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# Assessing Factors Affecting the Implementation of Continuous Assessment in Rift Valley University College with Special Attention to Technical and Vocational Educational Training (TVET) Programs at Adama Main Campus, East Shoa, Oromia Regional State, Ethiopia, East Africa

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## **Abstract**

This study was designed to assess factors affecting the implementation of continuous assessment in Rift Valley University College in reference to Technical and Vocational Educational Training (TVET) programs at Adama Main Campus, Eastern Shoa, Oromia Regional State, Ethiopia, East Africa. The samples used for the study consisted of 91 teaching staff (86 teachers and 5 technical assistants), 543 students from both faculties (Health and Business) were randomly selected from this private University College in Oromia Regional State, Ethiopia, East Africa. The instrument used for this study were questionnaires and unstructured observational checklists which was used for the collection of data, that were analyzed using frequency count, percentage, mean score, standard deviation and One Way ANOVA statistical tools. The major findings from health faculty teachers' response were that (i) the provision for a typical student support from teachers (19%), more compatible faculties (30%), and more adequate teaching materials (40%) as measured by the Stepwise Regression analysis coefficient ( $R^2$ ). The t-value is significant for all the three factors mentioned in the analysis. It was also indicated by business, law and technology faculty teacher-response that High Qualification of teachers (42%), High Motivation of teachers towards Continuous Assessment (61%), and More Compatible Faculties (64%) as measured by the Stepwise Regression analysis coefficient ( $R^2$ ) were found to be major factors affecting the implementation of CA in RVUC. The t-value is significant for all the three factors mentioned in the analysis.

However, the relationship is positive for high qualification of teachers and negative for both high motivation and more compatible faculties of the teachers.

### Key words

Factors, Implementation, Continuous Assessment, TVET, Adama, Ethiopia

## Background of the Study

Assessment in education is a challenge for students and teaching staff alike. Students frequently find themselves forced to leap-frog across what can seem like countless assessment hurdles in the course of their training. At the same time, teachers (lecturers, tutors and practice teachers) need to ensure that assessment tasks are as effective and fair as possible. It has been argued that the assessment process may either facilitate or inhibit transfer of learning, depending on its nature, systems and procedures (Cree *et al.* 1998).

Assessment is of central importance to students' learning (Brown *et al.* 1997). It sets parameters on what students think of as important, how they spend their time and how they see themselves as learners and even as human beings. Brown *et al.* (1997) argue that 'If you want to change student learning then change the methods of assessment'. The implication being that it is primarily concerned with collaboration rather than inspection (Brockbank and McGill, 1998). In the real world of assessment in higher and professional education, the experience of being assessed may be very different from this.

Assessment consists, essentially, of taking a sample of what students do, making inferences and estimating the worth of their actions. The behaviors sampled may be specific to a course or they may be more general. They may be related to explicit or implicit criteria. The sampling may be undertaken by the students themselves, their peers, their tutors or employers with whom they are working. On the basis of the sample that is taken, inferences are made about a person's achievements, potential, intelligence, aptitudes, attitudes, motivations and, perhaps, personality and an estimate of worth in the form of grades, marks or recommendations is made (Brown *et al.* 1997). Therefore, one can say or easily understand that the significance of using continuous assessment in teaching and learning process to improve the quality of education is unquestionable. Supporting this idea, Brown and Knight (1994) and Gronlund (1981) pointed out that evaluating pupils learning on a continuous basis by focusing on basic instructional objectives plays important role in maintaining the quality of education.

These days many countries such as Spain, Australia, England and others are applying continuous assessment partly or wholly in their educational system (Heaton, 1990). On top of this, Nikko (1995) states that in many countries educators are expressing their interest toward continuous assessments into two different ways. Their interests appear to arise from related, but different educational concerns. First educator recognizes that good instruction requires information about the instruction requires information about the student progress. The second reason for educators' interest in continuous assessment is to become fair to the students. Assessment is, then, the process of sampling students' work and drawing inferences from that sample. Beyond this broad description, a number of specific questions emerge. How is the sample to be chosen? By whom? When should the

sample be taken? What about students' work that is not included in the sample? How are the inferences to be made? Again by whom?

In the Ethiopian context, the New Education and Training Policy gave emphasis on the use of continuous assessment. The aim of the new policy of continuous assessment in Ethiopian context is to bring a paradigm shift from old aged traditional system of assessment that is a judgmental role in its orientation to developmental role. Hence, the new education and training policy of the country calls for the use of continuous assessment to realize the educational objectives. Despite the importance of the proper implementation of continuous assessment, it might not go beyond lip service. Therefore, assessing the factors affecting the implementation of continuous assessment is found to be very crucial.

### **Statement of the Problem**

The teaching and learning process needs continuous follow up to achieve its objectives. Hence continuous assessment is essential to check the realization of instructional objectives. Traditional assessment method mainly focuses on testing which encourages superficial learning, but did not assess the wider skills of pupils. Hence, continuous assessment should be essential to measure learners' performance in a holistic manner. There might be changes to better or the worse. This creates a researcher a curiosity to investigate the status of continuous assessment in RVUC in Adama Main campus.

### **Research Questions**

To this end, the study attempts to investigate and seek answers to the following research questions:

- What are the major types of continuous assessment techniques practiced in the RVUC?
- How often do teachers employ continuous assessment in their teaching-learning processes in the RVUC?
- What are the factors that hinder the implementation of continuous assessment in RVUC?
- What could be done so as to alleviate these problems in the RVUC?

