ assessment techniques.

According to MOE and Ethiopian Private Higher Educational Institutions Associations (EPHEIA), (2007), Competency may be assessed in the work place or in a simulated work place setting. The unit should be assessed in conjunction with other relevant technical unit standards selected from this domain TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market. The Ethiopian Occupational Standards (EOS) is a core element of the Ethiopian National TVET-Strategy and an important factor within the context of the Ethiopian TVET-Qualification framework (ETQF). They are national Ethiopian standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account (MOE and EPHEIA: 2007). Therefore, unlike most of other countries experiences, in this country private provider which wish to offer only their own certificates in TVET. Qualifications, the issue is more

complicated because may not at all clear how many of them are performing according to the standard, as many providers seem more focused in profit making. It is possible that they could simply require be registering and accrediting by the AAEB, and allowing to issue their own certificates. However, there is the potential for abuse of assessment in such a system. While it will be difficult for AAEB/MOE to deal with the vast numbers of providers, possibly it should take decisions about dealing with large ones, even if they are issuing their own certificates. It could require them to meet certain basic minimums.

That is why it seemed MOE formulate a new evaluation/assessment policy in terms of TVET provision, if there is a national system for the testing of specific fields and qualifications, private institutions should also be able to register learners against those assessments. As such, they would obviously also have to meet the accreditation requirements of AAEB/MOE. Their learners would then be able to obtain certificates from this body.

CHAPTER THREE

3. METHOD OF THE STUDY

The major components of this part include sampling, the development of measuring instruments, data collection and analysis.

In order to delineate the practices of trainees' performance evaluation of trainees with reference to selected PBTVETC of Addis Ababa descriptive survey method was employed. The survey study method was selected for this particular study because it was found to be an appropriate technique for collecting vast information and opinion from quite a large number of respondents. It is also relevant to gather detailed description about the existing conditions of the present practices of trainees' performance assessment in PBTVETC.

3.1. Source of Data

Atlanta, Queens', Roha, Notional and CPU colleges were selected as a sample from the twenty-five PBTVEYC found in Addis Ababa City Administration. To get a representative number of trainees from large colleges, the number of trainees in each college was taken as criteria (excluding the College used for the pilot study). It was better to classify colleges as "high", "average" and "low" group on the basis of their enrollment number of trainees. Accordingly, Roha and CPU Colleges from high enrollment of trainees, National and Queen's Colleges from the average, and Atlanta College from the low group of enrollment of trainees were selected by a lottery method.

The respondents included in this study were 10+3 trainees, trainers and deans of the five samples PBTVETC, and Addis Ababa City Administration Education Official (AAEBO). The Bureau's Education Officials were department head and supervisor.

The primary sources used in this study are trainees, trainers, deans and AAEBO. In addition, secondary sources of data such as pertinent literature, policy documents and research findings were used.

3.2 Sample and Sampling Techniques

From the total number of twenty-five PBTVETC in AACA, five TVET colleges were selected for the study. The sampling technique used to select them was the lottery sampling method because each college has got equal chances to be selected. In addition, purposive sampling technique was used to select deans and educational officials' whereas availability sampling is used to select trainers. The trainees were selected through stratified sampling technique.

The participants were 299 trainees, 57 trainers, 6 deans and 2 AAEB officials. All deans, forty percent of the trainers and thirty percent of trainees in the sample colleges were included in the sample of the study. The respondent trainees (84 males and 150 females) were selected by using stratified sampling technique. The number of members from each group that is the number of male and female trainees as well as the number of trainers from the sample colleges were selected proportionally using the following steps:

1. The total actual number (869) of trainees (10+3), Trainers, Colleges' deans from the college's record offices and AAEB were taken.
2. The proportion for selection was determined by computing the ratio of the required sample (t) to the population (T) of the study. Proportion $t/T = 299/869 = 0.3440$
3. The number of members in each stratum was multiplied by the obtained proportion to get the number of trainees and trainers from each college that were included in the sample of the study (See the following table for the details).

Table 1 Distribution of Sample Size

College	TRAINEES									TRAINERS							Deans			AAEBO	Total Sample Size
	Actual No			Sample Size						Actual No			Sample Size				Male	Female	Total		
	Male	Female	total	Male	%	Female	%	Total	Male	Female	Total	Male	%	Female	%	Total					
Roha	94	119	213	32	10.7	41	14	73	44		44	15	5			15	1		1		89
Atlanta	18	43	61	6	2	14	5	20	16		16	5	1.7			5	1		1		26
National	40	86	126	13	4.3	29	10	42	21		21	7	2.3			7		1	1		50
CPU	64	126	190	22	7.3	43	14	65	30	2	32	11	3.7			11	1		1		77
Queens'	34	69	103	11	3.6	23	8	34	46	9	55	16	5.4	3	1	19	2		2		55
AAEB			0					0			0	0									2
Total	250	443	693	84	28.1	150	50	234	157	11	168	54	18.1	3	1	57	5		6	2	299

3.3. Instruments of Data Collection

The method of study was primarily a survey type and it also involving statistical as well as qualitative analysis and on the basis of the objectives of the study, questionnaires asked for information as follow:

1. Information from trainers.

- The knowledge trainers have about assessment practices
- Trainers exposure to assessment
- Type and frequency of assessment
- Trainers' attitude towards assessment
- Conditions affecting assessment

2. Information from trainees

- Assessment practices.
- Attitude towards a variety of assessment practices.
- Problems regarding assessment.

3. Information from Colleges' managements and Bureau Officials

- Regulations/guidelines, training about the assessment and roles played by education bureau's officials, reporting practices.

The questionnaires for the study (both open and close-ended) were administered to trainers, trainees and deans. Interviews regarding the trainees' performance assessment practices and policy were primarily used for collecting information from bureau's officials and colleges' deans. The Bureau's education officials were department head and supervisor.

A pilot test was conducted in one college (namely Royal College) and with some selected trainers and trainees from 10+3. Based on the analysis of the pilot study, some vague and confusing items were modified to make the questionnaire clear.

The student researcher also examined classroom tests prepared for selected subjects (Accounting and Marketing), and consulted documentary evidences regarding grading practices, trainers' achievement, and activities concerning feedback and related educational and instructional

decisions. The reason for selecting Accounting and Marketing subjects is that the two subjects are typical business courses. Checklist was used to assess the availability of educational facilities.

Three types of instruments, namely questionnaire, interview and observation checklist was employed for the data collection.

3.3.1. Questionnaire

Three separate questionnaires were prepared. The questions items (both open and close-ended) on practices of trainees' performance evaluation were prepared and distributed to the trainees, trainers, and deans of the respective TVET Colleges.

a) Questionnaire for trainees.

The questionnaire developed for trainees had 46 questions in four sections. The first section dealt with general information of the respondent trainees. The second section inquired about the focus and frequency of different assessment methods used in different courses. The third section dealt with the conditions that affect trainers' assessment, while the fourth section focused on opinions about assessment.

b) Questionnaire for College Professionals:

The questionnaire developed for colleges' professionals were planned for deans and trainers. It was consisted 95(28 for deans and 67 for training) questions which were divided into two major parts. These are general information about the respondents and information of trainees' performance assessment practices.

3.3.2. Interview

Interview items on practices of trainers' performance evaluation were designed for the deans and educational bureau's officials.

a) Interview guide of Bureau's Officials and Colleges' Deans

The interview guide was designed for colleges' deans and AAEBO. The main purpose of this interview session was to supplement and increase the validity and reliability of the information obtained through the questionnaire. It included questions about orientation (seminar, workshop, etc) for trainers of PBTVETC, on the procedures of implementing assessment in trainees' performance, their knowledge of assessment types (techniques) trainers used in improving the

quality and effectiveness of trainees' assessment, and the implementation of assessment in PBTVETC.

3.3.3 Observation Checklists

An observation checklist was developed and employed to observe the availability of materials and equipments in PBTVETC. Forms of observation (checklists) were designed and developed to collect colleges' statistical information on trainers, trainees and educational materials (facilities that are available in the concerned Colleges).

3.4. Procedures

The data-gathering tool used in the study was drafted on the basis of the reviewed literature and the intended data collected. Before administration the final instrument for the data collection in the selected PBTVETC, a short training was given to two research assistants on how to administer and gather the questionnaires. The set questionnaires were distributed to the sample respondents. To maximize the quality of the responses and the rate of return the time convenient for the respondents was arranged. All interviews were done by the researcher. The data collection through interview was conducted by speaking to the respondents face to face. Before conducting the interview, the researcher tried to create conducive atmosphere and explained to the interviewees what the purpose of the interview would be.

The observation checklist used in all selected sample colleges. Before, conducting the observation, arrangements was established with the record offices of the colleges. The researcher clearly explained the purpose of the observation to the offices.

3.5. Pilot Study

Copies of the questionnaire for trainees, trainers and deans were given to the advisor. The purpose was to get professional feedback about the instruments, including the order of the questions and to make some modifications. Slight corrections were made using the comments and suggestions from the two judges. Furthermore, having translated the assessment tools into Amharic language for (trainees), the questionnaire was administered to five trainers, twenty selected students. The pilot study was conducted on royal college.

The purpose of piloting was to examine the quality or appropriateness of the prepared instruments, particularly to check the clarity and validity of each item of the instruments, and to get hint about the willingness of the respondents to cooperate. The main focus was on identifying ambiguities, and misunderstandings, the adequacy of time to manage or completed the instruments in the field, to assess the real characteristics of Colleges where the instruments were to be used, and consider other unforeseen issues related to data collection procedures. Royal College was selected for the pilot study because it was convenient to the student researcher in terms of location appeared to. (The College was not included in the main study.) The instruments were administered to 20 trainees and 5 trainers and the dean of the college. The college checklist and the bureau education officials' interviews were also tried. In the pilot study, it was found that almost all items had adequate validity and usefulness (a few items of the instruments were made). However, these items were corrected, and certain sequences of the items in the instruments were rearranged during the editing process. All in all, four times were rejected from the five instruments. The rest of the items of questions were corrected, refined and made ready for the final study.

3.6. Data Analysis

All Data were collected, organized and processed separately for each item in a way appropriate to answer the questions in the problem statement. Descriptive statistics were used to analyze the data. The following types of information from the questionnaire, interview, content analysis and checklist were summarized (in table form, as much as possible) using the computer.

- Whether trainers had training on educational assessment and evaluation; types of assessment frequently used by trainers, and applications of continuous assessment; academic qualifications of trainers; trainers weekly load; number of sections trainers teach and class size.
- Trainees' response with regard to assessment practices; types and in different subject areas;
- Data from the checklist were also summarized by specifying the degree of availability of facilities and materials useful for improving trainees' assessment.

Trainers, trainees, and deans giving particular responses were computed by:

- Descriptive statistics (mean, standard deviation and coefficient of variation)
- Comparisons to determine whether or not there differences among trainers respondents in Colleges toward implementation of assessment.
- Chi -square test was used to determine whether there exist differences between respondents' on assessment methods and focuses of assessment.

Qualitative analysis was also employed with regard to the difficulties faced in trainees' assessment, policy matters, recommendations given by respondents to colleges' management, etc.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the results of the study are analyzed and discussed based on data gathered through:

- A. Questionnaires distributed to trainees, trainers and Deans,
- B. The interview guidelines designed for the College Deans and AAEBO.
- C. The observation checklist guide designed for collecting additional data from the sample colleges.

Accordingly, for this study questionnaires were distributed for a total of 299 participants (i.e. 234 trainees, 57 trainers and 6 deans). However, for various reasons the student researcher was only collected 90 percent (211), 84 percent (48) and 100 percent (6) of the questionnaires from trainees, trainers and deans respondents respectively.

The data gathered through an interview from deans and AAEBO and the result of the observation checklist were also included in the analysis of the findings. The findings of the study are presented in five parts. These are: 1) general information about the sample of the study which includes the personal and professional characteristics of the respondents, 2) the focus of assessment, types of evaluation/assessment methods and frequency of use, 3) trainees performance evaluation practices and its effectiveness, 4) conditions that have an impact to the trainees' performance evaluation /assessment and 5) attitude of trainees and trainers towards evaluation/ assessment practices.

4.1 General Information about Respondents

This part depicts the typical features of the respondents' in terms of their sex, age, qualification, academic rank, field of study, years of services in their present position, weekly load and class size. The study was conducted in five PBTVETC (Atlanta, Queens', Roha, National and CPU) in AACCA. The characteristics of respondents 267 (137 females and 130 males) are shown in Table 2 of next page.

According to the information obtained from item 1 in Table 2, 78 (37%) of the trainees, 45(93.3 %) of the trainers, five of the deans and both of education bureau's officials were males. On the other hand, 133(63 %) of the trainees, 3(6.3%) of the trainers, and one of the deans were female. This implies that the number of female trainees exceeds the number of males in TVET program. And there is a general disparity in teaching and deans' position, because from 54(18.1%) of trainers' respondent only 3 (1.1%) are females, as shown in Table 1(page 40).

As shown in item 2, Table 1, From 211 (133 females and 78 males) trainees' respondents 103(48.8 %) were between 18-20 years. 102(48.3 %) were above 20 years and 5(2.3 %) of the trainees were below 18 years. This indicates that more trainees who are also late youngsters joined the TVET program.

From item 3 in Table 2, we can observe that 39(81.3%) of the trainers and three of the deans were graduated with first degree. Besides, the rest of the three deans, 9(18.7 %) of the trainers and both education bureaus' officials were second-degree holders.

With regard to the academic rank of the respondents of item 4 in Table 2, 22 (45.8 %) of the trainers have an academic rank of lecturer, 19(39.6 %) are assistant lecturers and 7 (14.6 %) with the status of graduate lecturer. This means that more than 85 percent of the trainers are either lecturer or assistant lecturer.

Regarding the respondents' year of service in the present position item 6 indicates that (10 (20.9 %)) of trainers one of deans were below 1-year service. 34(70.8%) of the trainers, five of the deans were between 1 to 5 years of service in their present position. On the other hand, 8.3 percent of the trainers and the two officials from AAEB were above 5 years service in the position that they have now.

As can be seen from item 7, more than half of the trainers 27 (56.3%) have a load of 18 to 22 hours per week, while 29(60.3%) of the trainers' respondents (item 8) said that the number of trainees in a class is below fifty. 20.8%,

Table 2 Characteristics of the Respondents

No	Characteristics		Number of Responses				
			TRAINEES T.NO 211	TRAINERS T.NO=48	DEANS T.NO 6	AAEBO T.NO 2	TOTAL T.NO 267
1	Sex	Female	% 63.0	% 6.3	% 16.7	% 100	% 51.3
		Male	37.0	93.7	83.3		48.7
2	Age	Less than 18		2.3			
		18-20		48.7			
		Above 20		48.1			
3	Qualification	Diploma					
		1 st Degree		81.3	50		
		Masters Degree		18.7	50	100	
		PHD					
4	Academic Rank	Lecturer		45.8			
		Assistant Lecturer		39.6			
		Graduate Lecturer		14.6			
5	Field of Study	Accounting		22.9			
		Business Education		16.7	16.7		
		Marketing		8.3			
		Bank and Insurance		2.1			
		IT/Computer Science		20.8	33.3		
		Law		8.3			
		English		8.3	50.0		
		Moths		8.3			
		Geography		4.2			
		History		4.2			
6	Year of Service In the present Position	<1 Year		20.9	16.7		
		1-5		70.8	83.3		
		Above 5 years		8.3		100	
7	Weekly Load	8-12		6.2			
		13-17		16.7			
		18-22		56.3			
		Above 22		20.8			
8	Class Size	<50		60.3			
		50		14.7			
		>50		25			

16.7% and 6.2% of trainers responded that their weekly load is above 20 hours, between 13 to 17 and 8 to 12 hours respectively. This implies that more than 77.1% of the trainers have a weekly load of either 18 to 22 hours or above 22 hours. In addition, 25 percent and 14.7% of trainers said that the number of trainees in a class is fifty and above fifty respectively.

