

An Analysis of the Status of Continuous Assessment in Three Colleges of Wolaita Sodo University

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Abstract

The purpose of this study was to analyze the major factors for the ineffective implementation of continuous assessment and poor performance of students. Hence, in order to realize this overriding purpose, all the 3rd year senior students from colleges of engineering, natural and computational sciences, and Health and Medicine, instructors of these colleges were used as target population. Samples of 60 students and 45 instructors were selected using simple random sampling technique and purposive sampling respectively, and observation of documents on the student assessments were used for analysis. Both qualitative and quantitative methods for data collection were employed and also the descriptive survey was employed. Open-ended and close-ended questionnaire and documents were used for data collection. Frequency counts and percentages were employed for analysis of quantitative data and qualitative data through open-ended questionnaire were narrated and used to support that of the quantitative one. The findings showed that there was a high gap of knowledge regarding the importance of continuous assessment on the parts of majority of instructors, leaders and students, and lack of commitment on the part of leaders as well were some of the major problems. Moreover, there were no programs and plans on the part of leaders at different levels to follow-up the continuous assessment along with other reasons. Hence, it was concluded that there was both competence and commitment problems on the part of leaders, instructors, and students as well. Therefore, it was recommended that sufficient orientation from the outset should be given to instructors, leaders, and students as well about the importance of continuous assessment; and all the necessary facilities should be availed to both the learners and instructors. Moreover, the policy regarding mode of delivery of the modules and regarding the clarity of assessment weights should be revised and made clear for all.

Keywords: continuous assessment, educational assessment, student performance, quality education

DOI: 10.7176/JEP/13-10-02

Publication date: April 30th 2022

Introduction

Universities have core processes bestowed upon them by proclamation like teaching-learning, research, community service, and technology transfer (MoE, 2016). Out of this teaching learning process takes a lion's share as some universities give more emphasis to it. On the other hand, teaching learning consists of a number of core activities within it. Assessment in general and continuous assessment in particular is one of them. However, those who are directly concerned about this assessment process are observed to have confusion on continuous assessment. Some equate it with continuous test and provide students with a number of tests without considering even content validity. Lack of continuous assessment guidance, facilities, applied stream of instructors, lack of commitment and the vague weight of continuous assessment, and vast content of courses or modules etc become sometimes problems for the poor implementation of continuous assessment and low performance of students. Hence, students fail to achieve those cognitive, affective, and psychomotor domains of education. This is observed in many universities of Ethiopia, including Wolaita Sodo University, particularly in hard science colleges like engineering, natural and computational sciences, and health and medicine colleges. This was observed by the researcher during his long time stay at Wolaita Sodo University—for more than ten years as instructor, head, and education quality coordinator for two terms of office. During his term of office as coordinator of institutional quality enhancement and assurance office of school of education and behavioral sciences, he happened to audit the internal quality of 3 selected hard science colleges including their continuous assessment status and could observe a lot of problems. He has done this for five consecutive years. Hence, the researcher was highly impressed to carry out the research on the issue under study and later on did it.

Statement of the Problem

Instructors and other academic leaders at different echelons, in addition to parents and students themselves are given responsibility to find out what students in classes know, understand, and are able to do (Airasian, 1991; Joy, 2003). When this is done in a variety of ways overtime and used to improve instruction, then it is considered to be continuous assessment (Tamene, 2007). Hence, all the academic heads of the university, students and parents as well should play important roles on their part. However, there found a gap of knowledge on the part of instructors, leaders, students, and parents as well regarding the importance and implementation of continuous

assessment in particular and assessment in general. Even instructors were observed to confuse continuous assessment with continuous test. However, no adequate research was made to tackle such a problem particularly in hard science colleges of Wolaita Sodo University. No guideline is prepared and became functional at university level. So, the problem is serious. To achieve one of the core process –assessment of teaching learning process. Therefore, in order to address this problem, the following basic questions were designed:

The basic research questions are:

- 1) What are the causes for the ineffectiveness of continuous assessment?
- 2) Which causes are the most pressing ones?
- 3) What are the effects of weak implementation of continuous assessment on pupils' performance?

Objectives

The overriding objective of this study was to dig out the main causes for the ineffectiveness of and poor implementation of continuous assessment. And the specific objectives under this were:

1. To investigate the causes for the poor implementation and ineffectiveness of continuous assessment;
2. To identify the most pressing problems out of the found causes; and
3. To examine the impact of the causes on the performance of students.

