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Belief in and implementation of continuous assessment in some teacher education colleges of ethiopia: A mechanism for quality assurance in teacher training

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Abstract

There is plethora of literature on the idea of continuous assessment (CA) and how to implement it at classroom level. The existence of such vast literature has the capacity to inspire teachers in schools, colleges of teacher Education, and stakeholders of education. Nevertheless it has been observed that the research works, literature reviews and the policy document did not have adequate effect on actual teaching practice that seems defensible. Both students and coaching teams in the education system are expressing their dissatisfactions in relation to classroom practices. Thus, this study is an attempt made to address the dissatisfaction mentioned here. The purpose of this study was to investigate beliefs of students and instructors on CA and assess implementation practices actually exercised at classroom level in teacher education colleges. A descriptive survey research approach was used in this study. The participants of the study were 352 college students and 112 college instructors of four randomly selected colleges from Oromia, Southern Nations Nationalities Regional State (SNNPRS) and Amhara regions. The data obtained through questionnaire on belief of both participants and implementation processes indicate no belief problem but adherence to (largely) group projects assessment technique. Results of this study showed that the existing assessment practice is in problem as it largely depends on single strategy. According to the data obtained, the implementation related 'mantra' and the practice are becoming alienated. CA is at the brink of crisis. The solution to this problem might be re-informing the virtues and re-establishing CA practices with the intrinsic pedagogical advantages it has, to the teaching staffs. Based on the findings of the study, recommendations were made to serve as a contribution for quality teacher education.

Keywords: Assessment, Continuous Assessment, Feedback, Belief, Strategies.

Introduction

Assessment as a process of gathering information-indicates how well the students learn and how well the instructor is carrying out her/his responsibilities. Assessment has the potential to diagnose learners' strengths and needs, provide feedback on teaching and learning, provide a basis for instructional placement, inform and guide instruction, communicate learning expectations, motivate and focus learner attention and effort, provide practice applying knowledge and skills, provide a basis for learner evaluation, and gauge programme effectiveness[1]. Also Falchikov[2] describes: the seven pillars on which the canopy of assessment rests. Careful attention to each of these pillars is necessary. These are: Why assess? How to assess? What to assess? When to assess? Who assesses? How well do we assess? Whither? What do we do or where do we go next?

In addition Kellough[3] Cited in Zeleke[4] point out that learning is effective when learners have answers to the following questions: "Where am I going? Where am I now? How do I get to where I am going? How will I know when I get there? Am I on the right track for getting there?

The above points clearly indicate ideas related to the roles of students and instructors in a good assessment program. Globally the assessment practices have undergone change. CA has been described by Holcroft[5] as an important pillar that supports the global approach to assessment.

In line with this Ethiopia started a practice that insures students learning by clearly indicating it in a policy document. The Education and Training policy (ETP) of Ethiopia specified that continuous assessment should be employed to make students well equipped to take future role[6]. This policy statement goes well with the purpose of continuous assessment which is to improve learning and to help (shape) and direct the instructional process[7].

However, observation of the actual exercise and empirical evidence revealed that the implementation of continuous assessment by most teaching staff in teacher education colleges is not up to the expectation[8,9,10]. One of the reasons reported in relation to the malpractices of CA is Knowledge gap among instructor[4]. Therefore, assessing Belief in and Implementation

of Continuous assessment is essential to inform the implementers and decision making bodies.

Statement of the problem: CA is the major assessment mode in Ethiopian Education System including teacher education colleges[6]. But during the course of my professional life in Colleges of Teacher education (CTE) as lecturer I have observed that most teachers follow untailored approach to Continuous assessment. When assessment strategies are poorly understood, it has negative effect[11] on students learning and achievement. Instructors who give less attention to their assessment practices are putting their students at danger in terms of effective learning. This means, the implementation CA is surrounded with a number of problems.

Limited local research work in the area[8,9] confirm the recession of CA. The way teachers of colleges of education were implementing CA disagrees with the general understanding of CA among educators- impacting students' know-how. As most CA related challenges are abstract, thereby making the way how to address the problem difficult to management bodies, teachers and students in CTEs, an approach which assesses belief and implementation of CA per se with diversified sample should illuminate a better way out. Thus, this survey study intends to investigate belief in and implementation of CA Continuous assessment in Some Teacher education colleges of Ethiopia.