Generally, from the characteristics of the respondents as one can understand that the enrollment of female trainees grammatically exceeds the male ones. This indicates that the high participation of girls in private business TVET colleges. In age wise, the majority of trainees are above the age of eighteen; this in turn enables them to be confident in their practical work and skill development of their training. On the other hand, it is also possible to observe those trainers and the colleges' deans are well qualified and relatively experienced in their jobs. This reveals that the vast majority of the staff of private business TVET Colleges is well qualified in addition to their works experience. However, the majority of the deans were graduated in different fields of study (item 5) other than TVET management or Educational Planning and Management Educational Administration. This indicated that efforts should be made by the colleges to get the right person to the right position. In addition to having relatively less experience in their present position and greater in equalities in gender distribution of trainers and high weekly load were among the observed shortcomings.

4.2 Responses on Kinds, Frequency and Effectiveness of the Practices of Evaluation /Assessment

It is obvious that evaluation /assessment is one of the main components of the teaching-learning process. It is very important to get information about the performance of the learner in order to improve the teaching-learning process that should be organized in a systematic assessment practice, which are based on the learning outcomes. Therefore, a variety of assessment types, methods and tools should be used. Assessment types, methods and tools should be selected for their appropriateness to trainees' learning style and to the intended training purposes. Regarding this, tabular presentations of data and brief interpretations are followed.

4.2.1 Trainers' Responses to the Practices of Assessment

As shown in Table 3 below, the chi-square test of significance was done to see if there was significant difference in viewing the issue raised in the items. Accordingly, the chi-square critical value of item 1, 2, 3 4, 5, 6,7and 8 with degree of 4 at 0.05 level of significance is 9.49.

Table 3 Trainers' Focuses on Assessment Practices (N=48)

No	Item	Number of Responses										X ²
		Always(5)		Frequently(4)		Occasionally(3)		Seldom(2)		Never(1)		
		F	%	F	%	F	%	F	%	F	%	
1	I use written testes/exams only	4	8.3	7	14.58	9	18.75	17	35.4	11	22.92	9.917
2	I use combination methods of assessment	23	47	15	31.25	5	10.42	1	2.08	4	8.33	34.92
3	I assess my trainees' practical work.	11	22	5	10.42	15	31.25	9	18.8	8	16.66	5.75
4	I use continuous assessment	29	60	14	29.16	5	10.42	0	0	0	0	18.38
5	I assess facts or theory	12	25	18	37.5	15	31.25	3	6.25	0	0	10.5
6	I assess skills.	14	29	7	14.58	18	37.5	4	8.33	5	10.42	15.54
7	I assess values and attitudes.	7	15	10	20.83	16	33.33	7	14.6	8	16.67	5.958
8	I assess theories and skills.	21	44	11	22.92	13	27.08	2	4.17	1	2.08	28.67

*P<0.05

The chi-square observed value of each item except item 3 and 7 exceeds the chi-square critical value of each item. Therefore, the trainers' focus towards variety of assessment is significant.

This shows that:

- trainers were not only used written tests/exams in assessment of trainees' performance.
- trainers used variety of assessment methods.
- trainers used continuous assessment
- trainers assessed on facts/theories.
- trainers assessed on skills.
- trainers assessed on both skills and theories.

Again, as indicated in Table 3, 28 (58.3 %) respondents (seldom plus never) stated that written tests/exams were not only used in assessment. Assessment in these colleges is broader than written tests/exams.

The items 3, 4,5,6,7 and 8 in Table 3 guided the study were related to the focus and effectiveness of assessment. The findings revealed that the trainers' focuses of assessment were skills, theories, or both skills and theories.

A typical comment was given that most of the time final exams are written; less practical work continue throughout the courses. Some strong comments were expressed about the need for both practical and skill assessment, such as, trainees must be able to perform task and adapt in other situations i.e., test is not enough. There was a strong 'always' plus 'frequently' (76%) choice for the statement that either practical work or skill is assessed as shown in Table 3. These respondents also indicated that skill assessment contributes to 20-80% of course marks in some subjects.

There was a general sense that a move towards more practical courses and the assessment of practical work and skill will become more and more important. Practical assessment was seen to be important as it enabled the trainers to observe ability to do the job. However, respondents seem to have different understandings of what is practical. Some respondents were confused about the weighting of theory and practical assessment. Various respondents claimed that there is practical and skill evaluation in a range of subjects, such as secretarial and computer courses are said to have large practical component. Trainers' respondents in computer and secretarial courses reported that practical work/skill is done regularly (in some cases, every day), and recorded in a continuous mark list sheet. As confirmed from observation checklist, in some colleges, trainees' of computer courses are assessed in variety of practical manners, though in others, because of insufficient equipment and resources learners most of the times only do written tests, In the open-ended questions most computer trainers reported that each learner has to be competent on a computer, and has to produce a written copy of what they have done. This implies that respondents who teach computer courses stressed that written tests/exams should not be the main methods of assessment as seen from the comment. However, from the observation checklist, it is possible to find out a comment that states due to technical problems of the computers and typewriters trainees were compelled to written tests and exams.

Item 2 in Table 3 is related to item 1 on the same Table, and was included partly to verify responses to it. 38 (78.37%) of respondents (in Table 3) claimed to use a combination of methods of assessment either “always or frequently”, justifying their opinions, in statements such as: “No one method can be effectively used in assessment”. This idea also supported by the colleges’ deans and AAEBO (in their interview responses) in that using different methods of assessment in evaluating trainees are important. Trainers commented that courses lend themselves to a variety of ways of assessing, and they use a combination of methods of assessment. Item 4 of Table 3 shows a majority of respondents, 43 (90.62 %) “Always plus frequently” reply that continuous assessment does take place, although 5 (10.42 %) respondents stated that occasionally

As indicated in Table 3 (page 59), 32(66.65 %) of the trainers gave their responses “always plus frequently” that item 8(I assess skills and theory) is the main focus of assessment. This item evoked most detailed comments in terms of numerical break down of learner marks, as the questionnaire asked for an approximate proportion of assessment of skills and theories. This is perhaps because it is an area on which there is a concrete policy, and respondents felt confident in stating the policy. It should be noted in this regard that the ratios received contradicted each other; this could indicate varying policies across colleges or confusion about policy. This problem may have different causes to be prevailed, but, lack of adequate guidelines/directives or appropriate criteria of assessment and lack of assessors training are contributed a lot to this problem as indicated on the responses of the deans and AAEBO in the interview. Most of the breakdowns received were listed, except for those which did not mention subjects.

As commented in the questionnaires some respondents seemed to be giving formally required breakdowns:

Computers 80% of skills, 20% theory and accounting 20%of skills, 80% of theory

Accounting 50% theory 50% skills

Accounting 60% of theory and 40% of skills

Civics: 10% of skills and 90% of theories.

Bank and insurance 30% skills based

Civics 70% theory, Law services 80 theory, languages 80% skills

Accounting studies 35% skills.70% skills in marketing

English language 20% of skills

Office practices and sales management: 30% of skills, and 70% of theories each.

Computer practices 70% of skills and 30% of theories.

A few commented that the theory is needed before proceeding in the practical, for safety reasons. Some interpreted skills as the practical application of knowledge or content. Responses on item 7 are split up, however, 27(55.6 %) of the trainers gave their replies that values and attitude are their focus of assessment, as shown in Table 3 (page 62). Twenty six respondents provided reasons for assessing values and attitude, such as to develop the learner as a whole and to establish the outlook on business environment. 16(33.33 %) respondents attempted to describe how values are assessed; some of them said that they use a questionnaire. 10(20.83 %) stated that efforts and /or guidance are made to address negative attitudes. Positive attitudes are encouraged and reinforced. These respondents saw class attendance as a way of assessing attitudes. 8 (16.7 %) of respondents indicated that this is not yet done. 7(14.6 %) “Seldom” said that values and attitudes are their focuses of assessment, but not tested in a formal way. Generally, trainers understand about the importance of testing values and attitudes. Therefore, the idea of the trainers seemed to be agree with that of Nitko (1996), Gronlund and Linn (2000), and Linn and Miller (2005), in view of this, they are convinced that a new assessment program can succeed only if teachers accept it.

As indicated in Table 3, 30(62.5 %)of trainers gave their responses that the focus of assessment were facts or theories which are used either ‘always’ or ‘frequently’. Among these respondents 52.1 percent claimed that their colleges tested (20-100%) facts/theory, and 37.5 percent assessed (20-100%) practical skills, while others (10.4 percent) stated they assess the learner in totality. Practices are highly variable. It clearly depends on the instructional offering; some areas (such as business studies and accounting) are felt to be more suited for exams, whereas skills like speed are important in computers and secretarial courses. There was not a sense of need to conform to policy requirements: according to the unit standards’ outcomes are assessed ;(i.e., theory and practical or skill).Although, Facts and content form the basis of the practical, the practices of assessment is not in agreement as stated in the guidelines which consist of the practical

continuous assessment and theoretical final examination sharing the allotted marks of evaluation equally, 50% each (MOE, 2003).

4.2.2. Trainers’ and trainees’ responses to the types of test items used in written tests/exam

Assessment is focused on six types of test items which are indicated in Table 4 below. This is also clearly seen in the sample test and exams papers observed by the researcher during the study. However, from the finding it is possible to say that most of the time trainers have less focus on practical work as well as less focus on attitude and values in trainees’ performance assessment and also do not use variety types of assessment tools or test items. And this in turn has its own negative influence on the validity of the test and/or exams. Brown and Pendlebury (1997) argued that this kind of assessment aspects are may suffer from weaknesses because the sample may not be representative of the student’s capabilities it may drawn to marrow of a domain –such as only written examination.

Table 4 Trainers and Trainees Observation on Assessment Tools/Test items

Types of written test items	Number of Responses									
	TRAINERS T.N.=48					TRAINEES T.N.=211				
	Always	Frequently	Sometimes	Seldom	Never	Always	Frequently	Sometimes	Seldom	Never
	%	%	%	%	%	%	%	%	%	%
True-False	16.7	27.1	48.5	2.1	8.3	14.2	27.5	30.3	13	0.9
Multiple choice	20.8	18.7	50	4.2	6.3	14.2	20.4	32.7	8.1	1.9
Matching	18.8	4.2	43.8	4.2	2.1	7.6	21.8	45.9	17	8.1
Fill in the blank	20.8	14.5	35.4	2.1	6.3	19.4	24.6	34.7	15	6.6
Short answers	14.5	18.7	43.8	4.2		16.3	26.1	20.4	14	0.9
Essay	18.8	22.9	39.6	18.8		23.7	19.4	29.9	22	4.7
total	18	17.7	43	15.6	5.2	13.9	21.3	36.6	20	3.9

Trainers’ respondents who were in favor of written tests or exams gave their responses on what type of assessment tools that they frequently used as indicated in Table 4 above. Accordingly, 58.6 percent of trainers and 57 percent of trainees (sometimes plus seldom) responded that true-false, multiple choice, matching, fill-in the blank, short answer and essay type questions are used

either sometimes or seldom, while 43.8 percent trainers and 41.7 percent trainees, 39.5 percent trainers and 34.4 percent trainees, 23 percent trainers and 29.4 percent trainees, 35.3 percent trainers and 44.5 percent trainees, 33.2 percent trainees and 42.4 percent trainers, and 41.7 percent trainers and 43.1 percent trainees' respondents said that true-false, multiple choice, matching, fill in the blank, short answer and essay type questions items are used either always or frequently respectively.

4.2.3. Trainers' and trainees' responses to the various methods of Assessment.

Trainers' as well as trainees' respondents indicated that various assessment methods are used, as shown in Table 5 (page 56).

The responses of trainers' and trainees' that indicated in Table 5 show that assessment methods such as oral questioning (77.1% of trainers and 82% of trainees), observations (73% of trainers), quizzes/tests (66.7% of trainers and 49.3 % of trainees), class activity (64.6% of trainers and 83.4% of trainees), practical work (56.3% of trainers and 36.2% of trainees), assignments (56.2% of trainers and 84.8% of trainees) presentations (45.9% of trainers and 32.2 of trainees), are said to be used, with oral questioning and observations being mentioned the most frequently.

Trainers respondents (64.6 %) mentioned that group assessments and group work are conducted in the class, but did not specify the methodology used. Thirty respondents said that they wish to try out different methods of assessment, but in certain subjects, the modular approach does not give them enough time. Those who use written tests do mainly because of time limits. But these kinds of practices are not supported by (Airasian, 1996; Capper, 1997; Girma, 2001; Gronlund, 1990; Nitko, 1996) as they recommended systematic assessment/evaluation procedures that will provide an overall picture of student's performance should be in place. Written tests and quizzes are not the only way to assess students' learning. Perhaps, they may not be appropriate means to assess competencies that relate to concrete, practical skills or thinking skills. This implies that there is a need to employ more comprehensive kinds of competencies that require one's knowledge and skill of demonstrating in actual sense. The paper-and-pencil tests are limited in this respect. They are not that much helpful to assess performance oriented learning objectives.

In Table 5 below, 64.6 percent class activity, 66.7 percent a series of quizzes/ tests (more than two tests), 56.3 percent of practical work, 73% of observation, 77.1 percent of oral assessment, 56.2 percent of assignments, 43.7 percent of project work and 45.9 percent of presentation stated that all count continuous assessment and carried out either always or at end of tasks/topics. Trainers commented that assessment results throughout the courses are compiled into a course mark.

Table 5 Trainers' and Trainees' observation on Evaluation /assessment methods

Assessment methods/types	Number of Responses									
	TRAINERS T.NO=48					TRAINEES T.NO>=211				
	Always	end of tasks /topics	end of duties /chapters	end of course	don't use	always	end of tasks /topics	end of duties /chapters	end of course	don't use
	%	%	%	%	%	%	%	%	%	%
class activity	20.8	43.8	31.2	-	4.1	81	2.4	1.9	8.5	1.9
quiz/ test	18.8	47.9	20.8	10.4	2.1	14.2	35.1	16.1	11.4	1.4
practical work	23	33.3	8.3	25	10.4	18.2	18	9	30.8	14.2
observation	50	23	12.5	4.1	10.4	-	-	-	-	-
oral assessment	64.6	12.5	20.8	-	2.1	64.5	17.1	4.3	0.9	12.3
assignments	25	31.2	41.7	2.1	-	72	12.8	5.2	6.2	1.9
project work	8.3	35.4	10.4	39.6	6.3	-	9	15.7	58.3	5.2
presentation	2.1	43.8	31.2	16.6	6.3	7.1	25.1	20.9	24.6	3.8
final exam	-	-	-	97.9	2.1	-	9	15.7	58.3	5.2

As shown in Table 5, 75 percent of project work is used at the end of duties/chapters; while 97.7% responded final exams are given at the end of the course. 2 percent of respondents stressed that exams should not be the main method of assessment. No trainer commented that no exams were written and learners were evaluated as competent or not competent against the unit standard. A business subjects' respondent reported about the use of role-plays and demonstration for practical work. General points about the need for different forms of assessment were made. However, it is not clear whether this relates to what practitioners think they should be doing, or what they are actually doing. The colleges' deans in their interview response said that there is a disparity of the objective of assessment and what is happening in practices. This implies that

there is a gap between what is actually done and what expected to be done. Thus, trainers have to strive not to make assessment worse by not using the basic methods of assessment.