Significance

A number of parties were hoped to benefit from this study. Based on the findings, instructors with knowledge gap of implementing continuous assessment may be trained and capacitated; students may be early oriented about the importance of continuous assessment; parents and leaders of the university at different echelons who are concerned about instruction directly may be capacitated through trainings. It was also hoped to use as a reference material for the potentially aspiring researchers in the area of assessment. And also policy makers in education sector might use it as a source of information.

Scope

The study was geographically delimited to the 3rd year senior students of colleges of engineering, health and medicine, and Natural and computational sciences. And, conceptually delimited to the aspect of continuous assessment practices and challenges in the 3 aforementioned colleges.

Literature Review

Concept of Educational Assessment

An assessment is a process by which information is obtained relative to some known objectives or goals, It is a broad term that includes testing. It is also the process of gathering information to monitor progress and make educational decisions if necessary. Assessment may include a test, observations, interviews, behavior monitoring etc. (Overton, 2012). To many students and instructors as well assessment may mean simply giving tests and assigning them grades. So, this concept not only limits assessment but also limiting different teaching-learning issues, because it fails to take into account both the utility of assessment and its importance in the teaching-learning process (Overton, 2012).

In the most general sense, assessment is the process of making judgment or measurement of worth of an entity—person, process, or program. Educational assessment involves gathering and evaluating data evolved from planned learning activities or programs. This form of assessment often referred to as evaluation. It also refers to the process of collecting, interpreting, and synthesizing information to aid in decision making. For many people, classroom assessment means using paper and pencil tests to grade pupils. However, it is more than testing. It includes information gathering on pupils, instruction, and classroom climate by instructors. It includes interpreting and synthesizing those information to help instructors understand their pupils, plan and monitor instruction, and establish a conducive classroom atmosphere (Airasian, 1991). Madaus and Kellaghan (1993) also add to say that assessment in the classroom is highly based on instructors' observation of students as they go about their normal learning activities. It implies more than quantifying test results of pupils like measurement. It is a systematic development of tests and/or examination recording and interpreting. It involves observational techniques other than testing to collect information on overall pupils' performance. Thus, it is broader and inclusive term. According to Farrant (1980), assessment is the process by which the quality of individuals' work or performance is judged. In educational institutions, assessment of learning is usually carried out by teachers or instructors on the basis of impressions gained as they observe their pupils at work or by various kinds of tests given periodically.

Purpose of Educational Assessment

Educational assessment is normally conducted by instructors and teachers and designed to serve several related

purposes include: 1) motivating and directing learning, 2) providing feedback to students on their performance, 3) providing feedback on instruction and /or curriculum, and ensuring standards of progression. It also helps to: improve learning and instruction; identify learning difficulties that give learners opportunity to show progress toward objectives; help instructors determine the effectiveness, their teaching aids, methods, techniques and learning materials, provides educational administrators with adequate information about instructors' effectiveness and the institutions programs as a whole, acquaint parents with their children's performance, guiding teaching, estimating correctly the teachers' effectiveness in teaching; provides feedback information to administrators to aid counseling and decision making; suggesting areas of improvement ;indicates continuation of pupils performance.

Concept of Continuous Assessment

When assessment is practiced as an ongoing process, or on a day-to-day basis, it is called a continuous assessment. It is an assessment system aimed at deriving a student's final examination marks and based upon a number of previous assessments on selected syllabus objectives. It is being used increasingly as an alternative to terminal examinations. Because, it provides more reliable information than examinations. It builds up a picture of a pupil's performance over a prolonged and representative period. Thus, currently, schools and universities are turning to continuous assessments whereby records of the students' performance in nearly everything he/she does during his/her course are kept. These records build up into a much more complete and reliable assessment of the student than is possible by a single examination (Farrant, 1980). Furthermore, it is not adequate to use one-shot assessment for having a clear picture of a pupil's academic achievement.

According to Yoloye(1984) continuous assessment is a method of evaluating the progress and achievement of students in educational institutions. It aims to get the truest possible picture of each student's ability by helping each student to develop his/her abilities. The process offers a very valuable learning tool. Through continuous assessment pupils are encouraged to carry out investigations and projects where they will be involved in their own learning on a very practical basis. Generally, it is both learning and an assessment system that brings teachers and students together in a cooperative endeavor to accomplish those critical instructional objectives that need detailed study and practice(Botswana, 1994). Continuous assessment is a student evaluation system that operates at the classroom level and is integrated with the instructional process. It includes a variety of measures (i.e., daily assessing students using observation, oral questions, tests or quizzes, etc) and procedures that a teacher can use whether his/or her instruction has been effective to target those students who have and haven't mastered particular skills. It serves as a foundation for improved instruction in the classroom.