### **Research Hypotheses**

Moreover, the researcher forwarded the following research hypotheses to see the details of the problems under study systematically. Thus,

- **H<sub>0</sub>**: There is no statistically significant mean difference among health faculty students' response in the proper implementation of continuous assessment.
- **H<sub>0</sub>**: There is no statistically significant mean difference among business, law and technology faculty students' response in the proper implementation of continuous assessment.

- **H<sub>0</sub>:** There is no statistically significant mean difference among health faculty teachers' response in the proper implementation of continuous assessment.
- **H<sub>0</sub>:** There is no statistically significant mean difference among business, law and technology faculty teachers' response in the proper implementation of continuous assessment.
- **H<sub>0</sub>:** There are no statistically significant mean differences among health faculty teachers' response in applying continuous assessment in their teaching learning processes.
- **H<sub>0</sub>:** There are no statistically significant mean differences among business, law and technology faculty teachers in applying continuous assessment in their teaching learning processes.
- **H<sub>0</sub>:** There are no statistically significance relationship among health faculty teachers response in ( $b_1 = b_2 = b_3 = b_n$  where  $b_1, b_2, b_3$  are slope of the regression line) of the regression equation in as resulted of factors affecting the implementation of continuous assessment.
- **H<sub>0</sub>:** There are no statistically significance relationship Business, Law and Technology Faculty teachers response ( $b_1 = b_2 = b_3 = b_n$  , where  $b_1, b_2, b_3$  are slope of the regression line) of the regression equation in as resulted of factors affecting the implementation of continuous assessment.

## Specific objectives

The specific objectives of this study are intended to:

- Identify the major types of continuous assessment techniques practiced in RVUC.
- Examine how often continuous assessment techniques is practiced in RVUC.
- Assess factors that hinder the implementation of continuous assessment in the RUVU.
- Recommend the proposed solution to the stakeholders (students, teachers, middle and top management bodies of the university college).

## Research Methodology

### Research design

Descriptive survey research design was employed in carrying out this study. Factors affecting the implementation of continuous assessment and its impact on quality education in private higher institution was surveyed and the data collected were subjected to both quantitative and qualitative analysis.

### Sampling techniques and sampling size

The sample used for this study consisted of 86 teachers, 5 Technical assistants and 543 students from two faculties (Health and Business) in this sampled private higher institution in Adama town

Eastern Shewa, Oromia Regional State, Ethiopia, East Africa. Then, stratified random sampling technique was employed because firstly, there were different subdivisions in the targeted population which are important to be considered. Secondly, there were also variations in population sizes of different strata in this case (qualifications, experiences, sex, ages, department, and college) of the populations which were not equal in size.

## Results and Discussion

The overall purpose of this research is to assess the factors affecting the implementations of continuous assessment in Adama town Eastern Shewa, Oromia Regional State, Ethiopia, East Africa. To realize this goal, the data were collected, organized and presented as follows. Notice that the researcher used likert scale of five scales (1= Never, 2= Rarely, 3 = occasionally, 4= Frequently, 5 = Very frequently ) so as to analyze the techniques and frequencies that the university college implemented the CA

Table 3: Faculty of Health Students' Response on Types and Frequencies of Continuous Assessment Practiced in the RVUC(n= 287)

No	Techniques of Continuous Assessment	Positive (5+4)		Percentages (%)	Negative (3+2 +1)			Percent ages (%)	ANOVA Summary Table		
		5	4		3	2	1		df	F	Sig.
1	Attendance	60	80	(140, 48.78)	101	29	17	(147, 51.22)	2 284	1.05	0.35
2	Classroom Participations	54	69	(123, 42.86)	95	47	22	(164, 57.14)	2	9.80	0.00
3	Demonstrations	64	88	(152, 52.96)	98	22	15	(135, 47.04)	284	2.38	0.09
4	Paper- pencil-made exam (mid+ final)	143	112	(255, 88.85)	20	8	3	(31, 10.80)	2 284	6.79	0.00
5	Experiments	10	45	(55, 19.16)	68	83	81	(232, 80.84)	2 284	1.28	0.28
6	Extended Essay	24	54	(78, 27.18)	85	93	36	(214, 74.56)	2 284	0.40	0.67
7	Field work	65	79	(144, 50.17)	77	53	13	(143, 49.83)	2 284	5.20	0.01
8	Group works	49	56	(105, 36.59)	73	72	37	(182, 63.41)	2 284	0.19	0.83
9	Individual works	139	110	(249, 86.76)	28	8	2	(38, 13.24)	2 284	13.95	0.00
10	Portfolios	4	8	(12, 4.18)	76	94	10 5	(275, 95.82)	2 284	12.62	0.00

\*The mean difference is significant at the 0.05 level.

As the table 3 given above shows of all the ten types and techniques of continuous assessment, only Field work (144, 50.17%), Demonstrations (152, 52.96%), Individual works (249, 86.75%) and Paper pencil made exam (255, 88.85%) were identified as a positive and the major types, techniques and

frequently used type of continuous assessment techniques practiced in RVUC in Health Faculty in 2012/13 academic year. However, Portfolios (12, 4.18%), Experiments (55, 19.16%), Extended essay (78, 27.18%), Group works (105, 36.59%), Classroom participations (123, 42.86) and Attendance (140, 48.78%) were found as a negative and the non- frequently used continuous assessment techniques practiced in RVUC in the same faculty in the same academic year. Overall, we can summarize that the status of continuous assessment in RVUC in the Health Faculty was found to be negative (156.1, 54.39%) which had not been yet practiced in the college. This might be resulted in the poor quality of education in the country in general and the RVUC TEVT products in particular.