The colleges' deans were also asked how much the participation of trainers towards improving the preparation of tests. Five of them responded that trainers' participation towards improving the preparation of tests high, whereas one dean responded very high. However, trainers' explained that they had scarcity of time and this in turn may affect in the construction of test items as well as on its validity and reliability. In this regard, Nikto (1996) point out that the most important thing teachers can do to improve reliability and validity of assessments is to much the objectives and competencies that the learners have studied and which are listed in the syllabus. It is true that poorly constructed tests may make our present evaluation system even worse. It is also true, however, that trainees must be evaluated in some manner, whether by marks or comments on training level of proficiency. It is only if tests are properly conceived and executed that they will assist in the proper verification of student progress.

From Table 5 findings, any one can see that trainers are continually monitoring learners and checked trainees' progress through out the training program. Deans were asked to list the assessment methods that are mostly used in the colleges. Four of the deans' respondents ranked them according to the following from the highest to lowest: quiz(s) and tests, assignment, presentation. The deans commented that the last three assessment methods namely presentation, project and practical work were not frequently used. The comment of the deans also supported by AAEBO as indicated in the interview result. This implies that most of the time trainers focus on theoretical part of an assessment than practical ones. This is contrary to what Gronuland and Linn (2000) recommended to trainers/teachers. According to the authors in order to provide valid and usable information, focus of assessment should be various and it needs to be given in a variety of ways using both traditional and continuous methods. This shows that the trainers assess competencies related to facts/theories than assessing skills or practical competencies. From the above discussion it is possible to say that the trainers gave more emphasis to competencies related to facts and understanding than assessing the formation of all round development of trainees.

4.2.4. Weight given to different types of assessment is indicated in Table 6 below.

Majority of the respondents (89.59%), as indicated in Table 6 below, seemed to equate continuous assessment with a breakdown of above 40%.

Table 6 Weight given to different type of Assessment (Responses of trainers N. =48)

Type of assessment	Number of responses													
	15%	20%	25%	30%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%
Continuous assessment	-	4.17	-	6.25	-	10.42	-	6.25	6.25	10.42	43.75	6.25		6.25
Final exam	-	6.25	-	6.25	43.75	10.42	6.25	6.25	-	10.42		6.25		4.17
Total	-	10.42	-	12.5	43.75	20.84	6.25	12.25	6.25		43.75			10.42

From Table 6 above one can observe that continuous assessment permits a wide range of curriculum topics and domains to assess trainees, which cannot be adequately assessed in a one-shot examination. It is necessary that trainers know what knowledge and skill their students have mastered and what attitude they have developed. Continuous observation and documentation of student performance and behavior are means of gaining this information.

4.2.5. Trainers' responses to the practices of feedback in assessment

As shown in Table 7(page 60), the responses on items 2 and 3 show an agreement of 32(67%) and 33 (69 %) (i.e., strongly agree plus agree) respectively.

Item 11 show agreement of 57 percent and items 4 and 9 show an agreement 52 percent each. The mean rating of all items, except items 5, 6, and 7 is more than the expected average (i.e., 3). The mean rating of item 8 is more than the rating value of agrees (i.e., 4). The mean ratings of items 2 and 3 is closer to the rating value of agree (i.e., 4). This shows that:

- trainers assessed trainees continuously for feedback and to record their marks.
- trainers gave only marks on assessment
- trainers reported marks to the record offices without delay.

- trainers discuss about assessment with their trainees
- trainers provided support for at risk trainees.

Items 6 and 7 are not supported to be the major feedback in assessment practices as most of the respondents gave more value for disagreement which is indicated by the rating scale disagree plus strongly disagree. This shows that trainees were not assessed each other as well as they were not provided with many types of feedback.

Responses for items 1, 5 and 10 (strongly agree plus agree) showed that 16(33%), 11 (23.3%) and 23 (47%) agreement respectively were not satisfactory to back up the expected feedbacks' practices of assessment. The rating scales (disagree plus strongly disagree) of items 1, 5 and 10 showed 16(33.4%), 21 (43.8%) and 15 (31.3 %) disagreement respectively and also were not satisfactory to abandon the expected feedbacks' practices. Moreover, there are low variability of responses for all items except items 2, 3 and 8. The variability of the responses of item 2, 3 and 8 is 64.52, 63.8 and 62.67 respectively.

In the open ended questions, the deans pointed out that their view on trainees' who were low achievers in grade 10 joined TVET program, and this in turn had its own impact on their present performance of evaluation practices, i.e., it had a direct relation with item 10(I identify weak trainees by early assessment) in table 7 of the next page, which states that trainers would identify weak trainees by early assessment. Accordingly, they explained that it is their low entry profile among others that can affect the performance of trainees.

Discussions for items 1 and 2 are grouped as they both deal with formative and summative assessment. What was trying to establish with item 1 in Table 7 is whether trainees are assessed in ways which do not count towards their term mark. A relatively low number (33 percent) of agree plus strongly agree choices shows that most respondents do not include assessments only for the purpose of feedback. (67 percent) (Strongly agree plus agree) of trainers claimed to assess continuously, and that the results of these assessments were recorded. In most cases, while learners do get some sort of feedback, at least in the form of a mark, assessment results are recorded and accumulated toward the summative mark, as seen by the comment. Some respondents commented that learners also get feedback on summative assessment; in other words, the fact that learners got feedback was the overriding concern.

Table 7 Trainers' Observation of the Practices of Feedback in Assessment (N=48)

No	Item	Number of Responses													
		SA(5)		A(4)		UD(3)		DA(2)		SDA(1)		X	SD	CV	
		F	%	F	%	F	%	F	%	F	%				
1	I assess trainees formatively (continuously) for feedback only.	11	23	5	10	16	33.3	3	7	14.6	9	18.8	3.04	1.51	49.64
2	I assess trainees formatively (continuously) for feedback and record their marks.	23	48	9	19	8	16.6	6	3	6.25	5	10.4	3.88	2.5	64.52
3	I give only marks on assessment.	22	46	11	23	4	8.33	8	8	16.7	3	6.25	3.85	2.43	63.05
4	I discuss with my trainees about assessment.	12	25	13	27	13	27.0	8	5	10.4	5	10.4	3.46	1.76	50.89
5	My trainees assess themselves.	8	17	3	6.3	16	33.3	3	7	14.6	14	29.2	2.67	1.31	49.13
6	My trainees assess each other.	1	2.1	7	15	8	16.6	7	10	27.1	19	39.6	2.00	0.9	45
7	I give many types of feedback.	5	10	5	10	10	20.8	3	9	18.8	19	39.6	2.33	0.98	42
8	I help trainees to prepare for assessment.	23	48	10	21	8	16.6	7	7	14.6			4.02	2.52	62.67
9	I provide support for low achievers.	14	29	11	23	10	20.8	3	8	16.7	5	10.4	3.44	1.77	51.49
10	I identify weak trainees by early assessment.	18	37	5	10	10	20.8	3	8	16.7	7	14.6	3.40	1.98	58.31
11	I report trainees' marks without any delay.	18	38	36	19	9	6.25	7	7	14.6	11	22.9	3.33	2	60

A few other respondents claimed to assess both formatively and summative, the former for feedback and the later for giving promotion and use the feedback to help learners. There were also general statements about the importance of formative assessment for both teaching and accountability, and to establish whether or not lesson material has been conveyed effectively. Some respondents stated that

there is not always time for formative feedback; this was particularly seen as a problem throughout the courses. This idea of trainers also has got an agreement from the interview responses of the deans in that trainers had lack of adequate time to conduct an effective assessment practices, because trainers are busy as they are working in different colleges simultaneously. Overall there was a sense from the comments that assessment was integral to learning and the summative and formative aspects of assessment were not separate. There were general statements about practice and policy, such as we have to record all marks because of the system of year marks that form part of the qualification. There were also comments which could reflect respondents' trying to implementing policy, such as assessment is necessary for promotion. Some respondents keep marks only because they have to be submitted. In general respondents are keeping marks to use as a guideline for deciding whether or not competency has been achieved.

It is interesting that there is a fairly significant difference in the numbers of (strongly agree plus agree) and (disagree plus strongly disagree) choices to those in item 2 of table 7. According to choices on item 3 of the same table, 69 percent respondents gave only marks; while according to the choices for item 2, 72 percent of trainers provided feedback. This indicates that for most of the trainers marks are seen as the only feedback, and questions may need to distinguish between types of feedback, which item 7 attempts. There were few comments on this statement, but those who did comment stated that feedback is given, and in some cases, followed by action. Some respondents stated that learners are only told whether they are competent or not competent. Marks are also allocated for attendance.

Briefing sessions during which the feedback and results were discussed were mentioned by 52 percent of respondents, as shown in Table 7 (page 60) of item 4 (i.e. I discuss with my trainees about assessment) Many respondents stated that learners are met in a group, not individually; class contact time was seen as insufficient for meeting with learners. As a result, some felt that there was no time for individual discussions in class. Much of this discussion was related to tests being handed back. Although some respondents stated that it depends on the instruments used for assessment. Some stated that there would be meetings with individuals only when needed, or when there is a specific problem. Some respondents gave reasons for meeting with trainees, such as meeting to identify weaknesses and strengths, or preparing learners for assessment and to discuss and agree on the work to be assessed. There was a feeling from a few respondents that they are constrained by time. There

was also a sense that there is inflexibility in the system. There was a belief expressed that in the new system there will be a move towards more interaction with trainees. This idea supported by the result of the open-ended questions given to the trainers and deans as well as in the interview responses that asks about the future positive expectations of these respondents. All claimed that the TVET program would be productive if the MOE and the Educational Bureau take some structural and qualitative measures.

There were few concrete examples given to back up the 17 % and 6.3 % respondents of item 5 in Table 7 that chose strongly agree and agree respectively. There were varying interpretations of what self-assessment could mean. In this regard, trainees must give their own opinion on assessment and they assess their work before giving it for trainers for assessment. Self-assessment is purely non-formal. This implies that trainees are encouraged to assess themselves but no official structure in place. There was some sense of marking where trainees mark their own assignments or learners assessing class work. There was some sense that self-assessment would vary depending on the type of assessment with role-play seen by some as lending itself to self-assessment (it is not clear why). Some stated that it would depend on work content and teaching mode. Again, there were few concrete examples of practice given to support 2.1% and 15% respondents of item 6 (in Table 7) that preferred strongly agree and agree respectively. It would seem that peer assessment is unusual, even at an informal level. However, the following few were picked up from respondents' comments: there was a sense of those orals and practical are appropriate for peer evaluation; in language course for example with orals and practical in secretarial and office practices courses. Again, peer evaluation was felt to be something which should/will be happening part of new assessment structure; some respondents articulated values associated with peer assessment, such as, as peers assess each other and this helps to promote team work. These respondents believed that students assess each other not only subject related but also personality wise and attitude wise. From this comment it is possible to feel that it highlights some of the problems with assessing values and attitudes which was raised on table 3, item 7. Following from the comments on statement 9 Table 7, 52 percent (i.e., 'strongly agree' and 'agree') of respondents gave their agreement and listed ways in which learners were supported

As shown in Table 7 (page 60), 69 percent of trainers' respondents indicated that they tried to assist learners to prepare specifically for their assessments, for example, by informing them the methods that are used, giving clear instructions about the content of the assessment, and making sure they understand exactly what to expect. Others indicated that they would assist learners to practice specific skills prior to being assessed, and some mentioned revision, and extra notes. Others assisted learners to work through old question papers to prepare for the final exams. Some respondents saw the normal process of class teaching as sufficient preparation. 57 percent of trainers' respondents stated that they reported trainees' marks to their superiors. The comments in this section contributed to a picture of colleges with well-established internal procedures and mechanisms.

The general picture is that trainers gave trainees' results to the Registrar Office with the approval of heads of departments and this also confirmed by the deans in their reply for the open-ended question related to the item which regards registrar office. Some do so after tests or test series, and others on a monthly basis. However, as the majority of the trainers gave their comments, most of the time they report at the end of the courses. Department heads are then given an analysis of each lecturer's examination results. A few respondents stated that analyses would also go to college academic deans. Some respondents indicated that department meetings are held to discuss learners' marks and progress. A few gave reasons for this kind of process: To endorse them and trainers discuss marks with course coordinators and see where trainees can be helped.

4.2.6. Trainers' and Trainees' Responses to the Frequency of the Provision of Feedback.

Table 8 below designed to show the frequency of provision of feedback.

Regarding the frequency of giving feedback, some conduct tests or series of tests in two or three days, as responded by 29.16 percent of trainers and 18.96 percent of trainees in Table 8, 39.58 percent of trainers and 34.12 percent trainees respectively said on weekly basis.

Table 8. Time Required Giving Assessment Feedback (Response of trainers and Trainees)

Response	Number of Responses	
	TRAINERS T.N.=48	TRAINEES T. N.=211
	%	%
After tests in two or three days	29.2	20.9
In a week	39.6	37.9
In a month	6.2	4.7
End of course	4.2	11.98
At it suit them	20.8	24.6

A few of respondents also replied that feedback is given on monthly basis and at the end of a course. However, as clearly shown on Table 8, both respondents (20.8 percent trainers and 23.7 percent of trainees) confirmed that there are trainers who provide feedback as it suits them.

4.2.7. Trainees' Responses to mechanisms of Feedback provision

Table 9 below shows mechanisms of feedback provision.

The findings in table 9 below various practices indicated that the frequency of feedback provision is varied among the colleges. In relation to the usefulness of feedback, that follows tests, Heaton (1990:7) notes: If details of students' performance are given as soon as possible after the test, the students should be able to learn from their weaknesses. In this way a good test can be used as a valuable teaching device. This implies that feedback would be given to learners as soon as possible so that it will give enough and adequate information about assessment to the learner.

Comments included statements such as on the board and this responses confirmed by trainees' respondents as indicated in Table 9 below, in that feedback is given either on the board or by returning the corrected (63 percent) papers. Class feedback/oral feedback, as also responded by trainees (20.38 percent) and written explanations are fairly common, while the notion of providing learners with a memo and working out problems on the board was referred to by a few respondents. One respondent in the field of computers stated that 'learners go over step by step on their own computers. Two respondents stated that learners are assisted with problems. Some said that feedback is given individually as well as in groups, and trainees redo the work, after which they are given feedback again. As was seen above, some respondents felt that marks on formative assessment are

indicated on the mark list sheet or practical marks on the checklist. Five respondents also stated that it is necessary to hear learner voices as well.