Objectives of the study: The purpose objective of this study was to investigate beliefs of students and instructors on CA and assess implementation practices actually exercised at classroom level in teacher education colleges. Particularly, the current study was directed towards achieving the following objectives: i. To identify instructors and students belief in continuous assessment. ii. To examine the implementation of continuous assessment techniques in Colleges of Teacher Education. iii. To assess factors which hinder the implementation of continuous assessment in Colleges of Teacher Education.

Research questions: This study attempted to investigate and seek answers to the following research questions: i. What are students and instructors beliefs in Continuous assessment? ii. How often do teachers utilize different continuous assessment techniques in their teaching-learning processes in CTE? iii. What are the factors that hinder the implementation of continuous assessment in CTE?

Significance of the study: The findings of this research will benefit: i. Teachers and students of CTE to examine their conceptions and practices of CA. ii. Teachers and students of CTE to get the advantages they should get from CA. iii. The administrative bodies of CTE to examine the foremost barriers of implementing continuous assessment in the Colleges and work for effectiveness of CA. iv. Researchers as the study should motivate further research on CA.

Delimitation of the study: While carrying out this research it was difficult to reach all CTE in Ethiopia due to several reasons. Thus, this study was confined to four CTE in Ethiopia. Problems in CTE are not only assessment related. This study aimed at finding out the beliefs in CA and implementation of CA among students and teachers of CTE. It further investigated the problems during implementation of CA and strategies to alleviate these problems. It means this study is delimited to assessment related features and other problems are not part of this investigation. Therefore, the findings of this study may not be generalizeable to all problems in education at CTE level.

Methodology

Participants of the study: The Participants of this study were 352 students and 112 instructors selected on random basis from Language, Mathematics and Natural science (MNS), Social studies and Aesthetics streams. These participants were randomly selected from Sebeta CTE, Bule Hora CTE, Arbaminch CTE, and Debre Tabor CTE in Ethiopia. Students included in this study were from year one to three enrolled in 10+3 Diploma program in 2015/2016 academic year.

Design of the study: A research design is a strategy used by the researcher to incorporate components specifying what is to be done and how to do it. It entails the structuring and organizing of all the steps of data collection, analysis and reporting in research work[12]. The design used in this study is descriptive survey research design. *Cohen, Manion, and Morrison*[13] had described survey data collection as follows: Whether the survey is large scale and undertaken by some governmental bureau or small scale and carried out by the lone researcher, the collection of information typically involves one or more of the following data-gathering techniques: structured or semi-structured interviews, self-completion or postal questionnaires, telephone interviews, Internet surveys, standardized tests of attainment or performance, and attitude scales (PP.208-209).

Thus, questionnaire based descriptive survey research design was employed in this study.

Instruments used for the study: Questionnaire was developed for both teachers/lecturers and students. The items were adapted from Apple and Shimo[14], Mewcha and Berihu[9], and the available literature. This entails that instrument was developed based on the objectives of the study and the literatures consulted.

Teachers' questionnaires: Teachers' questionnaires had three parts. These are Demographic information related, belief related and implementation related components. The belief part was to discover teachers' understanding of the principles as well as purposes of continuous assessment, and the implementation part which also included two open ended responses on the problems and strategies to overcome the challenges assessed the extent to which instructors put their knowledge of continuous assessment in to practice.

Students' questionnaires: Students' questionnaires had also three parts. These are Demographic information related, belief related and implementation related components. The belief part was prepared to find out students' understanding of the principles and purposes of continuous assessment, and the implementation part which also included two open ended responses on the problems and strategies to conquer the challenges assessed the extent to which instructors put their knowledge of continuous assessment in to practice.

Procedure of data collection: After development of the questionnaire for the purpose of getting comprehensible information from students items were translated into Amharic for student of Amhara and SNNPRS Colleges. Also translation to Afan Oromo was carried out for student respondents of Oromia Colleges. Both questionnaires were translated with help of PhD candidate level experts. Then Streams and their staff were identified for filling the questionnaire. This was done on random basis. Also groups or year levels of college students were identified. And then Subjects participating in questionnaire were selected randomly from students in each year and stream. The subjects were oriented briefly about the questionnaire before answering and filling it out. Two sets of questionnaires were administered in this investigation. One set of the questionnaire was administered to college instructors and the other set was administered to students. The questionnaire was distributed and collected with the help of stream coordinators of colleges.