On the other hand, the computed F ratio at  $\alpha = 0.05$ ,  $F(2, 284) = 8.90$ ,  $F(2, 284) = 6.79$ ,  $F(2, 284) = 5.20$ ,  $F(2, 284) = 13.95$  and  $F(2, 284) = 12.62$  exceed the critical region at  $F(2, 284) = 3.00$ . Therefore, one can conclude that there are statistically significant mean differences among these respondents in each department in the health faculty in the implementation of these types and techniques of continuous assessment (Classroom participation, Paper- pencil made exams, Field works, Individual works and Portfolios),  $F(2, 284) = 8.90$ ,  $F(2, 284) = 6.79$ ,  $F(2, 284) = 5.20$ ,  $F(2, 284) = 13.95$  and  $F(2, 284) = 12.62$ ,  $p < 0.05$ , two tailed respectively. Whereas the rest types and techniques of continuous assessment (Attendance, Demonstrations, Experiments, Extended Essay and Group works) were found to be statistically insignificant mean differences in implementing these types and techniques of continuous assessment in each department in the health faculty,  $F(2, 284) = 1.05$ ,  $F(2, 284) = 2.38$ ,  $F(2, 284) = 1.28$ ,  $F(2, 284) = 0.40$ , and  $F(2, 284) = 0.19$ ,  $p > 0.05$  two tailed respectively.

As it was clearly indicated in the table 3.1 given above, of all the ten types and techniques of continuous assessment, only Demonstrations (152, 52.96%), Individual works (218, 85.16%) and Paper-pencil made exams (249, 94.48%) were identified as a positive and the major types, techniques and frequently used type of continuous assessment techniques practiced in RVUC in Business, Law and Technology Faculty in 2012/13 academic year. However, Portfolios (0, 00%), Experiments (15, 5.86%), Extended essay (78, 30.47%), Classroom participations (82, 32.50%), Group works (95, 37.11%), Field work (101, 39.45%), and Attendance (112, 39.84%) were found as a negative and the non-frequently used continuous assessment techniques practiced in RVUC in the same faculty in the same academic year. Overall, we can summarize that the status of continuous assessment in RVUC in the Business, Law and Technology Faculty again was found to be negative (149.1, 58.24%) which had not yet been practiced in the college. This might be resulted in the poor quality of education in the country in business, law and technology in general and the RVUC TEVT products in particular.

Table 3.1: Faculty of Business, Law and Technology Students' Response on Types and Frequencies of Continuous Assessment Practices in RVUC(n= 256)

No	Techniques and Types of Continuous Assessment	Positive ( 5+4)		Percentages (%)	Negative ( 3+2 +1)			Percent ages (%)	ANOVA Summary Table		
		5	4		3	2	1		df	f	Sig.
1	Attendance	44	58	(112, 39.84)	72	82	0	(154, 60.16)	6 249	0.34	0.91
2	Classroom Participations	37	45	(82, 32.03)	134	28	12	(174, 67.97)	6 249	2.32	0.03
3	Demonstrations	64	67	(152, 51.17)	85	27	13	(125, 48.83)	6 249	0.56	0.76
4	Paper- pencil- made exam (mid+ final)	143	104	(247, 94.48)	6	2	1	(9, 3.52)	6 249	1.76	0.11
5	Experiments	6	9	(15, 5.86)	61	113	67	(241, 94.14)	6 249	7.70	0.00
6	Extended Essay	29	49	(78, 30.47)	53	65	60	(178, 69.53)	6 249	1.28	0.27
7	Field work	45	56	(101, 39.45)	63	77	15	(155, 60.54)	6 249	0.34	0.92
8	Group works	45	50	(95, 37.11)	64	65	32	(161, 62.89)	6 249	0.70	0.65
9	Individual works	122	96	(218, 85.16)	28	8	2	(38, 14.84)	6 249	0.08	1.00
10	Portfolios	0	0	(0, 00)	72	82	10 2	(256, 100)	6 249	8.00	0.00

\*The mean difference is significant at the 0.05 level.

On the other hand, the computed F ratio at  $\alpha = 0.05$ ,  $F(6, 249) = 2.32$ ,  $F(6, 249) = 7.70$  and  $F(6, 249) = 8.00$  exceed the critical region at  $F(6, 249) = 2.01$ . Therefore, one can conclude that there are statistically significant mean differences among these respondents in each department in the Business, Law and Technology Faculty in the implementation of these types and techniques of continuous assessment (Classroom participation, Experiments, and Portfolios),  $F(6, 249) = 2.32$ ,  $F(6, 249) = 7.70$  and  $F(6, 249) = 8.00$   $p < 0.05$ , two tailed respectively. Whereas the rest types and techniques of continuous assessment ( Attendance, Demonstrations, Extended Essay, Paper-pencil made exams, Field works, Group works and Individual works) were found to be statistically insignificant mean differences in implementing these types and techniques of continuous assessment in each department in the Business, Law and Technology Faculty in RVUC,  $F(6, 247) = 0.34$ ,  $F(6, 249) = 0.56$ ,  $F(6, 249) = 1.28$ ,  $F(6, 249) = 1.76$ ,  $F(6, 249) = 0.34$ ,  $F(6, 249) = 0.70$ , and  $F(6, 249) = 0.08$ ,  $p > 0.05$  two tailed respectively.