Table 9 Ways of Giving Feedback (Responses of Trainees)

	Number of Responses					
	ATLANTA T. N.=20	QUEENS' T. N.=34	ROHA T. N.=60	NATIONA L T. N=42	CPU T.N.55	TOTAL T.N.= 211
Ways of giving feedback	%					
Class feedback	2.84	1.9	5.21	3.32	7.11	20.38
On the notice board.	0.47	7.11	9.95	5.21	-	22.74
Return papers after correction.	4.26	6.64	6.64	9.48	13.74	40.76
Keep it secret and make it known at end of course.	1.9	0.47	6.64	1.9	5.21	16.12
Total	9.47	16.12	28.44	19.91	26.06	100

As indicated in table 9, 47% of respondents gave their agreement for item 10. These respondents were positive about identifying trainers at risk through early assessments and providing additional tutoring and support for their trainees. Support began from evaluating learners on a daily basis. For some, examination times appeared to be flexible, and trainees take when they feel that they are ready for the examination. Few of these respondents gave examples of how such identification might take place. One stated that continuous assessment allows for early detection. There were many more responses on what action is taken after at risk learners have been identified, although most of them were very general, such as they are encouraged to work harder. Some stated that they deal with the potential problem through weekly tutorial classes; another mentioned the provision of extra sessions and individual attention in class. One respondent mentioned that their institution provides free classes to assist learners with basic skills. A generally concerned feeling is well captured in the following comment: ‘When we identify students with problems in class, we speak to them to find out what the problems are. If students need extra help, staff will assist them in class. We are planning to do more towards remedial support for trainees. Regarding this point the deans

gave their opinion in the interview that department heads as well as course coordinators are highly responsible for this kind of problems. Vocational counselor and trainees affairs office is also responsible to undertake research on the learners. However, trainers are also individually responsible to identify students' view of assessment, language and other factors.

4.2.8. Trainees' Responses to the Support of Low Achievers

Table 10 (next page) is designed to show how low achiever trainees are supported.

The approaches include: weekly tutorials; guidance and counseling; trainers and peer support; remedial classes, re-evaluation of low achievers which is supported with 47.8% of trainees' respondents, as indicated in table 10 below. Extra classes which is confirmed by 15.7 of trainees' respondents (Table 10); open periods in which learners can approach staff for support; extra exercises which is got 20.9% support of trainees' respondents (Table 10); more individual attention; and additional assessment. One respondent mentioned that they might adjust the course; i.e. did fewer unit standards, if learners were not coping. Another mentioned that they group trainees according to fast and slow learners. Some said that they could not provide additional support for students at risk to which 15.7% of trainees' respondents gave their support (table 10), because they do not have enough time to implement. Time was cited as a factor influencing support; it could only be provided if there was time to support. There was some sense of frustration in this regard: they give individual feedback to each student and try to assist them where they struggle. But they don't have time to repeat an assignment especially in skill development courses as the facilities are not adequate.

Table10. Ways of Supporting Low achievers (Responses of Trainees T.N= 211).

Responses	Number of Responses											
	ATLANTA		QUEENS		ROHA		NATIONAL		CPU		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
Re-evaluate low- achievers	11	5.2	20	9.5	27	12.8	18	8.5	25	11.8	101	47.8
Extra classes	1	0.5	6	2.8	8	3.8	9	4.3	9	4.3	33	15.7
Extra assignments	3	1.4	5	2.4	16	7.6	9	4.3	11	5.2	44	20.9
No action	5	2.4	3	1.4	9	4.3	6	2.8	10	4.7	33	15.6
Total	20	9.5	34	16.1	60	28.5	42	19.9	55	26	211	100

Some said that they could not provide additional support for students at risk to which 15.7% of trainees' respondents gave their support (table 10), because they do not have enough time to

implement. Time was cited as a factor influencing support; it could only be provided if there was time to support. There was some sense of frustration in this regard: they give individual feedback to each student and try to assist them where they struggle. But they don't have time to repeat an assignment especially in skill development courses as the facilities are not adequate.

4.2.9. Trainees' responses' to Focuses of Assessment Practices

As shown in Table 11 (next page), the agreement of trainees on items 1, 5, 8 and 9 are relatively high. 77.73 percent (strongly agreed plus agreed) that they know that assessment is mainly focused on facts or theories. The response of trainees regarding this item is similar with that of trainers in Table 3. 94.32 percent (strongly agreed plus agreed) of them believe that the assessment they did exactly reflect what they learn. Regarding this statement, the deans were asked to what extent they thought tests/exams designed for trainees at present matched the learners' level of training. Three of them responded average, one high and the other dean said very high. Thus, the responses of trainees' on item five are supported by the responses of the deans'.

Form the interview question which is related to quality of assessment, half of the deans reported that the colleges make sure through the departments that the curriculum for any given level is thoroughly covered and trainees have made behavioral changes and developed skills that are needed. They said that they did not make any reaction on learners while they are on training but we ask for feedbacks about our trainees employed in different organizations. 86.46 percent in decide (strongly agree and agree) stated that the assessments they did also accurately reflect what they can do in their field of study. And an equal percentage (86.46) they perceived that trainers keep secret tests/exams papers until the exact day of the test /exam.

55.93 percent explained their agreement that they are assessed on skill or practical work. 57.82 percent of trainees also gave their agreement that they are tested on values and attitude. 54.03 percent of trainees had reached on an agreement that in apprenticeship training they observed that mark is given to trainees in accordance to their performance.

**Table 11: Trainees' Observation on Focuses of Evaluation/Assessment Practices
(Responses of Trainees T.N. =211).**

No	Item	Number of Responses										X ²
		SA(5)		A(4)		UD(3)		DA(2)		SDA(1)		
		F	%	F	%	F	%	F	%	F	%	
1	I am assessed on mainly on facts or theories	66	31.28	98	46.45	24	11.37	23	10.9	0	0	74.592
2	I am assessed on skills(Practical work)	35	16.59	83	39.34	36	17.06	43	20.38	14	6.63	50.445
3	I am assessed on values and attitude	29	13.74	93	44.08	36	17.06	45	21.33	8	3.79	94.095
4	I am assessed both on skills and theories	49	23.22	95	45.02	34	16.11	32	15.17	1	0.48	111.44
5	I believe that the assessment I do reflect what I learn.	111	52.61	88	41.71	6	2.84	6	2.84	0	0	170.74
6	In my observation, during apprenticeship trainees get marks according to their performance.	53	25.12	61	28.91	33	15.64	42	19.9	22	10.4	22.815
7	I know what could be the wrong practices during assessment.	53	25.12	70	33.18	39	18.48	36	17.06	13	6.16	42.436
8	I believe that the assessment I do accurately reflect what I can do in my field.	72	34.12	102	48.34	17	8.06	20	9.48	0	0	97.569
9	In my view, trainers keep secret tests/exams until they are given to trainees.	72	34.12	102	48.34	17	8.06	20	9.48	0	0	97.569

*P<0.05

58.3 percent of trainees also stated that they knew what could be wrong practices (breaches of ethics) during assessment. However, as found from the open- ended questions as well as in the interview results that cheating in tests and/or exams is recognized as a problem and this in turn leads trainees getting high marks irrespective of their performance.

The degree of freedom for each item is 4. The chi-square critical value of each item at 0.05 level of significance is 9.49. The chi-square observed value of each item exceeds the chi-square critical value of each item. Therefore, the trainees' observations about the practices of assessment are significant. This indicates that the assessments practiced in private business colleges reflect the contents trainees learn and exactly related to the fields under study and also shows the more need of increasing effort on various focuses of assessment to maintain the interests of trainees.

4.2.10. Trainees' responses on Practices of Feedback in Assessment

As shown in Table 12 of the next page responses of item 1 shows agreement of 85.36 percent (i.e., strongly agree plus agree). Item 2 shows agreement of 74.41 percent. Item 3 indicates 64.93 percent of agreement. Responses to item 4 are showed agreement of 76.78 percent. Agreements of 60.67 percent and 59.24 percent represent item 5 and item 6 respectively. The mean rating of all items is more than the expected average (i.e., 3).

The mean rating of item 1 is more than the rating value of agrees (i.e. 4). The mean rating of items 2, 3, 4, 5 and 6 is below the rating value of agree (i.e., 4). But, all are closer to the rating value of agree (i.e., 4). This indicates that there is low variability of responses across all items shown on Table 12.

This implies that:

- trainers make their trainees clear about on what tasks/topics assessment will focus.
- before a test is conducted trainees know that how much mark each test item has.
- trainees get sufficient feedback about assessment from their trainers.
- trainees have an opportunity to get information from their trainers about assessment.
- trainers helped trainees know how to be assessed.
- trainees have a chance to discuss with their trainers about evaluation results or marks.

The mean value of all items by far exceeds the expected average (i.e., 3); but, the mean value of the three items is about 4. For item 1, the mean value is 4.2, for item 4, the mean value is 3.97 and for item 2 the mean value is 3.81. This shows that there is a low variability response in all items. This shows that:

- trainers make clear about the content of tests or exams.
- trainees have a chance to ask information about assessments.
- trainers give feedback ahead of time how much mark for each test item is assigned.

Table 12 Trainees' Observation on Practices of Feedback in Assessment (N=211)

No	Items	Number of Responses												X	SD	CV
		SA(5)		A(4)		UD(3)		DA(2)		SDA(1)						
		F	%	F	%	F	%	F	%	F	%					
1	My trainers make clear to me about the tasks/units that the questions focus on.	86	40.76	92	44.6	23	10.9	9	4.27	1	0.47	4.2	2.69	64.05		
2	In my understanding, trainers tell us ahead of time the marks assigned to each test item.	89	42.18	68	32.23	7	3.32	18	8.53	29	13.5	3.81	2.47	64.83		
3	I get adequate feedback from my trainers about assessment.	60	28.44	77	36.49	27	12.8	26	12.3	21	9.95	3.61	2.07	57.34		
4	I am asking my trainers information about assessment.	81	38.39	81	38.39	17	8.06	26	12.3	6	2.84	3.97	2.46	61.96		
5	My trainers help me to know how I will be assessed.	33	15.64	95	45.03	38	18	39	18.5	6	2.84	3.52	2.05	58.24		
6	I have favorable conditions to discuss on assessment results with most of my trainers.	58	27.49	67	31.75	38	18	34	16.1	14	6.64	3.57	1.95	54.62		

4.2.11. Trainers' responses to the Validity and Reliability of Assessment Practices

As shown in Table 13 below, 66.67 percent (always plus frequently) of the responses for item 1. 85 percent (always plus frequently) of the responses are for item 3. The mean rating of all items is more than the expected average (i.e., 3). The mean rating of items 1 and 3 are closer to the rating value of always (i.e., 4). This shows that there is a consultation among trainers to know whether the tests/exams serve its purpose

These respondents commented that there was a normal part of subject and department meetings; they said that discussions take place with course coordinators, as well as with trainees and colleagues. There was a sense expressed by these respondents of continuous alignment of assessments with new requirements. Some of them stated that they work according to assessment criteria; besides they mentioned that unit standards are the base for assessment. It appears as if the perception here is that because assessment criteria are stipulated, there is no need for professional discussion about assessment. But, unlike this, in the interview, the majority of the deans were responding that there should be made a discussion and an awareness of the purposes/results of the assessment and assisted to improve the assessment as well as the assessor.

Others however, claimed a concern with authenticity, in the workshops there is every effort made to make assessment relevant. One respondent indicated that discussion does not take place, due to the informal nature of assessments, and another shown that because there is no official structure in the college.

Trainers thought language could make written examinations less reliable. 85 percent of trainers (always plus frequently) supported this statement of item 3 in Table 13. Some of the strongest comments were made in this area, and many respondents made comments indicating problems with language. Nearly all comments were to the effect that the majority of their trainees struggle with the medium of instruction. There were many general comments in this regard, such as language is a barrier to second language learners and trainers not proficient in English as it is their second language. Respondents pointed out, that for many of the students; English is their third or fourth language. Language was particularly felt to be a problem in written examinations. Trainees have serious problem in interpreting questions. This must be a barrier for learners. Respondents noted problems both with understanding questions and expressing themselves. In skills areas, however, there was also a feeling that learners often don't understand the instructions during observations. There was some feeling that trainees might be competent in the required skills, and disadvantaged by their weak English. Trainees often don't understand the questions but would be able to demonstrate their skills. Similarly, another respondent stated that language barriers definitely have an impact on the reliability of written exams. Some trainers reach the outcomes of the practical work but really struggle with the theory because of language, as these respondents commented.

Most of trainees' first language is not English and assessments are normally undertaken in English. Where English is not the learner's native language, understanding may be hampered and may not allow learner to perform at his/her optimum, and that where many of the learners are 2nd language English speakers, they are at a disadvantage when it comes to written assessments. In their open-ended questions item the deans also stated language is one of the problem that affects trainees' performance assessment.

Table 13 Trainers' Observation of the Validity and Reliability of Assessment Practices (N=48)

No	Item	Number of Responses												X	SD	CV
		Always(5)		Frequently(4)		Occasionally(3)		Seldom(2)		Never(1)						
		F	%	F	%	F	%	F	%	F	%					
1	I discuss about whether my assessment tests what I want to test.	17	35.42	15	31.25	4	8.33	7	14.58	5	10.42	3.67	2.12	57.82		
2	I discuss the assessment I prepare with colleagues before it is administered.	12	25	9	18.75	7	14.58	9	18.75	11	22.9	3.04	1.50	49.17		
3	I think language makes written exams less reliable.	16	33.33	20	51.67	3	6.25	7	14.58	2	4.17	3.85	2.30	59.79		
4	In my college trainers discuss about tests and the way they are marking.	15	31.25	2	4.17	10	20.83	11	22.92	10	10.83	3.02	1.69	56.09		

But the view was also expressed that some examinations were largely practical or short answers and hence language was not a major problem. There were some suggestions as to how to address language problems. A few respondents suggested oral exams for learners with language problems, and similarly, one commented that people sometimes verbalize better in a structured interview than in a written test.

As indicated in Table 13, responses to items 2 and 4 (always plus frequently) that showed 43.75 percent and 35.42 percent respectively were not satisfactory to support the statements in the items. On the other hand, the rating scales (always plus frequently) of items 2 and 4 are 25% and 33.75% respectively and were not satisfactory to reject the statements in the items. There is a low variability response shown in all items. Comments were given on items 2 and 4. Accordingly there was a sense of importance of building shared practice. Respondents stated that they discuss assessments to clarify one another on certain issues. Basically, there seemed to be a practice of working with course coordinators and through heads of department. However, course coordinators' control all assessments per subject is very specific/limited, as some commented. The specificity here seemed to be describing real practice; on the other hand a comment such as staff meetings could imply that little meaningful discussion takes place. There was also a sense of discussion during marking. Three respondents referred to the fact that there is sometimes a sort of moderation/balancing of assessments. Few thought to give reasons for discussing assessment with each other; one stated to be able to give trainees uniform assessment, indicating a concern with standardization.

Colleges' deans were asked how much the participation of trainers towards improving the preparation of tests. Five of them responded that trainers' participation towards improving the preparation of test is high, whereas one dean responded very high.

There was a clear sense from some of respondents discussing prior to and during marking, and a sense of shared practice. Some respondents stated that this took place informally, such as during subject meetings. Some respondents felt that regular moderation and clear guidelines were insufficient and would not possible to standardize practice. They tried to keep memorandums when they mark. The purpose of discussing marking was seen by the respondents to be to set a uniform standard in college; another simply stated that it was part of quality system. A few respondents mentioned that they discuss promotion marks before compiling a year mark informally. All respondents felt that discussion cannot take place formally because there is no official structure in place.

4.2.12. Trainers Responses to trainers Training Methods

As reflected in Table 14 of next page, the general trend revealed in the responses to item 1 is that 54.17 percent of trainers agreed that they have been participated in trainers' of training program. These respondents commented that they regarded academic qualifications or prior learning as training. In this regard, respondents felt that rather than more assessors training, they required more training in their area of specialization, as well as training specific to assessment of their area of specialization. Among these respondents there was who thought that they were adequately trained

Table 14 Trainers' Observation on Practices of Trainers/Assessor Training (N. =48).

