

# Assessing Quality of Education: In Perspective with Continuous Assessment and Learners' Performance in Adwa College, Ethiopia

Mewcha Amha Gebremedhin<sup>1\*</sup> Berihu Asgele Syoum<sup>2</sup>

1.Department of Information and Communication Technology, Adwa College of Teacher Education, P.O.Box 91, Ethiopia

2.Department of Social Science, Adwa College of Teacher Education, P.O.Box 91, Ethiopia

## Abstract

This study attempted to explore education quality in Adwa College of Teacher Education. The general objective of this study was assessing the quality of education in the perspective of continuous assessment and learner's performance in Adwa College of Teachers Education. The study explored the class size and its influence on education quality; conditions of implementing continuous assessment and learners' performance in the college. To explore all these researchers employed census method (72 teacher respondents). The study finds that in average there are 52 students in one class. Because of large class size regular giving of take-home assignment, careful scoring of the students' work, adequate monitoring and supervision of the students' class work, easy identification of the gains and difficulties of each student and providing feedback to individual students is not possible. Moreover, the college continuous assessment format is difficult to implement in the ground and it has been doing nothing to help students' performance since there is copping assignments. Especially, it is difficult to implement in some courses. Furthermore, teachers have a problem to take attendance daily in classroom. Performances of students in individual work and presentation and students' general knowledge is poor. Moreover, habit of students to read and their readiness to use library is poor. Moreover, students' academic background is low and there is high cheating in time of exam in the college. In general the main obstacles that hindered education quality in the college are students' low performance and background, lack of controlling cheating in time of assignment and exams, lack of follow up to students and lack of support to students. Furthermore, large class size and inappropriate implementation of the continuous assessment are other problems that deteriorated education quality. Therefore, the regional government should make overall expansion program on the college especially, constructing buildings to address the class size. Moreover, college should make the entrance time of fresh students on time. College should also consolidate network activities (cooperative learning) as a basic strategy and rent rooms from the nearby schools in time of exam.

**Keywords:** Adwa, Education quality, continuous assessment, **class size**, students' performance.

## 1. Introduction

There is widespread consensus worldwide that improving the performance of education systems is necessary to advance socioeconomic development, reduce inequality, enhance the economic competitiveness of nations and possibly fortify governmental institutions (Corrales, 1999). But education without quality cannot achieve all the intended goals. Quality of education for all has emerged as one of the most desirable goals throughout the world (Dilshad, 2010). One of the important concepts, that are deemed to be of great significance from the perspective of all the stakeholders is the concept of quality (Khan, et.al, 2011). Particularly, in the dynamic world, education is expected to equip learner with the basic skills and competencies that will enable them to continually solve their own problems and the society at large. To this effect, the provision of quality education has direct effect on the economic and social aspects of a nation. Quality education for all has emerged as one of the most desirable goals throughout the world (Dilshad, 2010).

Research findings indicate that quality of education is poor at all levels in low and middle-income countries and the need for quality education is fueling further research in the field. In this regard, the concept of quality in education is broad and complex. A number of issues are raised when we talk of quality of education. It is very difficult; both in trying to arrive at common consensus with regard to definition, as well as in trying to agree upon what might best facilitate it. Continuous assessment is one factor to assure education quality. The teaching learning process needs assessment in order to accompany it with quality and brings change on the students' learning performance. According to USAID (2003), the continuous assessment process is much more than an examination of pupil achievement. Continuous assessment is also a powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas. Continuous assessment also allows teachers to monitor the impact of their lessons on pupil understanding. Teachers can modify their pedagogical strategies to include the construction of remediation activities for pupils who are not working at the expected grade level and the creation of enrichment activities for pupils who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self-

evaluation and pupil-specific activities by both pupils and teachers (Awofala and Babajide, 2013).

Many countries significantly expanded access to education during the 1990s, but the building of new schools has often not kept pace with the increase in the student population. In these cases, schools have often had to expand class sizes, as well as the ratio of students to teachers, to accommodate large numbers of new students (UNICEF, 2000). A UNICEF/UNESCO survey conducted in 1995 in 14 least developed countries found that class sizes ranged from fewer than 30 students in rural and urban Bhutan, Madagascar, and the Maldives, to 73 in rural Nepal and 118 in Equatorial Guinea (Postlewaite, 1998).