Data analysis: The demographic characteristics of the participants, beliefs and the participants' responses on their continuous assessment practices were analyzed using descriptive statistics. All the information from the questionnaire was entered into SPSS 20 version except the open ended part on the section in which responses are required on implementation of CA. The SPSS 20 version was used to generate descriptive statistics. The open ended will discussed using narrative description based on the information gathered from participants.

Results and discussion

Demographic characteristics of participants: As it is indicated in Table-1 above 31 (27.7%) of participants were from Arbaminch College of Teachers Education (CTE), 25 (23.3%) were from sebeta CTE, 19 (17%) were from Bulehora CTE, and 37 (33%) were from Debretabor CTE. Of these participants 24 (21.4%) were from language (Amharic, English, and Mother Tongues), 44 (39.3%) were from Mathematics and Natural Science (MNS) which comprises mathematics, chemistry, physics, and biology subject teachers, 23 (18.8%) were from social sciences (History, Geography, and Civics), and 23 (20.5%) were from aesthetics (Art, music, and Health and Physical Education). As the descriptive account of the above table indicated 106 (94.6%) partocipants in this research were males and 6 (5.4%) were female college teachers. The majority, 51 (45.5%) of the respondent teachers have 0-5 years experience, 45 (40.2%) have 6-10 years of college experience, 14 (12.5%) have 11-15 years experience, and 2 (1.8%) have experience above 15 years in colleges. Qualification wise, 77 (68.8%), and 33(29.5%) have first and second degree respectively. Only 2(1.8%) were with a qualification below the required condition.

Table-1: Summary of instructors demographic information

Variable	Categories	Participants	Percent
CTE	Arbaminch	31	27.7
	Sebeta	25	23.3
	Bulehora	19	17
	Debretabor	37	33
	Total	112	100
Stream	Language	24	21.4
	MNS	44	39.3
	Social	21	18.8
	Aesthetics	23	20.5
	Total	112	100
Sex	Male	106	94.6
	Female	6	5.4
	Total	112	100
CTE Experience	0 up to 5 years	51	45.5
	6 up to 10 years	45	40.2
	11up to 15 years	14	12.5
	>16 years	2	1.8
Qualification	BED/BSC/Equ.	33	29.5
	MA/MSC/MED	77	68.8
	PhD	0	0
	Others*	2	1.8

*Diploma in Art (Aesthetics Stream).

Table-2 depicted that 78 (22.2%), 86 (24.4%), 88 (25%), and 100 (28.4%) students were from Arbaminch CTE, Sebeta CTE, Bulehora CTE, and Debretabor CTE respectively. Of these participants 82 (23.3%) were from language, 165 (46.9%) were from MNS, 52 (14.8%) were from social sciences, and 53 (15.1%) were from aesthetics. Also, the above table indicated 129 (36.6%) participants in this study were males and 223 (63.4%) were female college students. What is more, 106 (30.1%) of student respondents, 225 (63.9) participants, and 21 (6%) of students were in the age ranges 16-18, 19-21, and greater than or equal to 22 years of age. The same tabled showed that 122 (34.7%) were from first year, 162 (46%) were from second year, and 68 (19.3%) were from third year college students.

Table-2: Summary of students' demographic information

Variables	Categories	Participants	Percent
CTE	Arbaminch	78	22.2
	Sebeta	86	24.4
	Bulehora	88	25.0
	Debretabor	100	28.4
	Total	352	100.0
Stream	Language	82	23.3
	MNS	165	46.9
	Social	52	14.8
	Aesthetics	53	15.1
	Total	352	100.0
Sex	Male	129	36.6
	Female	223	63.4
		352	100.0
Age	16-18	106	30.1
	19-21	225	63.9
	> 22	21	6.0
	Total	352	100.0
Year	First Yr	122	34.7
	Second Yr	162	46.0
	Third Yr	68	19.3
	Total	352	100.0

Instructors and students belief in continuous assessment: instructors' belief in continuous assessment: Instructors' understanding of the principles and purposes of CA is crucial for practices at classroom level. To assess these 10 items questionnaire responses were discussed in this section. Item one assess instructors perspectives on CA in relation to building the whole mind of learners, item two assesses the view of instructors on improvement of teaching learning process when CA is employed, item three focuses on identification of weak students while CA is used, item four associates CA with retention capacity, item five is related to mastering contents, item six links CA with final exam performance, item seven binds CA with arousing students desire, item eight communicates about confidence and readiness of students when CA is utilized, item nine connects CA with narrowing the gap between students and teachers, and item ten is about making students autonomous.