NO	ITEM	SA(5)		A(4)		UD(3)		DA(2)		SDA(1)		X	SD	CV
		F	%	F	%	F	%	F	%	F	%			
1	I have Participated in Trainers Training Program	-	-	26	54.17	-	-	22	45.83	-	-	3.08	1.81	58.55
2	I have been trained as an assessor	-	-	17	35.42	-	-	31	64.58	-	-	2.71	0.18	6.67
3	I would Welcome more training as assessor	14	29.17	21	43.75	13	27.08	-	-	-	-	4.02	2.33	57.92

Although, as indicated in Table 14 above, 26(54.17%) trainers have been trained, there is a clear sense that more training is desirable as observed from item 3 on which 35(72.92 %) of respondents made an agreement (i.e., strongly plus agree) and commented that they all need training. This could be lack of confidence, particularly in the new requirements, or it could be a sense of on-going professional development; the latter could be taken as positive by trainers and is always welcome. It is interesting that the general response to assessor training does not seem to be specifically tied to the (current) policy requirement of obtaining the assessor standards; most respondents seemed to be thinking more of improving their practice, and hence desired more training.

Responses to item 2, (strongly agree plus agree) showed that 17(35.42 %) agreement was not enough to support the statement in the item. However, the rating scale of item 2 which showed 64.58 percent of disagree was satisfactory to reject the statement of this item. This shows that trainers were not trained as an assessor evaluator. This finding also supported by four of the deans who were against the statement that describes trainers got in service training on implementing assessment. Items1 and

2 are discussed together, as the issues are intertwined. It is perhaps worth noting that there was a definite sense that training was a requirement; many answers were in the negative, such as not at all.

The mean value of item 1 and 3 is 3.08 and 4.02 respectively. The mean rating values of these items are more than the expected average (i.e., 3). There are low variability of responses of items 1 and 3 except item 2. The variability of responses of item 2 is 6.67

4.3 Responses on conditions that affect the Practices of evaluation

4.3.1. Trainers' responses on conditions that affect Assessment Practices.

As indicated in Table 15 of next page, items 3 and 4 are supported to be the major problems of evaluation/assessment. Most of the respondents were on agreement on these items for the existence of problems. 66.67percent showed an agreement (strongly agree plus agree). For item 4, 85.41 percent showed an agreement (i.e., strongly agree plus agree). It is possible to understand that there was a strong sense from item 3 responses of the trainers said that assessments would be different if there was more time partly because assessments could occur continuously throughout the training and learners could be assessed when ready. These respondents commented that the development of professional judgment of competency was expressed as desirable, and recognized as complex. They stated that they still use a mark system, but it is tied up with a competency system as well so that trainers are able to develop their own judgment skills over time. Some respondents stipulated observation, presentations, coaching, and working with smaller groups more on one-to-one basis as assessment methods that they would prefer to use. However, this is contradicted by many comments in the item 3 which say that there is insufficient time. On the other hand, trainers agreed that there is too much cheating during tests/exams. Cheating in exams and coping while individual assignments are given also recognized by the deans as problems of trainees assessment as they replied in the open-ended question

Table 15 Trainers' Observation of Problems of Evaluation/Assessment (N. = 48)

N o	Items	Responses												
		SA(5)		A(4)		UD(3)		DA(2)		SDA (!)		X	SD	CV
		F	%	F	%	F	%	F	%	F	%			
1	There are no adequate facilities for assessing trainees.	6	12.5	15	31.25	2	4.17	19	39.58	6	12.5	2.92	1.37	23.33
2	I would assess differently if I had more freedom to make my own choices	5	10.42	18	37.5	13	27.08	8	16.67	4	8.33	3.25	1.55	39.02
3	I would assess differently if I had more time	11	22.92	21	43.75	5	10.42	7	14.58	4	8.33	3.58	2.03	43.02
4	I observe there is too much cheating during tests and exams	22	45.83	19	39.58	5	10.42	2	4.17	-	-	4.27	2.78	65.15
5	In my observation, most of trainees marks do not show there competencies	10	20.83	11	22.92	8	16.67	16	33.33	3	6.26	3.19	1.38	50.92
6	Trainees do not know the wrong (breach of ethics) practices in assessment	12	25	12	25	10	20.83	11	22.92	3	6.25	3.40	1.85	54.33
7	I don't analyze Marks. I record them	6	6	13	27.08	4	4	26	54.17	5	5	3.15	1.19	37.74

The mean value of item 2 is 3.25. The mean value of item 3 is 3.58. The mean value of item 4 is 4.27. The mean value of item 5 is 3.19. The mean value of item 6 is 3.4, and the mean value of item 7 is 3.15. The mean rating values of these items are more than the expected average (i.e., 3). Item 1 is not supported to be the major problem to impede assessment practices as 52.08 percent of the respondents showed high value for their disagreement which is indicated by the rating scale of disagree plus strongly disagree. This shows that there were adequate facilities for assessing trainees. However, in the open-ended trainers reported that questions problem in arrangement of facilities especially on practical exams, and also improper allocation of trainees in the exam hall.

50 percent of the respondents gave their agreement (strongly agree plus agree) for item 7. There were few comments on this statement, but clearly half of the trainers feel that they do analyze marks. Some elaborated with statements such as class attendance as a reason for poor performance is reported and followed up by management. A few stated that marks are not altered once they are obtained and recorded, as these are perceived as true reflection of trainers' performance. For some, analysis of marks carried out only when problem areas were identified and passes and failures was provided. A few respondents gave reasons, for analyzing learners' marks as a group, such as to identify and help weak learners' and for record purposes and final decisions. Another indicated action that would follow analysis, that if a whole group has performed badly extra practice sessions are organized and the test is repeated. All respondents stated that although there was no official structure in place, marks was analyzed in attempts to improve students' performance and/or assessment method. From the findings and the comments given, it can be said that trainers are differed in the analysis of learners' marks. In this regard colleges' deans were asked how much is trainers' marking and recording reliable and free from partiality. Two of them responded that trainers' marking and recording is reliable and free from partiality is high, while average got four respondents.

Responses on items 1 and 2 each 43.75 %, and item 5 showed that 47.92% (strongly agree plus agree) agreement respectively were not satisfactory to support the expected problems. The rating scales (disagree plus strongly disagree) of item 1 that showed 52.08 percent was nearly enough to reject the expected problem. This statement referred to infer that there are adequate facilities for assessing trainees. However, the rating scales (disagree plus strongly disagree) of items 2 and 5 which showed 25% and 39.59% disagreement respectively were not satisfactory to reject the expected problems. Moreover, there is low variability of responses for all items except item 4. The variability of the responses of item 4 is 65.15.

These finding reveal that trainers' observations on the problems stated on items 2 and 5 were split up (Table 15 above). As seen from Table 15, respondents of item 2 were evenly split on the matter stated. Some of these respondents commented that they have a desire to have better links with industry; if they had access to assess trainees in a practical situation or if they could form partnerships with industries to assess trainees in the workplace. From this comment one can understand that there was a feeling that theory and practice needed to be better integrated than it was

currently in the exams, and also there should be a move to more practically oriented assessment. Regarding item 5(table 15) respondents commented that there was a sense of frustration at the system of evaluating trainees to be competent or not competent. Some respondents felt that even if they had to do that in the final results, they would use marks as indicators of trainers' potential during the course of training. Therefore, it is not difficult to suggest that the problem stated in item 5 could be caused by the problem indicated in item 4(table 15 above).

4.3.2 Trainers' Responses on Barriers of Implementing Assessment

As indicated in Table 16, 72.2%of trainers ranked lack of adequate time as the number one problem to implement assessment. This finding also supported by responses given in the open- ended and interviews.

Table 16 Trainers' Observation on Barriers of implementing Assessment

Response	Number of Responses											
	1 st		2 nd		3 rd		4 th		5 th		6 th	
	F	%	F	%	F	%	F	%	F	%	F	%
Large class size	2	4.17	4	8.3	12	25	26	54.2	1	2.1	3	6.25
Lack of awareness	6	12.5	4	8.3	3	6.25	4	8.3	25	52.1	6	12.5
Lack of adequate time	35	72.9	4	8.3	3	6.25	3	6.25	3	6.25	1	2.1
Due to problems related to trainees	4	8.3	30	62.5	6	12.5	3	6.25	1	2.1	2	4.17
Nonexistent criteria	1	2.1	6	12.5	4	8.3	7	14.6	6	12.5	24	50
Overload of work	3	6.25	3	6.25	28	58.3	6	12.5	5	10.4	3	4.17

4.3.3 Trainers' Responses on Open-ended Items

There were four open-ended items in the questionnaire that were distributed to the trainers. 30 (62.5%) of them completed the open-ended questions.

For the item stated "What are the major problems encountered (faced) in implementing trainees' performance evaluation?"

A. The trainers reported problems on the part of the trainees were:

- lack of commitment their training
- Lack of interest
- Language problem
- Cheating in exams and coping while individual assignments are given.
- Lack of awareness about assessment.
- Irrespective of their capacity, they expect to get at least pass marks.
- Failure to submit assignments on the fixed time.
- Unwillingness to identify their weaknesses on which area they are weak.
- Poor background
- Making absent themselves on exam dates

B. On the part of trainers:

- being too busy to improve trainers by a thorough follow-up.
- large class size and time scarcity.
- lack of willingness and carelessness to strictly assess trainees' performance
- large class size, narrow classrooms and other facilities are insufficient, like secretarial services.
- making classes' trainers- centered.
- teaching aids and references.
- trainers treat their trainees like that of university students.
- too much work load
- some trainers work below their potential because they are busy.
- unable to fully employ continuous assessment and less strictness on invigilation.
- lack of awareness about assessment practices.
- absence of preparing evaluative test items.

- absence during assessment when assigned as invigilator.
- trainers do not attach a good value to the assessment practices as well as its importance.

C. On the part of the management

- failure to stabilize a unit of counseling service for trainees with lack of interest and motivation.
- the management focuses on profit rather than quality training.
- unable to check and control the assessment process.
- absence of motivation of trainers.
- unable to hear the problems of the trainers.
- unable to take job security.
- problem in arrangement of facilities especially on practical exams, and also improper allocation of trainees in the exam hall.

D. On the part of the college record office:

- problems on recording of information and misplacements
- giving make-up exam for trainees with no grade due to high absenteeism.
- no action on low achievers.
- Poor system

E. On the part of the government:

- unable to set a sound relationship between the worlds of work with that of education.
- lack of cooperation
- close supervision is inadequate.
- no clear admission and evaluation policy, if any, not stable.
- absence standard learning outcomes.

For the item stated, "Could you suggest possible solution, if any?" The trainers said (60%) that the government and the private colleges should work jointly for the quality assurance rather than complaining each other. The private colleges also should focus on quality and trainers' motivation rather than profit only. These respondents' of the trainers reported that private colleges should:

- increase payment to trainers so that trainers can have sufficient time for assessment and follow up of the trainees.

- enhance the awareness of trainers and trainees towards the value of evaluation/assessment.
- create a link between educational institutions and the business world.
- give counseling service to those trainers with poor performance.

40 percent of trainer said that trainers should be strict when they are assigned as invigilator, should prepare questions items with equal difficulty level and variety of test items as well as facilities for practical exams and workshops.

For the item stated, "Do you think students who are low achievers in grade 10 join TVET? If so, what is the impact on their performances?" All trainers said "yes", while 63.3% of them reported that it had impact on trainees' language proficiency, impact on their motivation, impact on their attitudes, and also it demands much effort as well as time of trainer to strictly follow-up them.

For the item said, "If you were to change one thing about assessment in your college, what would that be?" 6.7 percent of trainers reported that they would have been made the assessment more of practical. Some also said they would have been changed the grading system from number to letter (but they did not say why?)

For the item stated, "What are the prospects (future positive expectations?) of trainees' performance evaluation in TVET?" 30% respondents said that trainees' performance evaluation should be outcome or competency based; matching it with the world of work.

4.3.4 Trainers' Attitude towards the practices of Assessment

As indicated in Table 17 of next page, 69.05 percent (strongly agree plus agree) stated that most of the trainees' assessment results are exaggerated. 58.33 percent (strongly agree plus agree) believed that the present evaluation practice is weak. For item 6, 85.42 percent showed an agreement (strongly agree plus agree). For item 8, 93.75 percent showed an agreement (strongly agree plus agree). For item 9, 60.42 percent (strongly agree plus agree) showed an agreement. 50 percent (strongly agree plus agree) showed their agreement for item 3. Item 7 is not supported by 50.03 percent of respondents which is indicated by the rating scales disagree plus strongly disagrees. This implies that trainers were not recognized assessment as an extra staff time. Responses to item 4 (strongly agree plus agree) that showed 25 percent agreement was not satisfactory to support the expected observation of the trainers.

Table 17 Trainers Attitude towards the Practices of Evaluation/Assessment (N. =48)

No	Item	Number of Responses										X	SD	CV
		SA(5)		A(4)		UND(3)		DA(2)		SDA(1)				
		F	%	F	%	F	%	F	%	F	%			
1	I believe that most of the trainees' marks are exaggerated	14	29.17	19	39.88	3	6.25	10	20.83	2	4.17	3.69	2.12	57.48
2	I believe that current evaluation practice is weak.	6	12.50	22	45.83	7	14.6	9	18.75	4	8.33	3.35	1.95	58.14
3	I am satisfied with current evaluation practices	5	10.42	19	39.58	9	18.8	11	22.92	4	8.33	3.21	1.74	54.26
4	My trainees do not like the evaluation methods.	5	10.42	7	14.58	13	27	20	41.57	3	6.25	2.81	1.31	46.75
5	I do prefer assessment if set by an out side body.	14	29.17	8	16.67	6	12.5	13	27.08	7	14.6	3.19	1.65	51.91
6	I think it is important to compare assessment practices across the colleges.	23	47.92	18	37.5			6	12.5	1	2.08	4.17	2.77	66.53
7	In my view assessment is not a recognized staff time.	4	8.33	13	27.08	7	14.6	16	33.33	8	16.7	2.77	1.33	48.16
8	I am strict when I am assigned as invigilator	34	70.83	11	22.92	3	6.25					4.65	3.62	77.93
9	I have sufficient time to mark assignments/projects.	18	37.5	11	22.92	6	12.5	7	14.58	6	12.5	3.58	2.07	57.64

The rating scales (disagree plus strongly disagree) of item 4 in Table 17 showed 47.82 percent disagreement also was not satisfactory to reject the expected attitude. Moreover, there are low variability of responses for all items except items 6 and 8. The variability of the responses of items 6 and 8 is 66.53 and 77.93 respectively. The findings also indicate that trainers viewed assessment as their regular duty. Trainers agreed that the existence of adequate time for marking trainees' assignments/ projects and they also agreed that they were strict when they are assigned as an examiners. This finding indicates that the views of trainers' on these items were almost similar.

Trainers believed that most of the trainees' marks are exaggerated and they believed also the present evaluation practices were weak. In the open-ended questions, four deans' respondents said that trainees only need to have high scores, without any effort so lack of commitment, lack of knowledge about the subject and low readiness are also some of the observed problems

Half of the respondents were satisfied with the current evaluation/assessment practices. Regarding item 5, nearly equal number of respondents were given a response either an agreement or disagreement. The comments given by trainers on item 5 indicate that some of them interpreted the statement as they were happy with the process of internal/institutional assessment practices because they felt that they had sufficient freedom to decide over assessment. The high number of strongly agree plus agree choices was backed up by various comments to the effect of the external evaluation is fair and valid. Besides they argued that external assessment bodies will improve the internal processes and helps keep the standard.