In regard with the feedback mechanism, good teachers are skilled not only in instructional methods, but also in evaluation and assessment practices that allow them to gauge individual student learning and adapt activities according to student needs. This process should include both performance assessment and assessment of factual knowledge. Observations in Guinea and India found that teachers are very poorly trained in evaluation techniques, and the reality is far from the continuous evaluation procedures recommended by official programmes (Carron & Chau, 1996). Indeed, many teachers and educational systems continue to rely almost exclusively on traditional paper-and-pencil tests of factual knowledge that tend to promote rote memorization rather than higher order thinking skills (Colby, 2000). Quality education puts students at the center of the process; student achievement must be the educator's first priority. Since educators exist because of students, this would seem self-evident. Perhaps because of the complexity of educational systems, however, teachers may not always believe in the school's ability to help all students. For example, teachers interviewed in Guinea and Mexico had little awareness of the school's role in pupil failure and drop out. Instead, they tended to blame the pupils and their family environment (Carron and Chau, 1996).

Ethiopia's progress in education demonstrates that a sustained government led effort to reduce poverty and expand the public education system equitably, backed by sufficient resources and improved service delivery can dramatically increase school enrolment. Improvements in access to education have helped narrow the gender gap and have benefited the poorest. However, to achieve all the above benefits of education, it should be accompanied with the qualified teachers, healthy students, quality of learners, quality of process, quality of assessment etc. But with the absence of all these qualities it is impossible to realize quality of education in the country.

### ***Statement of the problem***

Benefiting from sustained growth, the Ethiopian government and Ministry of Education (MoE), in partnership with donors, has invested heavily in improving access to education. The General Education Quality Improvement (GEQIP) Package is a reform program that has been designed to further scale up government effort to improve the quality of the general education (MoE, 2007). The GEQIP Plan in 2008 indicates that GEQIP will contribute to the overall quality improvement of the Ethiopian education system by providing support for activities that complement inputs in other domains, such as teacher salaries and school construction, financed mostly through Protecting Basic Services and the government budget. The gains in access are of little meaning if they are not accompanied by improved student learning. If students do not acquire significant knowledge and skills, Ethiopia will not be able to compete within a global economy (MoE, 2010). It is necessary therefore to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment (MoE, 2010). Quality is also a crucial challenge at higher education level: due to the rapid expansion of this sub-sector, there is now an increased need to focus on quality improvement with regard to human and material resources as well as reform processes (MoE, 2010). Teacher education has been criticized by authors and concerned organizations for excessive quantitative expansion and poor quality (Dilshad, 2010). Moreover, the quality of teacher education has been questioned and criticized from time to time by the concerned constituencies (Ibid). Therefore, the researchers are intended to see the unique characteristics of this issue in the study area. Moreover, researches indicate that there is turnover of teachers in the ground in Tigray region, Ethiopia. To address this problem the regional government is taking different solutions. Among them enroll large number of students in diploma program to fill the gap. This responsibility is carrying out by the two colleges found in the region and they are doing their best to carry out the responsibility they have been given and to achieve their ambition. Even though the colleges are enrolling large number of students to avoid teachers' scarcity in the ground, education quality is in question. Moreover, Access to education for all Ethiopians is limited. The education system is characterized by high drop-out rates, poor student performance and teaching methods, declining numbers of teachers, inadequate facilities, and scarce teaching materials (HDRC, 2011). Therefore, the researchers want to assess quality of education in Adwa College especially in the case of implementing continuous assessment and students' academic performance.

### ***Research questions***

This study has tried to answer the following research questions:

- What are the main challenges which hinder to achieve quality of education in the study area?
- How do teachers implement the continuous assessment formant in the study area?
- What are the main challenges faced for teachers to carry out the continuous assessment successfully?
- Do students perform well academically in the study area?

### ***Objective of the study***

#### **General objective**

The general objective of this study is assessing the quality of education in the perspective of continuous assessment and learner's performance in Adwa College of Teachers Education.