The results in Table-3 (item-1) revealed that 100% of respondent teachers agreed with idea that CA builds the whole mind of a student as they prepare for terminal assessments. Item 2 indicated that 94.7 % of instructors agreed with the idea that CA improves teaching and learning process leading to improved performance. Similarly Item 3 pointed out that 75% of respondents agreed with the idea that CA helps to identify the weak students and improvement can achieved based on information obtained. Item 4 also revealed that 99.1% of the respondents agreed with concept that when CA is used the students learn to revise from time to time which increases retention and memorization. Likewise, item 5 showed that 49.1% of the respondents disagreed with the perception that CA enables students to master the content. Item 6 indicated that 92% of the respondents agreed with the notion that Students who perform well in CA also perform better in terminal assessments. Furthermore, item 7 showed that 81.3% of the respondents agreed with the opinion that CA assessment arouses students' desire for attention and concentration while in class. Item 8 showed that 85.7% of the respondents agreed with the belief that the more the students go through CA, the more confident and ready they become for the terminal assessments. Item 9 confirmed that 92.9% of the respondents agreed (strongly agreed group larger) with the idea that CA narrows teacher-student gap as it is easy for the teachers to know their students. Lastly, item 10 confirmed that 92.9% of the respondents agreed (strongly agreed group smaller) with the inspiration that CA makes students autonomous learner more than the conventional assessment.

Generally, Table-3 indicated that a large number of college teachers had no belief or perception problem in relation to CA.

Students' belief in continuous assessment: The results in the above table (Table-4) indicated that 96.3% of respondent college students in tem -1 agreed with idea that CA helps them in building their mind as they prepare for terminal assessments. Item 2 indicated that 73% of students agreed with the idea that CA improves teaching and learning process leading to improved performance. Also Item 3 pointed out that 81.9 % of respondents agreed with the idea that CA helps to identify the weak students and improvement can be achieved based on information obtained. Item 4 also revealed that 97.2% of the respondents agreed with concept that when CA is used the students learn to revise from time to time which increases retention and memorization. Likewise, item 5 showed that 100% of the respondents agreed with the perception that CA enables them to master the content. Item 6 indicated that 100% of the respondents agreed with the notion that Students who perform well in CA also perform better in terminal assessments. Furthermore, item 7 showed that 96.9% of the respondents agreed with the opinion that CA assessment arouses their desire for attention and concentration while in class. Item 8 showed that 100% of the respondents agreed with the belief that the more they go through CA, the more confident and ready they become for terminal assessments. Item 9 confirmed that 100% of the respondents agreed with the idea that CA narrows teacher-student gap as it is easy for the teachers to know their students. Finally, item 10 confirmed that 99.7% of the respondents agreed with the insight that CA makes them autonomous learner more than the conventional assessment.

In general, Table-4 indicated that a large number of students had no belief problem in relation to CA. This result agrees with the result of instructors' percentage differences to lesser extent.

Table-3: Summary of instructors' belief in continuous assessment

Item	Statistics		Strongly agree		agree		Can't decide		Disagree		Strongly Disagree	
	Mean	SD	f	%	f	%	f	%	f	%	f	%
CA builds the whole mind of a student as they get ready for terminal assessments	4.27	.44	30	26.8%	82	73.2%	-	-	-	-	-	-
CA improves teaching and learning process leading to improved performance	4.11	.46	19	17%	87	77.7%	6	5.4%	-	-	-	-
CA helps to identify the weak students and improvement can be achieved based on information obtained.	3.85	1.15	39	34.8%	45	40.2%	2	1.8%	25	22.3%	1	0.9%
When CA is used the students learn to revise from time to time which increases retention and memorization.	4.41	.51	47	42%	64	57.1%	1	0.9%	-	-	-	-
CA enables students to master the content	3.20	1.19	12	10.7%	43	38.4%	27	24.1%	16	14.3%	14	12.5%
Students who perform well in CA also achieve better in terminal assessments.	4.31	.64	45	40.2%	58	51.8%	8	7.1%	1	0.9%	-	-
CA assessment arouses students' desire for attention and concentration while in class.	3.81	.64	7	6.3%	84	75%	14	12.5%	7	6.3%	-	-
CA makes students more confident and ready for the terminal assessments.	3.83	.61	4	3.6%	92	82.1%	11	9.8%	3	2.7%	2	1.8%
CA narrows teacher-student gap as it is easy for the teachers to know their students.	4.57	.65	73	65.2%	31	27.7%	7	6.3%	1	0.9%	-	-
CA makes students autonomous learner more than the conventional assessment	4.34	.63	48	42.9%	56	50%	7	6.3%	1	0.9%	-	-