Table 3.2: Faculty of Health Teachers' Response on Types and Frequencies of Continuous Assessment Practiced in the RVUC(n= 35)

No	Techniques and Types of Continuous Assessment	Positive ( 5+4)		Percentages (%)	Negative ( 3+2 +1)			Percent ages (%)	ANOVA Summary Table		
		5	4		3	2	1		df	F	Sig.
1	Attendance	7	14	(21, 60.00)	8	4	2	(14, 40.00)	3 31	2.24	0.10
2	Classroom Participations	8	6	(14, 40.00)	12	4	5	(21, 60.00)	3 31	0.05	0.98
3	Demonstrations	8	11	(19, 54.29)	9	4	3	(16, 45.71)	3 31	0.57	0.64
4	Paper- pencil-made exam (mid+ final)	20	9	(29, 82.86)	4	2	0	(6, 17.14)	3 31	0.66	0.58
5	Experiments	7	6	(13, 37.14)	11	9	2	(22, 62.86)	3 31	0.04	0.99
6	Extended Essay	6	9	(15, 42.86)	11	5	4	(20, 57.14)	3 31	1.11	0.36
7	Field work	8	10	(18, 51.43)	10	3	4	(17, 48.57)	3 31	0.19	0.90
8	Group works	5	9	(14, 40.00)	12	6	3	(21, 60.00)	3 31	0.61	0.62
9	Individual works	21	10	(31, 88.57)	3	1	0	(4, 11.43)	3 31	5.76	0.00
10	Portfolios	0	4	(4, 11.43)	8	15	8	(31, 88.57)	3 31	0.78	0.52

The mean difference is significant at the 0.05 level.

As the data summarized in the table 3.2 given above shows, of all the ten types and techniques of continuous assessment, only the Field work (18, 50.43%), Demonstrations (19, 54.29%), Attendance (21, 60%), Paper pencil made exams (29, 82.86%) and Individual works (31, 88.57%) in ascending order were identified as a positive and the major types, techniques and frequently used type of continuous assessment techniques practiced in RVUC in Health Faculty in 2012/13 academic year by the teachers. However, the Portfolios (4, 11.43%), Experiments (13, 37.14%), Classroom participation (14, 40.00%, Group works (14, 40.00%) and Extended essay (15, 42.86%) in ascending order were found as a negative and the non- frequently used continuous assessment techniques practiced in RVUC in the same faculty in the same academic year by the teachers. Overall, we can summarize that the status of continuous assessment in RVUC in the Health Faculty was found to be nearly positive (17.8, 50.85%) which were almost practiced in the college. This might not be as positive as expected from the instructors who are working in institution even though their response little bit better than what the students were responded in this research.

On the other hand, the computed F ratio at  $\alpha = 0.05$ ,  $F(3, 31) = 5.76$  exceed the critical region at  $F(3, 31) = 2.92$ . Therefore, one can conclude that there is statistically significant mean differences among the health faculty teachers in each department in the implementation of Individual works as a type and technique of continuous assessment,  $F(3, 31) = 5.76$ ,  $p < 0.05$ , two tailed respectively. Whereas the rest types and techniques of continuous assessment ( Attendance, Demonstrations, Paper-pencil

made exams, Experiments, Extended Essay, Field work, Group works and Portfolios) were found to be statistically insignificant mean differences among each teacher in each department in implementing these types and techniques of continuous assessment in the health faculty,  $F(3, 31) = 2.24$ ,  $F(3, 31) = 0.05$ ,  $F(3, 31) = 0.57$ ,  $F(3, 31) = 0.66$ ,  $F(3, 31) = 0.04$ ,  $F(3, 31) = 1.11$ ,  $F(3, 31) = 0.19$ ,  $F(3, 31) = 0.61$ , and  $F(3, 31) = 0.78$ ,  $p > 0.05$  two tailed respectively.

As it can be seen in the table 3.3 given above, of all the ten types and techniques of continuous assessment, only the Attendance (32, 57.14%), Individual works (41, 73.21%) and Paper pencil made exams (44, 78.57%) in ascending order were identified as a positive and the major types, techniques and frequently used type of continuous assessment practiced in RVUC in Business, Law and Technology Faculty in 2012/13 academic year by the teachers. However, the Portfolios (16, 28.57%), Group works (19, 33.93%), Demonstrations (23, 41.07%), Extended essay (23, 37.50%), Field work (24, 42.86%), Experiments (25, 44.50%) and Classroom participation (26, 46.43%) in ascending order were found as a negative and the non- frequently used continuous assessment techniques practiced in RVUC in the same faculty in the same academic year by the FBLT teachers. Overall, we can summarize that the status of continuous assessment in RVUC in the Business, Law and Technology Faculty was found to be nearly negative (27.3, 48.64%) which were almost practiced in the college. This might not be as positive as expected from the instructors who are working in the institution even though their response little bit better than what the students were responded in this research.