According to Wasanga (1987) continuous assessment should be objective, systematic, comprehensive, cumulative and guidance-oriented in order to update judgments about performance of pupils. It is best carried out by the class teacher using instruments such as exercises, terminal tests, home-take assignments, project works, field works

Purpose of continuous Assessment

The purpose of continuous assessment focuses on learners' overall performance and the teaching-learning process (ICDR, 1994). Concerning learners the specific roles of assessment are to: investigate the participation of pupils in the learning conditions; analyze the level of knowledge, skill, and ability of pupils in the different subjects; examine the improvement of pupils in their classroom performance over a period of time ; accumulate records of progress for the pupils; determine pupil's strengths and weaknesses; gather information about a wide range the pupils' characteristics or habits or attitudes as a feedback for making decisions ; and identifying the extent to which pupils have overcome any social, psychological or learning difficulties.

As to the instruction process continuous assessment helps to : determine the extent to which the educational institutions are working towards achieving their set objectives; provide information from which instructors can find insights into their own effectiveness in teaching; find out the degree which the methods of instruction and materials employed are up-to-date and effective; and give incentives in the learning process.

Areas of Continuous Assessment

Assessing achievement in various subjects using oral examinations and different written tests; assessing closely university or school related behavioral aspects like participating in the instruction process, extracurricular activities, and fulfillment of assignments, disciplines, punctuality and absenteeism by using anecdotal records, rating scales, checklists, interviews etc. Moreover, assessing general behavioral aspects—characteristics, interests, beliefs, feelings, attitudes, etc. by using observational techniques and interviews.

Principles and Procedures of Continuous Assessment to be followed by Instructors

According to Yoloye(1984) there are five procedures to be followed by instructors in continuous assessment as follows: 1) they should combine all the scores attained by each student in class assignment, group works, projects,

home works, tests, examination and any other sources used during instruction to obtain an overall score for a given period. Furthermore, the sources of the scores to be added together should be carefully planned in advance. In other words, teachers should plan at the beginning of the year, the number of assignments, tests, and their timing. They should also decide how many marks are to be assigned to each. A term plan might be as follows: total marks available =100 marks—2 class tests each 20 marks=40 marks;2 assignments each 10 marks=20 marks; and 1 end of term examination=40 marks. And also the score from each test or assignment etc. should be used in two ways: to identify each student's difficulties and help him/her to learn the things not mastered in the exam before the next lessons are due. A student can be helped by giving him /her an appropriate reading assignment or by asking another student who has mastered the topic to help after each school hours. If many students have the same difficulty, the teacher should spend some time re-teaching the topic to the entire class. To help teachers assess their own performances and the effectiveness of their teaching so as to find improved ways of teaching. Fourthly, teachers should keep a close watch on the personality development of each student. Personality includes: character, temperament, interest, attitude, and adjustment. A variety of measuring instruments, especially, observational techniques may be used to measure the personality characteristics of students. Their performance on measures of personality should contribute to their final assessment. Fifthly, information concerning the students' learning and personality characteristics should be used to understand them better and help them through guidance and counseling to overcome their difficulties and improve their performance.

Challenges of Continuous Assessment

According to (Madaus&Kellighan, 1981), different universities particularly young universities have a number of challenges regarding effectiveness of continuous assessment. In some cases, there are no functional guidelines. Other instructors claim that the weighting system is not clear—how much of the total 100% should be continuously assessed. Furthermore, leaders, instructors, and students as well have negative attitude or little attitude towards the importance and implementation of continuous assessment. Moreover, facilities-related problems and large class size are criticized to be major problem to employ continuous assessment. And also because of the vast nature of some contents of courses instructors give more focus for covering the portion than giving attention for continuous assessment. In addition, lack of experience and specialization of instructors in areas of non-teaching in some universities become problems for ineffectiveness of continuous assessment. The negative attitude towards continuous assessment on the part of instructors, parents, and students is also another serious problem to properly implement continuous assessment. Lastly, the modular approach and block mode of delivery is also another problem according to Overton (2012). The effect of increasing class size in tertiary education is not well understood (Bandiera, 2010). The effects of class size on students' exam performance by comparing the same students' performance to his/her own performance in courses with small and large class sizes. Another challenge for the effective implementation of continuous assessment is the failure to understand the purpose of assessment—the cognitive, psychomotor, and affective domains, i.e why to assess on the part of the instructors, and why to be assessed on the part of students (Bandiera, 2010).