Table-4: Summary of students' belief in continuous assessment

Item	Statistics		Strongly agree		agree		Can't decide		Disagree		Strongly Disagree	
	Mean	SD	f	%	f	%	f	%	f	%	f	%
CA builds the whole mind of us as we prepare for terminal assessments	4.34	.58	137	38.9%	201	57.4%	9	2.6%	4	1.1 %	-	-
CA improves teaching and learning process leading to improved performance.	3.85	.61	44	12.5%	213	60.5%	95	27%	-	-	-	-
CA helps to identify our weakness and improvement can be achieved based on information obtained through CA.	3.96	.57	53	15.1%	235	66.8%	64	18.2%	-	-	-	-
When CA is used we learn to revise from time to time which increases our retention and memorization capacity.	4.48	.55	182	51.7%	160	45.5%	10	2.8%	-	-	-	-
CA enables us to master the content	4.24	.43	87	24.7%	265	75.3%	-	-	-	-	-	-
Students who perform well in CA also perform better in terminal assessments.	4.06	.25	24	6.8%	328	93.2%	-	-	-	-	-	-
CA arouses our desire for attention and concentration while in class.	4.57	.55	214	60.8%	127	36.1%	11	3.1%	-	-	-	-
The more we go through CA, the more confident and ready we become for the terminal assessments.	4.27	.44	98	27.8%	254	72.2%	-	-	-	-	-	-
CA narrows teacher-student gap as it is easy for the teachers to know their students.	4.68	.46	242	68.8%	110	31.2%	-	-	-	-	-	-
CA makes us autonomous learner more than the conventional/traditional assessment	4.40	.49	142	40.3%	209	59.4%	1	0.3%	-	-	-	-

Implementation of continuous assessment as rated by instructors and CTE students: Response of College instructors on the Implementation of Continuous Assessment.

In item-1 of Table-5 110 (98.2%) of the participant instructors indicated that they are using continuous assessment as part of teaching learning process on regular basis. Item-2 of the table indicated that 82 (73.2 %) participants included CA in their lesson/session plans. Also item 3 showed that 90 (80.4%) of respondents give feed back during implementation of CA. Item4 indicated that majority of the respondents use feedback sometimes (M=3.13, SD=1.3).

Table-6 indicated instructors' practice of CA tools in CTE. Responses of these item indicated that instructors use group works or projects (mean=4.11, SD=0.39) to a larger degree with 111 (99.1%) response on always and usually ratings. Although it is not as frequently as group project, CTE instructors also used observation (mean = 3.27, SD=0.5) considerably. According to instructors response, assignment (Mean=2.19, SD= 0.84), portfolio (Mean=2.86, SD=.79), Peer assessment (Mean=2.63, SD=0.48) and individual project (X=2.73, SD=0.48) were infrequently used CA tools. Also the same respondents response indicated that almost they did not tend to use home take exams (mean=1.48, SD=0.50) as CA tool. Observation is another tool used to some degree (M=3.27, SD=0.5).

Table-5: Implementation of continuous assessment as rated by instructors

S.No	Item	Alternatives	Response of Instructors	
			f	%
1	Have you used continuous assessment as part of the teaching learning process on regular basis?	Yes	110	98.2%
		No	2	1.8%
2	Have you included continuous assessment in your lesson/session plan and course plan?	Yes	82	73.2%
		No	30	26.8%
3	Do you give feedback for your students?	Yes	90	80.4%
		No	22	19.6%
4	How often do you give feedback?	Always	22	19.6%
		Usually	16	14.3%
		Sometimes	51	45.5%
		Rarely	1	.9%
		Never	22	19.6%
		Mean	3.13	
		SD	1.3	

Table 6: Approaches used by instructors during implementation of continuous assessment (as rated by instructors)