Table 3.3: Faculty of Business, Law and Technology Teachers' Response on Types and Frequencies of Continuous Assessment Practices in RVUC(n=56)

No	Techniques and Types of Continuous Assessment	Positive (5+4)		Percentages (%)	Negative (3+2 +1)			Percent ages (%)	ANOVA Summary		
		5	4						df	F	Sig.
1	Attendance	12	20	(32, 57.15)	10	7	7	(24, 42.85)	7/48	0.84	0.56
2	Classroom Participations	12	14	(26, 46.43)	22	7	1	(30, 53.57)	7/48	1.68	0.14
3	Demonstrations	11	12	(23, 41.07)	20	8	5	(33, 58.93)	7/48	2.10	0.06
4	Paper- pencil-made exam (mid+ final)	24	20	(44, 78.57)	8	4	0	(12, 21.43)	7/48	1.21	0.31
5	Experiments	12	13	(25, 44.64)	24	7	0	(31, 55.36)	7/48	0.56	0.78
6	Extended Essay	10	13	(23, 41.07)	19	9	7	(35, 62.50)	7/48	2.31	0.04
7	Field work	9	15	(24, 42.86)	16	12	4	(32, 57.14)	7/48	4.47	0.01
8	Group works	9	10	(19, 33.93)	12	21	4	(33, 58.93)	7/48	0.99	0.45
9	Individual works	27	17	(41, 73.21)	8	4	0	(12, 21.43)	7/48	2.10	0.06
10	Portfolios	6	10	(16, 28.57)	14	13	13	(40, 71.43)	7/48	3.06	0.01

The mean difference is significant at the 0.05 level.

On the other hand, the computed F ratio at  $\alpha = 0.05$ ,  $F(7, 48) = 2.31$  and  $F(7, 48) = 3.06$  exceed the critical region at  $F(7, 48) = 2.31$ . Therefore, one can conclude that there are statistically significant mean differences among the Business, Law and Technology Faculty teachers in each department in the implementation of Extended essay, Field work and Portfolios as a type and techniques of continuous assessment,  $F(7, 48) = 2.31$ ,  $F(7, 48) = 4.47$  and  $F(7, 48) = 3.06$   $p < 0.05$ , two tailed respectively. Whereas the rest types and techniques of continuous assessment (Attendance, Classroom Participations, Demonstrations, Paper-pencil made exams, Experiments, and Group works) were found to be statistically insignificant mean differences among each teacher in each department in implementing these types and techniques of continuous assessment in the Business, Law and Technology Faculty,  $F(7, 48) = 0.84$ ,  $F(7, 48) = 1.68$ ,  $F(7, 48) = 2.10$ ,  $F(7, 48) = 1.21$ ,  $F(7, 48) = 0.56$ ,  $F(7, 48) = 0.99$  and  $F(7, 48) = 2.$ ,  $p > 0.05$  two tailed respectively.

Table 3.5 Table 3.5: Factors affecting the implementations of Continuous Assessment in RVUC at TVET by Faculty of Health

Model	Factors	R	R <sup>2</sup>	UNSC	SE	SC	t	Sig.
				B		Beta		
	(Constant)			-3.20	1.19		-2.68	0.01
1	Provision for a typical students support	0.44	0.19	1.59	0.38	0.65	4.23	0.00
2	More compatible faculties	0.55	0.30	1.01	0.34	0.45	2.99	0.01
3	More adequate teaching materials	0.63	0.40	0.69	0.30	0.34	2.26	0.03

\*The mean difference is significant at the 0.05 level

### Dependent Variable: Continuous Assessment

Predictors: (Constant), Provision for a typical students support, more compatible faculties, more adequate teaching materials.

As the table 3.5 given above presents, the magnitude of the factors affecting the implementation of continuous assessment in RVUC at Faculty of Health by teachers was respectively from the lowest factor to the highest factor were provision for a typical students support of the teachers (19%), more compatible faculties from teachers to Continuous Assessment (30%), and more adequate teaching materials (40%) on Continuous Assessment as measured by the Stepwise Regression analysis coefficient (R<sup>2</sup>). The t-value is significant for all the three factors mentioned in the table 4.6 given above. Moreover, the relationships among these factors were positively affecting the implementation of continuous assessment.

The accompanying SPSS computer printout shows a regression equation that predicts Continuous Assessment from three independent variables: provision for a typical students support ( $X_1$ ), more compatible faculties ( $X_2$ ), and more adequate teaching materials ( $X_3$ ) were the statistically significant variables out of which the rest twelve independent variables in the faculty of health in RVUC. Therefore, the multiple regression equation for dependent variable- continuous assessment(Y) could be expressed in terms of these statistically significant independent variables- namely provision for a typical students support( $X_1$ ), more compatible faculties ( $X_2$ ), and more adequate teaching materials ( $X_3$ ) was:  $Y = -3.20 + 1.59X_1 + 1.01X_2 + 0.69X_3$ , where -3.20 is constant. The positive sign in the slope

(+1.59, +1.101 and +0.69) tell us that those with provision for a typical students support( $X_1$ ), more compatible faculties ( $X_2$ ), and more adequate teaching materials ( $X_3$ ) tend to have higher implementation of continuous assessment in RVUC in 2012/13 Academic year.

Table 3.6: Factors affecting the implementations of Continuous Assessment in RVUC TVET at Faculty of Business, Law and Technology

Stepwise Multiple Regression Coefficients (a)

Model	Factors	R	R <sup>2</sup>	UNSC		SC	t	Sig.
				B	SE	Beta		
	(Constant)			5.32	1.00		5.33	0.00
1	High qualification	0.65	0.42	1.68	0.33	0.47	5.15	0.00
2	High motivation to CA	0.78	0.61	-1.36	0.35	-0.37	-3.94	0.00
3	More compatible faculties	0.80	0.64	-0.79	0.36	-0.21	-2.17	0.03

\*The mean difference is significant at the 0.05 level.