Research Design and Methodology

Research Method

The research design employed was descriptive survey based on the nature of the study. And, to realize that both quantitative and qualitative data were used concurrently—mixed approach.

Source of data

Both primary and secondary sources of data were employed. The 3rd year senior students from the colleges of Engineering, Health and Medicine, and Natural and computational sciences were the primary sources of data; whereas documents recorded regarding the continuous assessment in 6 departments of the 3 colleges were used as the secondary sources of data through observation.

Population, sample size and sampling techniques

The total of 300, 3rd year senior students of Engineering, Health and medicine, and Natural and computational sciences were population of the study. Out of this only 60 students (from 6 departments) were selected using simple random sampling techniques and 45 instructors were selected purposively out of 125 3rd year instructors.

Data Administration

So that to check the reliability and validity of the instruments for data collection, first data collection tools were prepared and made to be commented by experts who are colleagues of the researcher. Then based on their comments, the actual data collection instruments were prepared. After that the time was arranged with the respondent students, instructors and the respective college deans and department heads to collect data after consensus was made about the procedure. Then finally the data collection tools (both open-ended and close-

ended) were distributed among 105 respondents and all 100% of the tools were returned.

Data Collection Tools

Questionnaires (both open-ended and close-ended) and documents were employed to collect data. A close-ended questionnaire of 5 and 3-likert scales were employed.

Data Analysis Methods

Frequency count and percentage were employed to analyze the data obtained through close-ended questionnaire. The qualitative data obtained through open-ended questionnaire were narrated and used to triangulate the data through close-ended questionnaire.

Results and Discussion

Table 1: Demographic Characteristics of participants

S.N.	ITEMS/variables		Participant Instructors N= 45		Student Respondents N=60	
			Number	%	Number	%
1	Sex	Male	35	71.2	40	68
		Female	10	28.8	20	32
2	Experience	Less than 3years	26	57.8		
		3 and above years	19	42.2		
3	Qualification	MA & above	45	100		
		BA	--	--		
4	Specialization	Education	10	28.8		
		Applied	35	71.2		

With regard to the sex of the respondents, 71.2% instructors and 68% students were males, whereas, 28.8% instructors and 32% of the respondents were females. As to experiences, 57.8% of the instructors were found to have served for less than 3 years. With regard to the qualification of the instructor respondents, 100% were qualified to the level. However, only 28.8% of the respondents were specialized in education and the rest were found to have been specialized in applied sciences.

Table 2: Summary of instructors Response on Continuous Assessment implementation

Key= 3=always;2=sometimes;1=rarely;0=none

S.N	ITEMS	Options	N=45 FREQUENCY	%
1	How often have you used Continuous Assessment?	3	6	13.3
		2	19	42.2
		1	20	44.4
		0	-	0
2	How often have you made Continuous Assessment part of your plan?	3	2	4.4
		2	10	22.2
		1	28	62.2
		0	5	11.1
3	How often have you given feedback for your students regarding their performance?	3	7	15.6
		2	10	22.2
		1	18	40
		0	10	22.2
4	How often are you oriented about continuous assessment?	3	-	0
		2	11	24.4
		1	19	42.2
		0	15	33.3
5	How often do you orient your students about continuous assessment?	3	--	0
		2	2	4.4
		1	8	17.8
		0	35	77.8

With regard to item 1 above, only 13.3% of the instructors were found to use continuous assessment always. The rest 42.2% and 44.4% of instructors used continuous assessment only sometimes and rarely respectively. Item 2 showed that 62.2% of the instructors rarely made continuous assessment part of their plan, and 11.1% of the instructors failed to make continuous assessment part of their instructional plan. With regard to feedback

provision, 22.2% of the instructors failed to provide feedback, 40 % gave feedback, and the rest 22.2% and 15.5% provided feedback sometimes and always respectively. With regard to item 4, only 24.4% of instructors were sometimes oriented and the rest 42.2% and 33.3% were rarely oriented and not oriented at all respectively. And also, as to item 5, only 4.4% of instructors sometimes oriented their students about continuous assessment and the rest 17.8% and 77.8% oriented their students about the continuous assessment rarely and not at all respectively. The qualitative data obtained through open-ended questionnaire by 25(55.6%) of instructor respondents showed that the impact of the poor implementation of continuous assessment on the quality of the graduates and education was high.