How often do you use the following approaches to assess your students?	Statistics		Always		Usually		Sometimes		Rarely		Never	
Group projects	Mean	SD	f	%	f	%	f	%	f	%	f	%
	4.11	0.39	15	13.4	96	85.7	-	-	1	.9	-	-
assignments	2.19	.84	-	-	3	2.7	44	39.3	37	33.0	28	25.0
Portfolio	2.86	.79	-	-	28	25.0	42	37.5	41	36.6	1	.9
Peer-assessment	2.63	.48	-	-	-	-	71	63.4	41	36.6	-	-
Observation	3.27	.50	3	2.7	25	22.3	84	75.0	-	-	-	-
Individual projects	2.73	.48	-	-	2	1.8	78	69.6	32	28.6	-	-
Home take exam	1.48	.50	-	-	-	-	-	-	54	48.2	58	51.8
Quizzes /tests	2.57	.49	-	-	-	-	64	57.1	48	42.9	-	-

Summary of college instructors' response on open-ended questionnaire in relation to continuous assessment implementation challenges and strategies to overcome the problems: In the open-ended questionnaire CTE teachers were first asked what problems they faced/observed in the implementation of CA. Teacher Respondents were given a chance to list all the challenges they faced in implementing CA in CTEs. Their replies are summarized as follows: Time constraint, tire some nature of CA (Bulky work), Skill gap of instructors, dependency of students on their colleagues, class size, content bulkiness, work load of instructors, students lack of interest, and lack of resource or materials are the overarching problems related to optimal implementation of CA. This agrees with findings of Tefera[8] and Tamene[10].

In the open-ended questionnaire CTE teachers were asked about strategies to overcome the problems they face in the implementation of CA in second question. Teacher respondents were given an option to list the strategies which should be used for efficient implementing of CA in CTEs. Their replies are summed up as follows: Using awareness creation options or trainings, reducing class size (less than 40), experience sharing among instructors, reducing bulky contents to manageable size, improving technology use, increasing cr.hrs or contact hrs, and sensitizing students on CA are pillars suggested.

Response of college students on the implementation of continuous assessment: In item-1 of Table-7 63.6% of the participant students indicated their instructors use continuous assessment as part of teaching learning process on regular basis. 50.3% participant students indicated (item-2) that instructors included CA in their lesson/session plans. Also 77% of respondents indicated (item-3) that their instructors give feed back during implementation of CA. In item-4 majority (71.3%) of the respondents indicated that teachers use feedback in rare situations (M=1.9, SD=0.6). In items 1 and 2 responses of teachers' respondents differs from students' response. As can be observed from table 5 above on using continuous assessment as part of teaching learning process on regular basis, and including CA in the lesson/session plans instructors response varied (exceeded) from responses of students indicated in table 7. However, item 3 response of students on frequency of use of feedback showed variation (low in value) from teachers' response (Table-5).

Table-8 indicated instructors' practice in relation to CA tools in CTE as rated by students. Responses of these item indicated that instructors use group works or projects (mean=3.66, SD=0.54) to a larger extent. According to students response on instructors use of CA tools, assignment (Mean=2.77, SD= 0.48), portfolio (Mean=2.27, SD=.48), individual project (M=2.37, SD= 0.88) with large deviation, and quizzes/tests (Mean=2.51, SD=0.54) were infrequently used tools. The same respondents response indicated that almost they did not use Peer assessment (Mean=1.23, SD=0.51) as CA tool.

As can be seen from Tables 6 and 8, teachers reported that they used group projects (largely) and observation (to some degree) to continuously assess their students. However, students indicated that group project was the most frequently used CA tool by their teachers. In other words, teachers and students rated group projects as the first frequently used CA tool. From the outline of the above two tables (Table 6 and 8), the most frequently used CA tool to continuously assess CTE students was group project. Frequently using this CA tool may not allow CTE teachers to find out what they should know about their students and their learning needs.