### Dependent Variable: Continuous assessment (CA)

Predictors: (Constant), High Qualification, High Motivation to CA, More Compatible Faculties

As the table 3.6 presents the magnitude of the factors affecting the implementation of continuous assessment in RVUC at Faculty of Business, Law and Technology by teachers was respectively from the lowest factor to the highest factor were High Qualification of the teachers (42%), High Motivation from teachers to Continuous Assessment (61%), and More Compatible Faculties (64%) on Continuous Assessment as measured by the Stepwise Regression analysis coefficient ( $R^2$ ). The t-value is significant for all the three factors mentioned in the table 4.6.1 given above. However, the relationship is positive for high qualification of teachers and negative for high motivation and more compatible faculties of the teachers.

The accompanying computer printout shows a regression equation that predicts Continuous Assessment from three independent variables: high qualification ( $X_1$ ), high motivation of teachers to continuous assessment( $X_2$ ), and more compatible faculties ( $X_3$ ) are the statistically significant variables out of the rest twelve independent variables in the faculty of business, law and technology in RVUC. Therefore, the multiple regression equation for dependent variable- continuous assessment( $Y$ ) could be expressed in terms of these statistically significant independent variables- namely high qualification of teachers ( $X_1$ ), high motivation of teachers towards continuous assessment( $X_2$ ), and more compatible faculties ( $X_3$ ) was:  $Y = 5.32 + 1.68X_1 - 1.36X_2 - 0.79X_3$ , where 5.32 is constant. The negative sign in the slope (- 1.36 and -0.79) tell us that those with high motivation of teachers to continuous assessment( $X_2$ ) and more compatible faculties( $X_3$ ) tend to have lower Implementation of continuous assessment in these RVUC in these 2012/13 Academic year.

### Conclusions

On the bases of the results and discussion drawn from the summarized data, the researcher would like to forward the following conclusions.

It was able to be concluded that of all the ten types and techniques of continuous assessment, only Field work Demonstrations, Individual works and Paper pencil made exam in ascending order were identified as a positive, the major types and frequently used continuous assessment techniques practiced in RVUC by Health Faculty students in 2012/13 academic year in RVUC at Adama Main Camus. However, Portfolios, Experiments, Extended essay, Group works, Classroom participations and Attendance in ascending order were found to be a negative and the non- frequently used continuous assessment techniques practiced in RVUC in the same academic year in the same faculty in the same campus. Overall, we can conclude that the status of continuous assessment practiced by students in RVUC in the Health Faculty was found to be negative which had not been yet practiced in the college.

On the other hand, the one way ANOVA analysis shows us that there are statistically significant mean differences among the health faculty students' response in the implementation of continuous assessment in their Classroom participation, Paper- pencil made exams, Field works, Individual works and Portfolios,  $F(2, 284) = 8.90$ ,  $F(2, 284) = 6.79$ ,  $F(2, 284) = 5.20$ ,  $F(2, 284) = 13.95$  and  $F(2, 284) = 12.62$ ,  $p < 0.05$ , two tailed respectively. Whereas the rest forms of continuous assessment (Attendance, Demonstrations, Experiments, Extended Essay and Group works) were found to be statistically insignificant mean differences in implementing them as forms of continuous assessment in the health faculty,  $F(2, 284) = 1.05$ ,  $F(2, 284) = 2.38$ ,  $F(2, 284) = 1.28$ ,  $F(2, 284) = 0.40$ , and  $F(2, 284) = 0.19$ ,  $p > 0.05$  two tailed respectively.

As to health faculty teacher-respondents is concerned, it was able to be concluded that of all the ten types and techniques of continuous assessment, only the Field work Demonstrations, Attendance, Paper-pencil made exams and Individual works in ascending order were identified as a positive, the major types, techniques and frequently used continuous assessment techniques practiced in RVUC in Health Faculty at Adama Main Campus in 2012/13 academic year. This shows that almost both respondents (the students and the teachers) were agreed on Field work, Demonstrations, Paper-pencil made exams and Individual works even though the order for both Paper-pencils made exams and Individual works were not exactly the same. Besides, the students did not give due attention to their response on attendance as a means of assessment even though teachers were given due attention to it.

However, the Portfolios, Experiments, Classroom participation, Group works and Extended essay in ascending order were found to be a negative and the non- frequently used continuous assessment techniques practiced in RVUC in the same faculty in the same campus and same academic year. This also indicates that both the respondents (the students and the teachers) were agreed on the non- implementations of portfolio, experiments, group work, classroom participation, and extended essay as a techniques of continuous assessment even though the degree of emphasis given by these respondents were not exactly the same. Overall, one can conclude that the status of continuous assessment in RVUC at Adama Main Campus in the Health Faculty was found to be nearly positive (17.8, 50.85%) which were practiced in the college. This might not be as positive as expected from the instructors who are working in the institution even though their response were little bit better than what the students were responded in this research.