4.3.5. Trainees' responses to the Practice of Assessment

As shown in Table 18 of next page, most of the respondents were in agreement with items 1, 4, 5 and 6. 152(72.04 %) showed an agreement (i.e., strongly agree plus agree) for item 1. For item 4, 154(72.98 %) showed an agreement (i.e., strongly agree plus agree). For item 5, 158(74.88 %) showed an agreement (i.e., strongly agree plus agree) and for item 6, 167(79.15 %) showed an agreement (i.e., strongly agree plus agree). 147(69.67 %) reported that trainers had manifested interests and motivations in the current assessment practices. 118(55.92 %) stated that they are satisfied with the present assessment methods. 130(61.61 %) believed that they had given sufficient time for assignments/projects. This shows that:

- trainees consider that the assessment practices are fair.
- trainees like the assessment methods which are practiced.
- trainees believe that the assessment practices help them improve competency.
- trainees also believe that the present assessment practice should be improved

The mean value of items 1, 2, 4, 5, 6, and 7 is about 4. The mean value for item 1 is 3.97. The mean value for item 2 is 3.82. The mean value for item 4 is 3.99. The mean value of item 5 is 3.89. The mean value of item 6 is 4.15. And the mean value of item 7 is 3.63. The mean rating of all items is

more than the expected average (i.e., 3). The mean rating of item 6 is more than the rating value of 'agree' (i.e., 4). The mean rating of items 1, 2, 4, 5, and 7 is below the rating value of agree. There is low variability of responses shown in all items. This shows that:

- the trainees had a positive attitude towards the practices of assessment
- the trainees believed that the assessment help them improve their competency
- However, the trainees also believed that the assessment practice should be improved

Table 18 Trainees' Attitude towards the Practices of Evaluation/Assessment (N. =211)

Item	Number of Responses										X	SD	CV
	SA(5)		A(4)		UD(3)		DA(2)		SDA(1)				
	F	%	F	%	F	%	F	%	F	%			
I consider the assessment practice that we have in our college is fair	89	42.18	63	29.86	31	14.69	19	9	9	4.27	3.97	2.45	61.81
I believe my trainers have interest and motivation on the current assessment practices	59	27.96	88	41.71	35	16.59	24	11.37	5	2.37	3.82	2.22	58.31
I am satisfied with the college evaluation work	41	19.43	77	36.49	23	10.9	38	18.01	32	15.2	3.27	1.81	55.26
I believe the evaluation practices of the college should be improved	90	42.65	64	30.33	23	10.9	32	15.18	2	0.94	3.99	2.48	62.11
I like all the assessment types I do in the college	67	31.75	91	43.13	24	11.3	20	9.48	9	4.27	3.89	2.36	60.69
I believe that evaluation / assessment help improve my competency	97	45.97	70	33.18	27	12.8	12	5.68	5	2.37	4.15	2.67	64.31
I believe that adequate time is given to me for assignments /projects	59	27.96	71	33.65	34	16.1	37	17.54	10	4.74	3.63	2.01	55.44

The results indicate that trainees agreed that the assessment practices were fair. They were satisfied with the present evaluation/assessment practices; and also appreciate the motivation and interest of their trainers towards assessment. However, they feel that the current assessment practice needs to be improved.

Regarding the practicality of assessment, three of the deans believed that assessment is partially practical; two confirmed that assessment is fully employed and one respondent gave his opinion that assessment is not practical. And this in turn consolidates the belief of the trainees' idea of improvement of the assessment. The deans also provided their reply for the question that asks to what extent the effort is made by the college management to help trainees understand the methods of assessment. Accordingly, five of them gave their responses either very high or high. They also forwarded some ways or means as to how they exerted their effort. They put comments such as training, impartations, meetings, seminars; group discussion and orientation prior to assessment sessions are some of the ways used by the colleges..

4.3.6. Trainees' Responses to Types of Assessment

Table 19. Trainees' Observation on Types of Assessment

Types of assessment	Number of Responses											
	ATLANTA		QUEENS		ROHA		NATIONAL		CPU		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
continuous assessment	9	4.27	26	12.3	37	17.5	22	10.4	22	10.4	116	54.976
Project work	3	1.42	3	1.42	10	4.74	8	19.1	10	4.74	34	31.422
Final exam	6	2.84	2	0.95	3	1.42		9.5	12	5.69	23	20.4
Apprenticeship	2	0.95	3	1.42	10	4.74	8	19	11	5.21	34	31.322
Total	20	9.48	34	16.1	60	28.4	42	10.4	55	26.1	211	90.521

Evidently, most of the trainees' respondents have a positive attitude towards assessment specifically on continuous assessment as indicated in Table 19. As shown in Table 19, 55% the respondents said that continuous assessment is the most widely used assessment type for getting a complete picture of the trainees' behavior and for providing more accurate information about the day –to day progress of the learners. However, the deans believed that it was not fully employed, as indicated in open- ended questions result.

4.3.7. Trainees' Responses to the Open-ended items

The trainees tried to respond to the items as follows: For the item stated, "What are the major problems in trainees' performance evaluation at your college?" 56.87 percent were reported that the trainers could not provide assessment results. 24.6 percent of trainers considered trainees' as weak performer. 16.7 percent reported that some trainers were making absent or coming late on the exam

day. 1.83 % of trainees did not give answer to this item. This indicates that trainers did not provide feedback or if they provide, it was late. For the item stated, “What mechanisms do you suggest for proper implementation of assessment practices at 10+3?”

A. On the part of trainees: 58.76 percent stated trainees should know and respect the rules and avoid wrong practices in assessment. 35.24 percent stated that trainees should work hard to improve his/her performance on assessment. But eight percent did not answer on the item.

B. On the parts of trainers: 53.08 percent of trainees claimed that trainers could prepare variety of questions items during tests or exams. 34.1 percent of trainees reported that their trainers should keep their marks without any change or modification. 12.82 were not responded to this sub item.

C. On the part of the college: 56.87 percent of trainees said that the college could work to improve the relationship between trainers and trainees and should provide trainers’ performance assessment sheets. 38.38 percent reported that colleges could take measure on those trainers who either late or absent on exams day. 5.21 percent were not answered the items.

4.3.8 Trainers’ Responses to Submission and Failure of Submission of Assignments

Table 20. Trainers' observation about Submission of Assignments and Reasons to Failure of Submission

Item	Responses	TRAINERS T.NO=48
		%
Time of submission	With in the fixed time	12.5
	After the dead line	64.5
	Don't submit	23
Reasons of failure of submission	Lack of time	10.6
	Lack of interest	58
	Lack of awareness	12.6
	Lack of commitment	18.8

As shown in Table 20 most of the trainees did not submit assignments/projects on time. There were also trainees who did not submit their assignments or projects on a fixed time. 64.5 percent of trainers’ respondents proved that trainees submit their assignments not on time at all. Attempt was made to find out why trainees did not submit assignments on time. Again, in table 20, it can be seen, according to trainers’ respondents, that lack of interest is the major reason for failure to submit assignments on time.

4.3.9 Deans' Responses to Conditions That Affect Assessment Practices

Table 21 shows that the responses given by the deans' respondents that whether evaluation/assessment guide-lines and manuals are provided to trainers. 83.3 percent of respondents said those trainers are provided are given these materials. Deans were also asked why trainers did not use the guide-lines and the manuals and directives properly.

Table21. Deans' Observation on Conditions that Affect Assessment Practices

Item	Responses			
	Yes		NO	
	F	%	F	%
Do Trainers get Evaluation guide-lines & manuals	5	83.33	1	16.70
Do Trainers get in-service trainers on implementing of evaluation / Assessment	2	33.33	4	66.67
Do most of the trainers viewed assessment as recognized use of staff time rather than an extra	4	66.67	2	33.33
Is there a precision and specify criteria for evaluation?	2	33.33	4	66.67
Do you think trainers are over-loaded?	5	83.33	1	16.67

According to their response, among six deans, five indicated that because trainers are engaged in too much work (busy) unable to use these materials. Three of them also gave their comments in that some instructors were not ready for change. Equal number of deans was in favor or against the statement that describes whether trainers got in service training on implementing assessment, as shown in table 21. Regarding the statement that says, do most of the trainers viewed assessment as recognized use of staff time rather than an extra which is also stated on item 7 in table 17, 66.7 percent of the deans agreed that trainers considered that assessment is part of their regular working time.

Similarly, four of the deans also admitted that there were not a précised and specific criteria for assessment. The majority (83.3%) of the deans thought that trainers are over-loaded. On this statement some commented that since trainers are working in different colleges, they are over-loaded. One respondent commented that trainers are occupied with the routine duties of the college, while the other reported in adequacy of skilled trainers for each field of study and inability of trainers make them over-loaded.

4.3.10. Trainers' Responses to the Extent of Management Help

What level of support do trainers get from the college management to the practices of assessment? Regarding this questions the findings are given below in Table 22.

As indicated in table 22, 75 %(Atlanta), 56.25 %(Queens'), and 38.8 % (Roha) and 50% (National) of the trainers respondents said no relevant and adequate help is provided to them by the college management in implementing assessment, while 56 percent and 44 percent (CPU) of the respondents said that the help is given by the management was very high and high respectively. And also 25 % (Atlanta), 30.8 % (Roha) and 33.3 %(National) of trainers responded that the help provided by the management was moderate.

Table22. The extent to which the College Management Helps Trainers in implementing assessment practices

Response	Number of Responses									
	ATLANTA		QUEENS'		ROHA		NATIONAL		CPU	
	F	%	F	%	F	%	F	%	F	%
Very High	-	-	3	18.75	4	30.8			5	56
High	-	-	2	12.5	-	-	1	16.7	4	44
Average	1	25	2	12.5	4	30.8	2	33.3	-	-
Below Average	3	75	9	56.25	5	38.8	3	50	-	-
Total	4	100	16	100	13	100	100	100	9	100

As indicated in table 22, 75 %(Atlanta), 56.25 %(Queens'), and 38.8 % (Roha) and 50% (National) of the trainers respondents said no relevant and adequate help is provided to them by the college management in implementing assessment, while 56 percent and 44 percent (CPU) of the respondents said that the help is given by the management was very high and high respectively. And also 25 %(Atlanta), 30.8 % (Roha) and 33.3 %(National) of trainers responded that the help provided by the management was moderate.

4.3.11. Results of Open-ended Questionnaires Distributed to Dean

There were three open-ended (item 2 has four sub-items) items distributed to the deans. They reacted to the questionnaires as follows:

For the item stated, "Do you think students who are low achievers in grade 10 join TVET? If so, what is its impact on their performance evaluation?"

The deans (100%) said "yes" and reported the following points on this item:

- One dean said that among the factor that affects quality in higher institutions is the entry profile, low profile means low performance.
- The impact is psychological. They feel that they are the weak. Therefore they are the lower in their performance, as the other dean reported.
- two deans reported that the impact is particularly in the areas of their attitude, knowledge and their interest will be reduced.
- Mostly yes, but sometimes high scores also join and their performance is better, as one dean responded.

For the item stated, "What are the problems to be encountered in implementing trainees' performance evaluation?"

A. On the part of trainees: the following problems are reported by the deans:

- Language problem, bad habit of passing from one level to the next with out merit, no vision of knowledge, and low regard to their studies and no one culture of reading, as one dean reported.
- One respondent reported that resource problem and trainees are not accustomed the practices of continuous assessment.
- Four deans' respondents said that trainees only need to have high scores, lack of commitment, lack of knowledge about the subject and low readiness are some of the problems. All deans reported problems like low payment, lack of training, lack of time and stick to the old practices,

B. On the part of the trainers: problems are reported like indifference of education, low social regard, working in different places and overload, lack of reading habit, carelessness and cheap popularity are mentioned by one respondent.

C. On the part of the college management: insufficient human and material recourse, not creating awareness to the trainers and the trainees about the practices assessment were the problems mentioned by a respondent were reported by all deans except one who reported that lack of motivation also considered as problem.

D. On the part of the college record office: on this sub item the responses of the deans highly splinted up. Thus, one respondent reported that there is inefficiency of notifying trainers' grades and not following academic calendar. One said that there was no problem, the other reported that the record officer never follow up the whole assessments regularly. Two deans not responded, while said no problem.

E. On the part of the government: on this item the deans' reports were similar except the two who did not answer. Among the problems mentioned by the deans were: low assistance from the government, ambitious policy without the tangible facts, and no work for graduating, the government does not treat public and private institutions equally were some of the problems.

For the stated item, "Could you please suggest possible solutions, if any?"

Regarding this item two respondents said that government should give due attention to the training of trainers and also need to give incentives for training provider institutions. The other one reported that the government should be committed for quality assurance and provide the necessary support for private institutions. The curriculum must be revised and the assessment method also must be revised by concerned body like COC immediately, as claimed a respondent. The other respondent claimed that the government needs to allocate land for colleges and schools; graduates should have equal opportunity of employment. One dean reported that trainees should have a clear understanding on the use of education.

4.3.12. The Result of Interview Responses

4.3.12.1. Deans' Interview Responses

The interview guidelines were thirteen items designed for the deans. Hundred percent of them reacted to the item as follows:

For the item stated, "What does the college understand of the practices of trainees' performance assessment?"

Hundred percent of the deans stated that they understand the practices of trainees' performance assessment in the following ways:

- As it is one means of quality assurance.
- It is one way of testing of the competency of the trainees.
- It gives confirmation whether or not the trainees maintain the qualification to the standard of the level and knowledge of the subject matter taught.
- It helps to identify the changes takes place in the psychomotor, cognitive and affective domain.
- It must be purpose oriented.

For the item stated," What sort of communication do you have with people at the different parts of the assessment process (learners, trainers, invigilators, course coordinators etc.,) and what is the nature of these communications?"

One dean responded that the communication was weak, while the other five (83.3%) of the deans confirmed that the nature of their communication was direct and clear. These respondents further explained that the communication happened according to the conditions. The sort of communication may be orally/written/report. However, the sort of communication is determined by message from the sender. Besides, they reported that trainers and coordinators were well oriented that assessment is not an end by itself but a means. Therefore, similarly, should be made an aware of the results of the assessment and assisted to improve the assessment as well as the assessor.

For the item stated," What are the major challenges of good assessment practice?"

Hundred percent of the deans stated that the major challenges of he practices of good assessments are:

- lack of awareness. of the objectives and practices of assessment
- carelessness, negligence and frustration among the trainees and trainers.
- lack of knowledge about the methods of assessment.
- lack preparing a variety of test items, particularly project assessment.
- time management.
- resource including electricity.
- trainers' personal barriers.
- lack of interest both trainers and trainees.

For the item stated, "What kind of practices would count as a wrong/ (breach of ethics) in assessment?"

All of the respondents reported that the following practices as wrong practices in assessment:

- cheating, helping others to cheat, coping from books (texts), plagiarism, oral discussion, any other sorts like mobile phone use, electronic message and laissez-faire invigilation.
- continuous assessment was not fully employed.
- disparity between the objective of assessment and real practices.
- disregarding the worth trainers' efforts.
- there is no schedule (except final exams) for assessment.

For the item stated, "What counts as good assessment in your college? How do you quality assure your own evaluation/assessment?"