Table 3: Causative Factors for the Implementation problem of Continuous Assessment according to student and instructor respondents

Key: 5=very serious; 4=serious; 3=moderate;2-mildly serious;1=not serious at all.

S.No.	Items	N=105									
		Rating scale									
		5	%	4	%	3	%	2	%	1	%
1	Lack of functional guidelines about continuous assessment	70	66.7	20	19	10	9.5	3	2.9	2	1.9
2	Lack of commitment on the part of instructors	65	61.9	18	17.1	12	11.4	8	7.6	2	1.9
3	Lack of commitment on the part of leaders	59	56.2	15	14.3	20	19	17	16.2	4	3.8
4	Lack of knowledge about continuous assessment	51	48.6	30	28.6	11	10.5	6	5.7	7	6.7
5	Large class size	49	46.7	15	14.3	26	24.8	12	11.4	3	2.9
6	Vast content to apply continuous assessment	41	39	19	18	20	19	13	12.4	12	11.4
7	Adequate facilities	30	28.6	27	25.7	25	23.8	15	14.3	8	7.6
8	Vagueness of weight given for continuous assessment.	40	38.1	28	26.7	10	9.5	15	14.3	12	11.4
9	Politicizing continuous assessment	43	40.9	15	14.3	18	17.1	14	13.3	15	14.3
10	Willingness to be assessed on the part of students	30	28.6	25	23.8	15	14.3	25	23.8	10	9.5

According to item 1, 66.7% and 19% of respondents said that lack of the continuous assessment guide line was very serious and serious problems respectively. Lack of commitment on the part of the instructors was also found to be another problem. In this regard, 61.9 % and 17.1% respectively responded as very serious and serious. With regard to item 3, 56.2% of the respondents witnessed that lack of commitment on the part of leaders was the very serious problems, 14.3% of the respondents responded that lack of commitment on the part of instructors was serious problems. Item 4 was seen as very serious and serious problems according to 48.6% and 28.6 % respondents respectively. With regard to item 5, large class size was very serious and serious problems according to 46.7% and 14.3% respondents respectively. The vast nature of modules was also found to be very serious and serious problems according to 39% and 18% of respondents respectively. Item 7 was also responded as very serious and serious problem according to 28.6% and 25.7% of respondents—lack of facilities. Vagueness of weight given for continuous assessment was also found to be very serious and serious problem according to 38.1% and 26.7% of respondents respectively. Regarding item 9, 40.9% and 14.6% of respondents cited that politicizing continuous assessment was very seriously and seriously problems respectively. With regard to item 10, lack of willingness to be assessed on the part of students, was found to be very serious and serious problem.

Table 4: Rating the impact level of causes on the quality of training

S.No.	Items	N=105 Rating Scale		
		No. of respondents responded as very serious and serious	Responses in Percentage(%)	Rank
1	Lack of functional guidelines about continuous assessment	90	86	1 st
2	Lack of commitment on the part of instructors	83	79	2 nd
3	Lack of commitment on the part of leaders	74	71	4 th
4	Lack of knowledge about continuous assessment on the part of instructors	81	77.1	3 rd
5	Large class size	64	61	6 th
6	Vast content to apply continuous assessment	60	57.1	7 th
7	Lack of Adequate facilities	57	54.3	9 th
8	Vagueness of weight given for continuous assessment	68	64.8	5 th
9	Politicizing continuous assessment	58	55.2	8 th
10	Willingness to be assessed on the part of students	55	52.3	10 th

According to table 4 above, lack of guideline of continuous assessment, lack of commitment on the part of instructors to implement continuous assessment and lack of knowledge about the importance and implementation of continuous assessment stood 1st, 2nd, and 3rd in rank respectively in the seriousness as problems. Lack of commitment on the part of leaders to implement continuous assessment, vagueness of the weight given for continuous assessment and large class size stood 4th, 5th, and 6th in rank. Content vastness of the teaching modules, politicizing of continuous assessment, lack of adequate facilities, and lack of willingness to be assessed on the part of students took the 7th, 8th, 9th, and 10th places accordingly based on their seriousness.

Major Findings

1. Lack of the guideline of continuous assessment was found to be number 1 problem to implement continuous assessment.
2. Instructors were found to be not committed to implementing continuous assessment. Lack of awareness on the part of instructors became another problem for the failure of instructors to implement continuous assessment.
3. Leaders also were found to fail to implement continuous assessment as required;
4. The vague nature of the weight given for continuous assessment was also found to be the problem to implement continuous assessment;
5. Large class size was also found to be another problem to implement continuous assessment;
6. Content vastness of the teaching module was also found to be another problem for poor implementation of continuous assessment;
7. Considering continuous assessment as if it were more of political issue than its academic advantage was found to be the problem for the failure of effective implementation of continuous assessment;
8. Lack of adequate materials and facilities was also another hindrance for the effective implementation of continuous assessment; and
9. Lack of willingness on the part of students about both the importance and implementation of continuous assessment was another serious problem for the successful implementation of continuous assessment.