Besides, the one way ANOVA analysis reveals us that there is statistically significant mean difference among the health faculty teachers in the implementation of Individual works as a type and technique of continuous assessment,  $F(3, 31) = 5.76$ ,  $p < 0.05$ , two tailed. Whereas the rest types

and techniques of continuous assessment ( Attendance, Demonstrations, Paper-pencil made exams, Experiments, Extended Essay, Field work, Group works and Portfolios) were found to be statistically insignificant mean differences among teachers in implementing these types and techniques of continuous assessment in the same faculty,  $F(3, 31) = 2.24$ ,  $F(3, 31) = 0.05$ ,  $F(3, 31) = 0.57$ ,  $F(3, 31) = 0.66$ ,  $F(3, 31) = 0.04$ ,  $F(3, 31) = 1.11$ ,  $F(3, 31) = 0.19$ ,  $F(3, 31) = 0.61$ , and  $F(3, 31) = 0.78$ ,  $p > 0.05$  two tailed respectively.

As far as the Business, Law and Technology Faculty student-respondents is concerned, it was able to be concluded that of all the ten types and techniques of continuous assessment, only Demonstrations, Individual works and Paper-pencil made exams in ascending order were identified as a positive, the major types, techniques and frequently used type of continuous assessment practiced in RVUC at Adama Main Campus in 2012/13 academic year. However, Portfolios, Experiments, Extended essay, Classroom participations, Group works, Field work, and Attendance were found to be a negative and the non- frequently used continuous assessment techniques practiced in RVUC in the same faculty, campus and academic year. Overall, one can summarize that the status of continuous assessment in RVUC in the Business, Law and Technology Faculty was found to be a negative which had not yet been practiced in the college. This might be resulted in the poor quality of education in the country in business, law and technology in general and the RVUC TEVT products in particular.

On the other hand, the one way ANOVA analysis indicates that there are statistically significant mean differences among these respondents in each department in the Business, Law and Technology Faculty in the implementation of these types and techniques of continuous assessment (Classroom participation, Experiments, and Portfolios),  $F(6, 249) = 2.32$ ,  $F(6, 249) = 7.70$  and  $F(6, 249) = 8.00$ ,  $p < 0.05$ , two tailed respectively. Whereas the rest types and techniques of continuous assessment (Attendance, Demonstrations, Extended Essay, Paper-pencil made exams, Field works, Group works and Individual works) were found to be statistically insignificant mean differences in implementing them among each department in the same faculty and same Campus,  $F(6, 247) = 0.34$ ,  $F(6, 249) = 0.56$ ,  $F(6, 249) = 1.28$ ,  $F(6, 249) = 1.76$ ,  $F(6, 249) = 0.34$ ,  $F(6, 249) = 0.70$ , and  $F(6, 249) = 0.08$ ,  $p > 0.05$  two tailed respectively.

As to the teacher-respondents of the same faculty, campus and academic year is concerned, it was able to be concluded that of all the ten types and techniques of continuous assessment, only the Attendance, Individual works and Paper pencil made exams in ascending order were identified as positive, the major types, techniques and frequently used continuous assessment techniques practiced in the same campus. However, the Portfolios, Group works, Demonstrations, Extended essay, Field, Experiments and Classroom participation in ascending order were found to be a negative and the non- frequently used continuous assessment techniques practiced in RVUC in the same faculty, campus and same academic year. Overall, we can conclude that the status of continuous assessment in RVUC in the Business, Law and Technology Faculty at Adama Main Campus was found to be nearly negative (27.3, 48.64%). This might not be as positive as expected from the instructors who are working in the institution even though their response were little bit better than what the students were responded in this research.

From the one way ANOVA analysis, one can conclude that there are statistically significant mean differences among teacher-respondents of the same faculty in the implementation of Extended essay, Field work and Portfolios as a type and techniques of continuous assessment,  $F(7, 48) = 2.31$ ,

$F(7,48) = 4.47$  and  $F(7, 48) = 3.06$   $p < 0.05$ , two tailed respectively. Whereas the rest types and techniques of continuous assessment (Attendance, Classroom Participations, Demonstrations, Paper-pencil made exams, Experiments, and Group works) were found to be statistically insignificant mean differences among each teacher in the same faculty in implementing these types and techniques of continuous assessment in the in the same academic year,  $F(7, 48) = 0.84$ ,  $F(7, 48) = 1.68$ ,  $F(7, 48) = 2.10$ ,  $F(7, 48) = 1.21$ ,  $F(7, 48) = 0.56$ ,  $F(7, 48) = 0.99$  and  $F(7, 48) = 2.01$ ,  $p > 0.05$ , two tailed respectively.

From the students and teachers response analyzed above, one can conclude that both of them were agreed on the implementation of continuous assessment overall was found to be negative and non-frequently implemented. However, from the positively and frequently implemented types of continuous in RVUC in same faculty respondents (students and teachers), both of them were agreed on individual tasks and paper pencil made exams as a frequently implemented types and techniques of continuous assessments whereas they did not agree on demonstration and attendance as a type and techniques of continuous assessment respectively. From the negatively and non-frequently implemented types and techniques of continuous assessment, almost they were agreed on the rest type and techniques of continuous assessment (portfolio, group work, extended essay, field work, experiment and classroom participation).

As to factors affecting the implementations of continuous assessment at RVUC as responded by health faculty teachers is concerned, it was able to be concluded that the provision for a typical student support from teachers (19%), more compatible faculties (30%), and more adequate teaching materials (40%) as measured by the Stepwise Regression analysis coefficient ( $R^2$ ) were respectively from the lowest factor to the highest factor. The t-value is significant for all the three factors mentioned in the analysis. Moreover, the relationships among these factors were positively affecting the implementation of continuous assessment.