Table-7: Instructors' implementation of continuous assessment as rated by college students

S.No	Item	Alternatives	Response of students	
			f	%
1	Have your instructors used continuous assessment as part of the teaching learning process on regular basis?	Yes	224	63.6
		No	128	36.4
2	Do instructors plan to assess students continuously in their session or lesson plan?	Yes	177	50.3
		No	175	49.7
3	Do instructors give feedback for students?	Yes	271	77.0
		No	81	23.0
4	How often do instructors give feedback?	Always	-	-
		Usually	12	3.4
		Sometimes	15	4.3
		Rarely	251	71.3
		Never	74	21.0
		Mean	1.90	
		SD	0.61	

Table-8: Approaches used by instructors during implementation of continuous assessment (as rated by students)

How often do your instructors use the following approaches to assess you?	Statistics		Always		Usually		Sometimes		Rarely		Never	
	Mean	SD	f	%	f	%	f	%	f	%	f	%
Group projects	3.66	.54	-	-	246	69.9	97	27.6	7	2.0	2	.6
assignments	2.77	.48	-	-	9	2.6	256	72.7	85	24.1	2	.6
Portfolio	2.27	.48	-	-	1	.3	101	28.7	244	69.3	6	1.7
Peer-assessment	1.23	.51	-	-	-	-	15	4.3	52	14.8	285	81.0
Observation	1.74	.43	-	-	-	-	-	-	263	74.7	89	25.3
Individual projects	2.37	.88	-	-	-	-	226	64.2	31	8.8	95	27.0
Home take exam	1.71	.48	-	-	-	-	5	1.4	241	68.5	106	30.1
Quizzes /tests	2.51	.54	-	-	9	2.6	160	45.5	183	52.0	-	-

Summary of college students' response on open-ended questionnaire in relation to continuous assessment implementation challenges and strategies to overcome the problems: CTE students were first asked what problems they faced/observed in the implementation of CA in the open ended part of the questionnaire. The respondents were given an opportunity to list all the problems they faced in implementing CA in CTEs as pre-service teachers. The responses of students on problems which hamper implementation of CA are summarized as follows: absence of follow up on CA, time constraint, teacher competency problem in using CA, resource problem, existence of gap between instructors and pre-service teachers, students lack of confidence, sticking firmly to teacher centered approach, overdependence on group work, absence of feedback, rushing to cover course contents, providing similar tasks to the whole class during class hours, and on and off approach of instructors in using CA (inconsistency) are problems in the implementation of CA. The responses of pre-service teachers here corroborate with teachers responses given in the above section.

In the second open-ended questionnaire CTE pre-service teachers were asked about strategies to get the better of the problems mentioned in relation to CA. The respondents were given an option to come with the strategies which should be used for well-organized implementation of CA in CTEs. Their responses are summed up as follows: provision of training to instructors, efficient use of time, assessing needs of students in advance, Varying CA tools, follow up by higher officials or responsible bodies, building students confidence, organizing portfolios, providing ample individual tasks during lessons, making the lesson student centered, giving timely feedback, and having CA guideline for common practice are important principles to follow during CA process. Almost all responses here agree with the responses of instructors.

Conclusion

Based on the analysis of results discussed in the above section the following conclusions were made: i. CTE teachers or instructors have no belief related problem with respect to CA because the mean value (average mean=4.1) is larger for all belief related items. ii. CTE students have no belief related problem vis-à-vis CA as the mean value (average mean=4.3) is larger for all belief related items. iii. Even though teachers use different CA tools at various implementation levels responses of participants indicated that group project is the most widely used tool in CTE. This means that implementation of CA is at setback and is largely based on one tool which may not address all learners related problems for learning. iv. Although there are several factors which affect implementation of CA major problems influencing CA are class size, bulkiness of contents, awareness problem on implementation of CA, absence of CA guideline and follow up, students lack of confidence, workload of instructors, teacher dominated instruction, and overdependence on group work. Other problems are ramifications of these problems. v. Problems are unavoidable everywhere, in every activity, program or sector but understanding it is crucial. Thus a well-designed continuous assessment system will benefit students, teachers and stakeholders in solving CA related challenges. Problems associated with CA implementation can be embarked upon with providing trainings, producing an agreed up on guideline, working in close immediacy with curriculum designing teams and solving resource problems.

Recommendations: Based on Discussion and conclusions made above, the following recommendations are given:

Recommendations for better practice: i. CTE management bodies should have follow up systems for CA implementation. ii. CTE Teachers' should get trainings on the principles, purposes and implementation of CA. iii. CTE teachers should implement CA basically for improving and guiding the learning process. iv. Students' involvement and learning in CA based instruction should be checked using different inspection mechanisms.

Recommendation for further research: Research work on stream or department or college level using mixed approach is warranted.

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