The deans' respondents reported that the following could be counted as points of good assessment

- designing or preparing variety of test items.
- strict control during test/exam sessions
- academic freedom.
- full employment of continuous assessment.
- close supervision by course coordinators and department heads.

For the item stated, "If the purpose is to keep a focus on learning, in what way does your college keep an eye on the learning context, relationships, etc? Whose responsibility would it be to undertake research on learners, both their view of assessment, as well as issues such as language?"

- On this item half of the deans reported that the colleges make sure through the departments that the curriculum for any given level is thoroughly covered and trainees have made behavioral changes and developed skills that are needed. They said that they did not make any reaction on learners while they are on training but we ask for feedbacks about our trainees employed in different organizations.
- Department heads as well as course coordinators are highly responsible for this. Vocational counselor and trainees affairs office is responsible to undertake research on the learners. However, trainers are also individually responsible to identify students' view of assessment, language and other factors.

For the item stated, “How do you and your colleagues aim to ensure quality in evaluation/assessment at your college?”

Regarding this item respondents stated different ideas. One respondent reported that the colleges had got its own rules and regulations concerning evaluation, examiners and invigilators. No breach of ethics shall be committed. If someone is found guilty he/she will be punished according to the set rules. Another respondent reported that certain clearly defined parameters were placed against which each assessment is controlled. Still another respondent explained that first of all the process should be planned, it should included in the course outline preparation, and its quality should be seen. We have a quality assurance department to promote this issue, as reported by the other respondent. One respondent did not provide his opinion.

For the item stated, “In what way do you think continuous and institution -based assessment should be used?”

All the deans had similar opinion on this item. They reported that each duty /chapter should have an assessment. Trainees learn about their mistakes /short comings. Trainers shall also at least give continuous assessments before the final exam for each course. They further discussed that for every practical as well as theoretical courses their trainers used continuous assessment, but up to a given percentage weight because it greatly assists in identification of the degree of improvement and progress of the trainees.

For the item stated, “Do you ever talk to the concerned bodies (Bureau &MOE) about assessment?”
If so, what sorts’ of issues are discussed and what has been their response?”

For this item two deans are reported that they were participated whereas the other four reported they did not. Those who said ‘yes’ reported that they discussed about a standardized evaluation at the region level. They further reported that what kind of assessment method is to be employed enshrined in the modules. But when it came to the percentage weight attached to each major course they could not find any logic why it happened so from the discussion.

For the item stated, “What is your opinion about apprenticeship training and its evaluation of trainees?”

Regarding this item all respondents had given their dissatisfaction. They reported that the beauty of apprenticeship is that the trainees were exposed to the world of work, gain practical experiences, develop social skills and strengthen their skills. If the trainees got a true practical, it could be

appreciable. But in most cases the organizations accepted because of the proclamation which forces them to act. The results they saw were given carelessly. The colleges measured the marks from apprenticeship training with that of results the trainees had in colleges' training.

For the item stated, "If a teacher or assessor is keen to comply with policies but does not appear to have current capacity to do so, what would you do?"

Four of the deans reported that all trainers were given orientations and they believed each trainer knew it. However, if any one of the trainers failed to act, they may be tried other means like mentoring or training by the representative departments heads, providing short term training which focuses on trainers' problem areas or advised to share experiences from other trainers. Two of the deans were not responded to the item.

For the item stated, "What could/would you do if you found problems with assessment from trainers or invigilators?"

On this item all deans had similar opinion except one dean who said that if he found evidences that a certain trainer committed a mistake or created a problem with evidence he would gave him/her automatically "F"(it is not clear why "F"). One reported that there were rule and regulations concerning exams invigilation, and other sorts of assessments. Any trainer is accountable to any problem he/she creates. He/she might be fined or given a warning letter. The other two said that first he identified the kind of assessment problem that is prevailing. Then they discussed it with the trainer and finally a correct path of assessment or solution was reached for implementation. Another dean reported the case could be reported to the academic commission of the college.

For the item stated, "How would problems with assessment be picked up in your institution?"

Hundred percent of the deans had identical responses on this item. They reported that the following were the ways that would be used to pick up assessment problems in their respective colleges.

- Trainers could raised questions on the problems
- Trainees may complained
- From invigilators' reports.
- From department evaluation.
- From trainers' performance assessment.

For the item stated, "What are the prospects (future positive expectations) of trainees' performance evaluation in TVET?"

The response of each dean regarding the prospects of trainees' performance assessment was stated below:

- One dean reported that he hoped most problems observed in TVET in connection with policy, directives, curriculum implementation will be soberly dealt with and a better approach will be followed. Thus, it would have a better opportunity to contribute to national development endeavors provided that the government and other concerned organs are willing and put into practice. Otherwise, lots of confusions and inexplicable problems would arise so that the end will be far from being achieved.
- The other one said that the TVET program would be productive if some structural and qualitative measures are taken by the MOE and Educational Bureau's.
- Continuous assessment will be remained to be key method of assessment. Trainees who will be failed or scored below standard may sit for a make-up or if he/she could not cope, then he/she will repeat the course and he also will make sure rules and regulations are respected.
- Another dean explained that the center of excellence will play an important role in the future, and this in turn will change the attitude of both trainers and trainees.
- It will be negative because trainees are not confident with what they have learned
- One dean fails to respond.

4.3.12.2. AAEB0 Interview Responses

The interview guidelines were twelve unstructured items designed for the Bureau's officials and the interview was conducted on May 07/2008.

They were two respondents and both of them reacted to the item as follows:

For the item stated, "Is there been any orientation (seminar, workshop, etc) for private TVET providers in the city on the procedures /ways of implementing evaluation/assessment of trainees' performance? If so, can you describe them in terms of objective, participating colleges, content, duration, etc?"

Both reported that there was no any orientation particularly conducted for private TVET colleges. However, one official said that MOE had conducted such workshops or seminar even though only few TVET providers were participated.

For the item stated, “What kinds of techniques or mechanism do you expect from trainers to improve the quality and effectiveness of trainees’ assessment in TVET private colleges?” The officials gave their opinions that trainers who had a method, idea of evaluation not only be theoretical but also practical assessor, so that every trainer needs to take training on assessment

For the item stated, “What mechanism do you follow to check whether private TVET colleges’ implement evaluation/assessment?”

The responses given for this item that they didn’t have any mechanism, but supervisors’ went to colleges and checked transcripts and grades of the trainees and could be checked the test items prepared by the trainers. Otherwise no other checking mechanisms were employed.

For the item stated, “Do you supply relevant materials on assessment?”

One of them said it was done by MOE. The other responded that he thought not.

For the item stated, “What is/are the strengths and weakness of private business TVET colleges in implementing trainees’ performance evaluation/assessment?”

- A. Strength: they evaluate the trainees and keep records. They tried to follow the rules and regulations based on the occupational standards.
- B. Weakness: Some may not do continuous assessment. Not used different methods of assessment i.e., more of theoretical than practical.

For the item stated, “What do you think should be done to improve the present system of evaluation/assessment in private business colleges?”

One responded that support with the necessary training especially on evaluation/assessment, follow-up/controlling mechanisms should be designed. The other said the workshop that conducted in Adama has to be given to all private TVET colleges.

For the item stated, “In what way do you think continuous and college-based assessment should be used?”

One reported that it would as per-unit of competence and related to module. The other said assessment should be conducted in three ways namely in school [college], company and COC (center of competence).

For the item stated, “What kind of practices would count as a wrong (breach of ethics) in assessment?”

One respondents said that giving grades that were not relevant to the trainees' skills and Knowledge. The other said lacking authenticity.

For the item stated, "Do you ever talk to the colleges about assessment? If so, what sorts' of issues are discussed and what has been their response?"

One said "no". The other said that they did, but most of the time the colleges thought they were autonomous and did not want to be checked by AAEB.

For the item stated, "What are the prospects (future positive expectations) of trainees' performance evaluation in TVET?"

One respondent stated that more practice and assessment in company [apprenticeship] and theoretical knowledge is expected. The last license would be given if they pass the examination/assessment conducted by MOE. The response of the second respondent was also similar with that of the first. He said the establishment of COC may reflect the performance of trainees and that could make the evaluation better reliable.

4.3.12.3. The Result of Observation Checklist

As shown in Table 23, higher proportion of facilities/materials like lab room, annual colleges' schedule indicating exam program, guidelines and manuals, classrooms and furniture for trainees, and grade report sheet were available in five colleges, while library facilities (except three colleges) and room and furniture for trainers including boxes/cabinets (except two colleges) were less proportional.

Regarding the resource adequacy of the colleges it is possible to comment that there were a lot of computers and typewriters which had technical problems in each college which impede the training as well as the assessment practices. Furthermore, even if, guidelines and manuals were hundred percent available, they were not precise and specific. Classrooms and furniture for trainees were not adequate in terms of size and convenes.

6. For the quality of assessment, educators are required to show their competence to assess. This we have argued can be done through management functions. But the understanding of what needs to be put in place, can be externally required and internally driven. This would require support and accountability at the highest level. Educators will need more than information. AAEB/MOE could continue to provide colleges with information pertinent to assessment practices, information that reaches the trainers.
7. Among all, to follow good evaluation procedure, there must be a change of attitude by trainers as well as trainees. The change of attitude will help them to identify the wrong practices and procedures followed. This could help trainers and trainees correct their errors to facilitate the creation of a good teaching-learning environment. The present study points out that there are a significant problems and lack of uniformity among the colleges' practitioners of the city. Particularly in terms of their awareness of the procedures and implementation of assessment and of general principles of evaluation and the need to employing a variety of assessment techniques, trainees' breach of ethics during tests/exams sessions, and highly exaggerated marks of trainees' from apprenticeship program. On-going professional development of educators is required, which should include on-going development of assessment capacity. The assessor training experience has been a mixed one.
9. A large number of college trainers have not been sent on assessor training; few have been declared competent. But, generally there is a positive attitude towards such training; this could be for a range of reasons, but does seem to include an increased reflection on assessment, a willingness to share ideas with colleagues, and an injection of energy into institutions.
10. Internal assessment is crucial to provide feedback for the learner, to contribute to judging the learners' competence, and to ensure that the learner is not judged on one performance only. In addition internal assessment guides the educator in teaching, and provides a measure of accountability for both learner and educators. It is impractical to attempt to verify internal assessment, as different procedures would be in place in each institution. However, institutions should have moderation processes in place where appropriate. Support put in place for internal assessment could assist both with college-based assessment which contributes to the final mark and assessment conducted purely for formative purposes.

11. The respondents indicated a willingness and intention to align practices with new policies. However, there is confusion and insecurity in the system in terms of what will be allowed, when policy will change, which structures colleges should be dealing with, etc. Much of this problem stems from both AAEB/MOE and PBTVETC, and while it is not always related to assessment, there is clearly a sense of confusion and lack of clear information and guidelines in the sector, which can contribute to a high degree of demoralization. Colleges' staffs do seem to feel cut off from information about assessment; for example, there was some confusion about the compilation of the final mark, and how the year mark was weighted across various subjects in this regard.
12. It is clear that the policy environment is unstable and volatile. The key issue of the certification of the TVET is still unresolved. Various key issues which influence the policies and procedures which colleges will need to develop are unresolved, such as the certification and curriculum framework for TVET. The amount of moderation, for example, which will be required for qualifications without national assessment strategies, is likely to be greater, and probably unsustainable. In addition, external moderation might become necessary, if only internal assessment is used

5.3 RECOMMENDATIONS

Based on the findings of the study and the conclusions drawn , the following recommendations are suggested.

- The proposed strategy for orienting trainers in assessment has a capacity to improve training and it helps stakeholders in providing appropriate information about the progress and competency of trainees on the basis of the discussions made. In this connection, it is important to organize training in assessment and evaluation because a large number of trainers do not have a good deal of awareness. The respondents indicated a willingness and intention to align practices with new policies. However, there is confusion and insecurity in the system in terms of what will be allowed, when policy will change, which structures colleges should be dealing with, etc. AAEB/MOE and PBTVETC need to encourage the flow of information. Since much of this problem stems from both sides, and as a result confusion and lack of clear information and guidelines in the sector exist which can contribute to a high degree of dissatisfaction.

colleges should provide directives/guidelines on procedures and implementation of assessment, test construction and administration. It can be also better to colleges that assigning a sizeable number and duty-minded of invigilators to minimize the incidence of cheating.

- Standardization is an issue that is addressed by this study. Freedom is desired but within parameters. First, minimum standards must be in place and guidelines for good practice should be given. Minimum standards need not be onerous, and should aim to minimize technical abuse through meeting with the colleges. Through communication, this can be continually emphasized. This is a possible approach for AAEB/ MOE to take. It could consider, for example, setting a margin for error, to allow for minor differences in evaluation and at the same time, fostering discussion where discrepancies arise. The call for some standardization of quality guidelines could be addressed by the identification and prioritizing of key areas for assessment, using guides to good practice AAEB/MOE Officials should arrange for trainers of different PBTVETC within the same city to share their experiences. What is clear is that trainers need to work together, and discussions need to be built into their work in various ways as shared practice is a crucial part of standardization.
- Further studies should be done to get clearer picture of the state of trainers' assessment. It appears that many of the assessment practices associated with the new qualifications involved the development of detailed assessment instruments. These are motivated by a desire for good assessment practice, but are often very time consuming. Role-plays and practical work with learners, for example, take about half an hour per learner. In addition, the procedures and requirements for recording such assessments are seen as time consuming, bureaucratic at times, and unsustainable except for very small learner numbers. While such decisions will rest with the trainer, colleges could encourage trainers to modify practices where appropriate. It would be clear that colleges would have difficulty in moderating them. Information should be more clearly available to colleges in terms of the use of internal assessment marks. There is some lack of clarity in terms of how the term mark counts towards the final mark in various subjects. In the interests of transparency, clear information should be made available in this regard.

- On-going professional development of educators is required, which should include on-going development of assessment capacity. A large number of college trainers have not got assessor training; few have been declared competent. However, there is a strong feeling that assessment cannot be generic, and that more subject specific training is required. In addition, competence was seen to be increasingly dependent on the idea of training. Guidelines and instruments for internal assessment should be developed and shared within the sector. Some kind of benchmarking would be useful, and could be necessary to ensure some degree of equivalence between the same qualifications offered by different colleges and this in turn will decrease the insecurity which is felt by trainers. In this regard, AAEB could consider suggesting that the colleges develop some kind of common assessment tasks; or conduct moderation of a sample of assessments. This could include a consideration of having a common assessment task for the college-based assessment that is marked within the college. Assessment instruments and approaches need to be developed which are sustainable and practical in terms of numbers and time
- There is a feeling that there are conflicting processes and requirements in terms of quality assurance done by the AAEB and colleges. Whether or not this is the case, and whether or not the new recommendations of the COC report will resolve some of the real problems, it is important that colleges should be given clear information. It is also important that consideration is given by all role players to what happens to learners currently in the system. This issue is of particular concern to colleges because of their view that learners need to be employable, and their assumption that industry wants specific skills which are embodied in the new qualifications. Colleges might encourage/push the Bureau of Education to be flexible to enable colleges to respond to specific requests. Respondents from colleges urged AAEB to put pressure on this regard. There is also a need to clarify private providers about the processes and requirements, particularly in relation to the external assessments' registration processes.
- There is a call from some colleges for standardization at entry level. Perhaps tests should be available on request where school reports are not adequate. And the colleges should investigate the possibilities of international benchmarking for standardization. As we point out in the brief section on international approaches, one of the problems in this regard is the fact that vocational education is organized very

differently in different countries. The AAEB, however, when defining learning programmes, could investigate where there are appropriate international comparisons; it was felt by many in the private sector that there needs to be some mechanisms developed for keeping abreast of international trends. Concern was expressed that assessment seems to increasingly be seen as more important than teaching and learning. Quality assurance of assessment, and assessment itself, should not take over.