As far as factors affecting the implementations of continuous in RVUC at Adama Campus as responded by business, law and technology faculty teacher-respondents is concerned, it was able to be concluded that High Qualification of teachers (42%), High Motivation of teachers towards Continuous Assessment (61%), and More Compatible Faculties (64%) as measured by the Stepwise Regression analysis coefficient ( $R^2$ ) were respectively from the lowest factor to the highest factor. The t-value is significant for all the three factors mentioned in the analysis. However, the relationship is positive for high qualification of teachers and negative for both high motivation and more compatible faculties of the teachers.

## Recommendations

On the bases of the conclusions drawn from the summarized data, the researcher would like to forward the following recommendations.

The existing literature evidences and subjects included in the present study clearly indicated that for many teachers, "assessment" simply means giving students tests and assigning them grades. This is why only the Field work, Demonstrations, Individual works and Paper pencil made exam in ascending order were identified as a positive, the major types and frequently used assessment techniques practiced in RVUC by both Health and Business Faculty students and teachers in 2012/13

academic year in RVUC at Adama Main Campus. This fails to take into account that both the utility of assessment and its importance in the teaching/ learning process were ignored.

The researcher argued that the way in which the Ethiopian TVET Colleges in general and Rift Valley University College in particular assess TVET students' academic achievements are often a mystery. And it's often not a lot better for the academics who frequently regard assessment as very separate from teaching and learning process. Here the researcher argued that assessment is far more important than this and should be an integrated part of learning and therefore this is something that the institution needs to tackle its existing problems strategically. Continuous assessment must not be an optional extra, a bolt-on and an afterthought. Instead the assessment strategies and techniques this institution under study use must be a result of conscious, preplanned and decisive based on informed choices. Therefore, teachers, students and related stakeholders of this institution should be convinced that when assessment is at its best, it can be motivating and productive for students, helping them know how well they are doing and what else they need to do.

Moreover, the assessment techniques and strategies used in this institution should let staff know how they and their students are doing and give them the performance indicators that they need. Consequently, teachers, students and related stakeholders should know poor assessment techniques and strategies can result in the opposite directions; at its worst implementation, it will be tedious, meaningless, grueling, frustrating and counterproductive. Therefore, it can be recommended that the single most useful thing teachers, students and related stakeholders of this institution should do to influence positively the process of teaching and learning process is to make the right choices in designing a 'fit-for-purpose' assessment techniques and strategies. As David Boud suggest: "Students can escape bad teaching; they cannot avoid bad assessment" (Boud, 1994).

Portfolios as a means of assessment techniques and strategies in this institution seemed to be the most ignored one even though it has been one of the most appropriate means to meet the requirements of both faculties ( health and business), with the added value that the students, would through experiences, learn about their use as an assessment tool. A person who is described as a competent in an occupation or profession is considered to have a repertoire ( portfolio) of skills, knowledge and understanding which he or she can apply in arrange of context and organizations(Jessup, 1991). Therefore, teachers, students and other related stakeholders of this institution should be well aware and informed that portfolios can provide access to information about a student's abilities across a range of qualities about what someone knows and can do. They should also be informed that a portfolio can provide the students with a learning resource for their future teaching if they are going to join a teaching profession in their field of specializations.

Group work as a means of assessment tools was found to be the least implemented tools that have been practiced in this institution. This was because teachers, students and other stakeholders of the institution under study was lacked awareness, absence of experiences, teaching over load, large class size, and absences of adequate teaching materials were found to be the major factors affecting the implementation of group work in assessing students learning. Therefore, teachers and related organs of the institution should be aware of group work which can be a fundamental for practical and professional practices particularly for sharing experiences and practical skills in the real context of their learning environment in spite of those deficiencies. Group work has also pedagogical implications, in that despite the institution's concern with the quality of individual learning on courses, the teachers and students should accept all learning tasks should be placed in a social

context and the development of a professional 'identity' is best generated in a shared and communal context( Jarvis,1992).

In general, assessment is the most powerful lever teachers should influence the way students responded to courses and behave as learners. Much of what is presented as good practice in continuous assessment in this institution is described in terms of specific techniques such as attendance, field work, demonstration, individual tasks and paper-pencil made exams were dominatively better in implementation than the rest techniques (portfolio, extended essay, experiment, classroom participation and group works). Therefore, teachers and other organs of this institution should balance implementation of the practical assessment techniques than the theoretically dominated one.

Those assessment techniques that have been practiced in this institution was found to be often uncomfortable, approximate and problematic, but it is not an issue academics can evade as increasingly that nature of what teachers assess is changing from a focus on knowledge and understanding towards students' abilities to do useful things with what they have been learning. As the world of education become more and more committed to lifelong approaches to learning, the greater the relevance of assessment and accreditation of learning which does not necessarily fit into familiar or traditional ways of assessment pattern. Therefore, teachers and related stakeholders of this institution needs to follow up, monitor and review continuously the approaches and techniques its teaching staff use for practice continuous assessment and to commit themselves to ongoing enhancement of it to assure the validity and reliability of their teaching-learning processes.

Teachers and related stakeholders should know that there is no single assessment techniques are adequate for appraising student progress towards all the important outcomes of instruction. The reason for having so many different types of assessment produces if each assessment technique provides unique but limited evidence on some aspects of students' performance.

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