Conclusions

Based on the major findings, the following conclusions were drawn:

1. There was high knowledge gap on the part of leaders, majority of instructors, students and even the parents of student regarding the importance of continuous assessment. This showed that most of the leaders and instructors were not the right persons for their profession.
2. The finding showed that commitment was the problem on the part of some leaders, instructors, and students though they know well about the importance of continuous assessment. This showed that there was either a knowledge gap on the part of the instructors or they were indifferent and unwilling to

- implement the existing policy of education and higher education proclamation as well.
3. Majority of the instructors were found to have applied background (non-education) and found to fail to know those domains of education—cognitive, affective, and psychomotor. This indicated that these instructors need a training on pedagogics courses.
 4. Large class size became the big problem to assess continuously. Hence, this showed that the university management had knowledge gap regarding national standard of class size or management problem.
 5. Vast contents of some courses and or modules made some instructors give more attention for covering the course rather than giving emphasis for continuous assessment. Therefore, the owner of the university and the designer of the current—the Federal government should revise the curriculum. This implied that the policy makers did not consider the class size problems while they were launching modular approach and while they were designing the syllabi of some courses.
 6. There observed that weight of continuous assessment was unclear to the majority of instructors. This indicated that the policy itself had some drawbacks..
 7. Lack of continuous assessment guideline particularly for beginner instructors became the serious problem, This implied that the university gave low attention for one of the core process—teaching-learning.
 8. Some instructors were found to record assessment results, but without considering content validity. This showed that there was knowledge gap on the part of instructors of those colleges.
 9. There observed low commit on the part of heads at different echelons. These showed that some leaders of those colleges were wrongly assigned as leaders without consideration of their commitment, experience, specialization, and willingness as heads.
 10. The findings showed that the prevalence of those causative factors had a big impact on the quality the trainees.

Recommendations

Based on the conclusions drawn, it was recommended as:

- ✓ It is concluded that there is high knowledge gap on the part of leaders, majority of instructors, students and even the parents of student regarding the importance of continuous assessment. Therefore, it is recommended that training should be provided for all the concerned bodies (aforementioned) from the outset.
- ✓ The finding showed that commitment was the problem on the part of some leaders , instructors, and students though they know well about the importance of continuous assessment. Therefore, leaders at different levels should attempt to increase the commitments of instructors regarding continuous assessment through different types of training.
- ✓ Majority of the instructors were found to have applied background(non-education) and found to fail to know those domains of education—cognitive, affective, and psychomotor. Hence, it is better, if these instructors are trained through HDP and other programs about the science of pedagogy.
- ✓ Large class size became the big problem to assess continuously. Hence, it is better if the university and the government work on this to reduce the class size upto the national standard.
- ✓ Vast contents of some courses and or modules made some instructors give more attention for covering the course rather than giving emphasis for continuous assessment. Therefore, the owner of the university and the designer of the current—the Federal government should revise the curriculum.
- ✓ There observed that weight of continuous assessment was unclear to the majority of instructors. Therefore, clarity should be created for the instructors from the outset.
- ✓ Lack of continuous assessment guideline particularly for beginner instructors became the serious problem.
- ✓ Lack of plans to follow-up instructors on the part of immediate heads like department heads, and their reluctance to do so was observed as the serious problem.
- ✓ Some heads were wrongly assigned as leaders without consideration of their commitment, experience, specialization, and willingness as heads.
- ✓ Turnover of or promotion of some hardworking heads to another position is also found to be a problem. Hence, it is recommended that some mechanisms of retaining those diligent workers should be considered by the university.
- ✓ The mechanism of assigning the right persons at the right positions should be developed on the part of the university, because some heads were found to have no manadement know how—even some couldn't have a plan.
- ✓ Some instructors were found to record assessment results, but without considering content validity. Therefore, training should be offered for such instructors from the very beginning.
- ✓ Since one of the core process of universities is teaching –learning and continuous assessment is the

main part of teaching and learning, all the heads from department to vice president to academic affairs should be assigned on the basis of their experience, specialization, commitment, and competence as well.

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