- Responses referred to the main languages of learners differing from the language in assessments. Most of our student's first language is not English and assessments are normally undertaken in English. Where English is not the learner's native language, understanding may be hampered and may not allow learner to perform at his/her optimum, and that where many of the learners are 2nd language English speakers, they are at a disadvantage when it comes to written assessments. But the view was also expressed that some examinations were largely practical or short answers.
- The government has attempted to orient and give awareness to some of the college practitioners on the essence and procedures of assessment. However, in the colleges considered, what is being done practically is not different from its non-existence. This impels that the government is still expected to do a lot in addition to what has already been done. The desired and expected change of behavioral outcomes could not be practically achieved in the context of the present day TVET assessment system perhaps because of the inadequate assessor training. It may also be because of the fact that the training, orientation, or awareness creation was not there. Or it may be because of lack of proper follow up and supervision on the part of the policy makers and curriculum experts in order to appraise whether or not what is being done in PBTVETC in accordance to what is intended to be achieved. Obviously, it is believed that, based on a follow-up, study, it is quite possible to take immediate corrective measures. However, this is what is lacking in the context of our TVET training system.

Finally, equipment and Materials as well as service giving rooms to facilitate assessment should be available in the colleges.

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Appendix I

Addis Ababa University

School of Graduate Studies

Department of Business Education

Questionnaire to be filled by 10 + 3 Trainees

Objective: - The main purpose of this questionnaire is to conduct a research study on the practice of trainees' performance evaluation/assessment in Private Business TVET Colleges. The following questions are not meant for testing your knowledge. They are presented to understand what trainees view and feel about the practices of trainees' performance evaluation in TVET. There is no right and wrong answer. Please answer as you really think and feel. Your answer will be kept confidential. I thank you very much in advance for your cooperation.

Part One: Personal Data

Note: It is not necessary to write your name

Instruction I: Put a "✓" in the given boxes or write short answers in the space provided.

1. Name of College _____
2. Field of study _____
3. Age A. <18 B. 18-20 C. >20
4. Sex A. Male B. Female

Part Two: Evaluation/Assessment methods

Instruction II: In the table below, please put a “√” sign in the column on the evaluation/assessment methods which are mostly used.

1. Methods

No	Evaluation/assessment methods	Daily(each period)	End of each task/tasks	End of each duty	At mid-course	End of Course	Not Used
1	Class activity						
	Quizzes/tests						
2	Assignment (individual and/or group work)						
3	Observation						
4	Oral questions						
5	Practical work						
5	Presentation(individual and/or group work)						
6	Final exams						

Instruction III: Put a "√" sign in the column that best describes the evaluation tools/ types used by trainers.

2. Tools/Items type

No	Evaluation tools/item types	Frequency used (scales)				
		<i>always</i>	<i>Frequently</i>	<i>occasionally</i>	<i>Seldom</i>	<i>Never</i>
1	True -False					
2	Multiple -choice					
3	Matching					
4	Fill in the blank					
5	Short answers					
6	Essay type questions					

Part Three: Evaluation /assessment practices

Instruction I: Give your answers by making a (√) sign in the given boxes or write short answers on the space provided.

3.1 Which one of the following is the best method to evaluate trainee's competence and help improve his/her learning effort?

- A. Continuous assessment
- B. project work
- C. Final exam
- D. Apprenticeship
- E. Other if any _____

3.2 Do most of the trainers tell their trainees about tests and final exam results and how the results are recorded? A. Yes B. No

3.3 How do most trainers tell trainees about their evaluation results?

- A. Read the answer in class after correction
- B. Put the results on notice board
- C. Return papers to students after correction
- D. Keep it secret and make it known with final exam result

3.4 What do most of the trainers do for trainees who score low marks?

[You can indicate more than one answer]

- A. The trainers teach (help) them during their spare time
- B. The trainers simply change the low marks and provide higher marks
- C. Trainers made known the issue to the college's management
- D. Other if any _____

3.5 With in how many days do most of the trainers return evaluation results to trainees?

- A. In two or three days
- B. In a week
- C. In a month
- D. At the end of the course
- E. Other if any _____

Instruction II: Please put a “✓” sign in the column Strongly agree (SD) , Agree, (A) Undecided (UD), Disagree (D) Strongly Disagree (SD) that best describes the given statement.

No	Items	SA(5)	A(4)	UD(3)	D(2)	SD (1)
1	My trainers make clear to me about the duties/chapters and tasks or units that the questions focus on?					
2	I have favorable conditions to discuss on results of tests and final exams with my trainers					
3	In my view, trainers keep tests and/or exams secret until they are given to trainees.					
4	In my understanding, trainers tell trainees ahead of time the marks assigned to each item in test or exam.					
5	Trainers evaluate me according to the college schedule.					
6	My trainers evaluate me as it suits them.					
7	I am assessed on mainly facts or theory					
8	I am assessed on skills/ practical work					
9	I am assessed on values and attitudes					
10	I am assessed on theory and skills					
11	I believe that the assessments I do accurately reflect what I have learned					
12	I believe that the assessment I do accurately reflect what I can do in my chosen field.					
13	I consider the assessment practices that we have in the college to be fair?					
14	I like the type of tests, projects, assignments and works, exams, I do on training					
15	I believe that my trainers have interest and motivation in the current trainees' performance evaluation methods					

No	Items	SA	A	UD	D	SD
16	I am satisfied with my college evaluation practices.					
17	I believe that the practices of the college evaluation should be improved.					
18	My trainers help me to know about how I will be assessed?					
19	I am asking my trainers information about evaluation)? (Like information on criteria, dates and times and methods)					
20	I get sufficient feedback (marks, comments) from my trainers/ evaluators					
21	In my observation, evaluation in apprenticeship training is fair and trainees get marks according to their performance					
22	Marking in apprenticeship training is too much inflated or exaggerated.					
23	There is strict control during tests and exams.					
24	I observe that many trainees score high marks by cheating in the tests and exams.					
25	I have a language problem in written examinations and tests					
26	Too many assignments with the same deadline are given to me					
27	I know what counts as wrong practices in the process of assessment.					
28	I Believe that evaluation/assessment can help me to improve my competence.					
29	Sufficient time is given to me to complete any assessment tasks.					

Part "IV" Open-ended Questions

4.1 Are there problems in trainees' performance evaluation process in your college? Please specify it?

4.2 What mechanisms do you suggest for proper implementation of evaluation/assessment practices at 10+3?

4.2.1 On the part of trainees:

4.2.2 On the part of trainers:

4.2.3 On the part of the college:

Thank you very much for your cooperation

Appendix II
Addis Ababa University
School of Graduate Studies
Department of Business Education

Questionnaire to be filled in by Trainers of Private Business TVET Colleges

Objective: The main purpose of this questionnaire is to gather relevant information about the current practices of trainees' performance evaluation in private business TVET colleges.

Therefore, your response to this questionnaire is very important to the success of the study. The information you give will be kept confidential. The researcher forwards his gratitude for your willingness and devotion in filling this questionnaire.

Thank you

Part-One: Background Information

Note: Writing your name is not necessary.

Instruction: Put a "✓" sign to your choice to questions with alternative answers or write short answers in the space provided.

1. Name of the college _____

2. Sex: Male Female

3. Level of Education

A. College diploma

B. B.A/B.SC

C M.A/MSc.

D PH.D

F. Other _____

4 Qualifications

A. Major _____

B. Minor _____

5 Your academic rank

- A. Professor B. Associate professor C. Assistant professor
 D. Lecturer E. Assistant lecturer F. Graduate lecturer
 G. Other _____

6 Service years

- A. Below one year B. 1-5 C. Above 5 years

7 Your teaching load (hours per week) _____

8 The number of trainees you train in the classroom.

- A. <50 B. 50 C. >50

Part Two: Frequency of evaluation/assessment methods and tools, and its focus.

Instruction I: Put a “✓” sign in the column that best describes the assessment method and tool/type used frequently.

1. Methods

No	Evaluation/ assessment methods.	Frequency used (scales)				
		always	End of task/topic	End of duty/cha	End of course	Don't use
1	Class work (Individual and/or group)					
2	Quizzes and tests					
3	Practical work					
4	Observation					
5	Oral questioning					
6	Assignment					
7	Project work					
8	Presentation (individual and/ or group)					
	Final exam					

Part Three: Effectiveness in evaluation/assessment practices.

Instruction I: Put a “√” sign to your choice to questions with alternative answers or write short answers in the space provided.

1 Did you participate in workshop or seminar prepared for promoting awareness of the procedures/ways of implementing evaluation/ assessment?

A. Yes B No

2 When f your trainees submit assignment and project works?

A. On the fixed time B. After the dead line C. they don't submit

3 If your answer to question No. 5 is “D” or “C”, what is the reason? (Rank orders your reasons.)

A. Lacks of time_____

B. Lack of awareness about assignment_____

C. Lack of interest_____

D. If any please specify_____

Part Four: Conditions that affect evaluation /assessment Practices.

Instruction I: Put a “✓”sign to your choice to questions with alternative answers or write short answers in the space provided.

1. In assessing trainees' performance, is there any guiding principle supplied by the college? A. Yes B. No
2. If your answer to question No.1 above is “yes”, then what weight the following?
 - A. Test(s)/quiz(s) _____%
 - B. project work _____%
 - C. Final-exam _____%
 - D. If any specify _____%
3. What do you do if the trainees get below an average result?
 - A. I teach again
 - B. I simply give an average mark
 - C. I inform the college.
 - D. I give warning
 - E. If any specify _____
4. To what extent, the college administration helps the trainers in implementing evaluation/assessment?
 - A. Very high C. Average
 - B. High D. Below average
- 5 Give numbers (1-8) to show the rank orders from the most barriers to least to the following statements that you think the major barriers in implementing evaluation practices and put an “X” mark for barriers that you don't think at all in your college?
 - A. Large class size (above 50 students in the class) _____
 - B. Lack of trainers and trainees awareness on evaluation/assessment procedures? _____
 - C. Lack of adequate time _____
 - D. Problems related to trainees _____
 - E. Non-existent criteria for evaluation _____
 - F. Overload of work _____
- 6 Please specify if there are other barriers you think _____

Instruction II: Put a “√” sign in the column that best describes the given statement. For the open ended question you are expected to write your response in the space provided

7. Practices

No	Statements	Always	Frequently	Occasionally	Seldom	Never	Comment or reason for response
1	I give only marks on assessment						
2	I help trainees to prepare for their assessments						
3	I provide support for 'at risk' students						
4	I identify trainees who may fail through an early assessment						
5	I talk about whether my assessments test what I want them to test.						
6	I discuss the assessments I set with my colleagues before it is administered.						
7	In my department trainers discuss about the tests and the way they are marking with each other.						
8	I report to a superior about my trainees' marks.						
9	I am strict when I am assigned as an invigilator.						
10	I have sufficient time to mark assignments and /or project works.						

3. Do you think students who are low achievers in grade 10 join TVET? If so, what is its impact on their performance evaluation results?

4. If you were to change one thing about assessment in your college, what would that be?

5. What are the prospects (future positive expectations) of trainees' performance evaluation in TVET?

Thank you very much for your cooperation

2.4. On the part of the college record officer: _____

2. 5. On the part of the government: _____

2.6. Could you please suggest possible solutions, if any? _____

Thank you very much for you cooperation

3. What mechanism do you follow to check whether private TVET colleges' trainers implement evaluation/assessment practices properly? _____

4. Do you supply relevant materials on assessment? _____

5. What is/are the strengths and weakness of private business TVET colleges in implementing trainees' performance evaluation/assessment?

A. Strength _____

B. Weakness _____

6. What do you think should be done to improve the present practices of evaluation/assessment in private business TVET colleges? _____

8. In what way do you think continuous and college-based assessment should be used? _____

Appendix V

Addis Ababa University
School of Graduate Studies
Department of Business Education

Unstructured Interview Format on Trainees' Performance Evaluation/Assessment

This interview is designed to collect information about the present Evaluation/assessment practices in private business T VET colleges and it is to be filled by the colleges' deans. You have been selected for the interview, and I would like to thank you for your willingness to give the interview.

Your response will be kept confidential

Thank you.

General Questions

1. . What is the college understands of the nature of judgment in assessment? _____

2. . What sort of communication do you have with people at the different parts of the assessment process (learners, teachers, invigilators, moderators/course coordinators) and what is the nature of these communications? _____

3. . What are the major challenges concerning good assessment practice? _____

4. . What kind of practices would count as a wrong/ (breach of ethics) in assessment? _____

5. What counts as good assessment in your college? How do you quality assure your own evaluation/assessment? _____

6. If the purpose is to keep a focus on learning, in what way does your college keep an eye on the learning context, relationships, etc? Whose responsibility would it be to undertake research on learners, both their view of assessment, as well as issues such as language? _____

7. How do you and your colleagues aim to ensure quality in evaluation/assessment at your college? _____

8. In what way do you think continuous and institution/site-based assessment should be used? _____

9. Do you ever talk to the concerned bodies (Bureau &MOE) about assessment? If so, what sorts' of issues are discussed and what has been their response? _____

10. What is your opinion about apprenticeship training and its evaluation of trainees? _____

11. If a teacher or assessor is keen to comply with policies but does not appear to have current capacity to do so, what would you do? _____

12. What could/would you do if you found problems with assessment from trainers or invigilators? _____

13. How would problems with assessment be picked up in your institution? _____

1. What are the prospects (future positive expectations) of trainees' performance evaluation in TVET?

Thank you

Appendix VI
Addis Ababa University
School of Graduate Studies
Department of Business Education

Checklist on Trainees Evaluation/Assessment

1. Kifleketema _____ 2. College Name _____
3. Types of TVET program
 A. Regular B. Extension. C. Both extension& regular
4. Program level A. Diploma B Degree C Both diploma & degree
 D. Other _____

			10+3	
5	Number of trainees 2007/08,	Female		
		Male		
6	Number of trainers 2007/08,	Female		
		Male		

9. Evidence about trainers who conducted item analysis of their test/exam items.

No.	Field of study	No. of trainers showing evidence		No. of tests		No. of exams		Comments
1	Accounting							
2	Marketing							
3	Secretarial courses							
4	IT courses							
5	Law							
6	Bank& Insurance							

Availability of reference books on each field of study for 10+3 (Put a tick mark in the appropriate cell)

No.	Subject	Available	Quantity	Not available	Comments
1	Accounting				
2	Marketing				
3	Secretarial courses				
4	IT courses				
5	Law				
	Bank & Insurance				

10 Availability of college facilities and materials

No	Related facilities/materials	Available	Capacity	Not available	Comments
1	Lab				
2	Library				
3	Room and furniture for teachers including boxes and cabinets				
4	Annual college plan indicating exam programs				
5	College administration guide which indicates rules and regulations of evaluation/ assessment and promotional issues				
6	Rooms and furniture for trainees				

DECLARATION

This thesis is my original work and has not been presented for a degree in any university, and that all sources of materials used for this thesis have been dully acknowledged.

Name: Getaheem Shiferaw

Signature: _____

Submitted to: _____

Date: June 2008

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

Name: _____

Signature: _____

Date: _____

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