#### **Specific objectives**

- Identify the impediments that deter to achieve quality of education in the study area.
- Assess the effectiveness of continuous assessment implemented in the study area.
- Identify the main challenges which obstruct teachers to implement continuous assessment effectively in the study area.
- Evaluate students' academic performance in the study area.

### ***Significance of the study***

Education is the basement of overall development in any country since it develops human capital. It is impossible to imagine that change has come in one country without expansion of education. But simply expansion education without assuring its quality does not have any effect on the countries' development. It is better to be accompanied by quality. Moreover, effective and quality of education in one country will sustain when the quality indicators carry out appropriately. Therefore, a study on assessing the quality of education in the perspective of continuous assessment and learner's performance is one important area to identify challenges faced with teachers to achieve education quality. The study could render the following advantages to the study area and other areas with similar problems.

- Introduce better perspectives that problems on implementing continuous assessment effectively have adverse impact on quality of education.
- Assist concerned bodies to education in the area to integrate relevant objectives of problem solving based on the findings in the study.
- Inspire future research activities over crucial factors focused on the study in relation to education quality.
- The research would provide relevant knowledge and information to the college about the implementation of continuous assessment and academic performance of college students.
- Teachers would be informed of the alternative continuous assessment format that could be implemented easily.

Moreover, the findings/outcomes of this research will inform and assist the various government agencies especially educational offices and enable them to consider quality of education in the study area.

### ***Scope and limitation of the study***

This study specifically focuses on assessing the quality of education in the perspective of continuous assessment and learner's performance in the study area. The specific study area is Adwa College of Teachers Education which is found in Adwa town. Accordingly any of the analysis and the findings of the study are specific to the study area. Therefore, the findings of this study may not represent or correspond to other colleges of the region. Thus, because of the scope the findings of the study are limited to that college only. Methodologically, the research employed both qualitative and quantitative method to analyze the collected data. The content scope is assessing the quality of education in the perspective of continuous assessment and learner's performance. Therefore, conclusions and recommendations are limited to the quality of education in the perspective of continuous assessment and learner's performance. The study area is selected due to the current knowledge of the researchers about the continuous assessment and learner's performance in the college.

## **2. Methodology**

### ***Data Type and Sources***

The study employed both qualitative and quantitative data. In this research basically, primary data source was employed to gather first-hand information to achieve the objectives of the research. Secondary source was also considered for gathering certain secondary information in order to consolidate the first-hand information. Data obtained from respondents through questionnaire and focus group discussion were the sources of primary data. Thus, the primary data was gathered through the use of the following methods.

- A. Questionnaire: the total population is 72 teachers. Thus, the researchers take all these teachers using

census study. Based on the list of teachers in the college, researchers distributed the questionnaire appropriately to every teacher. Generally, 72 questionnaires were distributed for the respondents/teachers. The structured questionnaire was employed to collect quantitative data from the college teachers.

- B. Focus group discussion: Two focus group discussions were organized in the college with students. The number of participants in each focus group was range from 17 to 20 persons. The participants of the focus group discussions were representatives from each class.

Furthermore, to articulate the problems as well as building logical frame works, journals-articles and related researches with the study are again analyzed.

### **Research strategy and design**

Totally there are 72 teachers in Adwa College of Teachers Education. The total populations of this study are 72. Since the population is manageable, it is census study. The study employed both quantitative and qualitative method. In the data collection the study used individual unit. The study employed cross-sectional study.

### **Data collection**

Information regarding all aspects of education quality, continuous assessment, class size and students' academic performance was mainly gathered from the focus group discussions and the questionnaire with different subjects. Background information for discussions on conceptual issues, conditions of education quality and continuous assessment was gathered from secondary sources in order to consolidate the first hand information.

To collect data through questionnaire, the researchers distributed the questionnaire themselves to the college teachers. Since the respondents are manageable and found in a one working place, the researchers did not hire enumerators at all. Data was collected on the month of January in the study area. The researchers had arranged time schedule for focus group discussion and conducted it after data was collected from the teachers through questionnaire.

### **Data processing and analysis**

The information collected from data sources was organized and statistical computations were made to explore the inherent relationships among the different variables. The qualitative data obtained through focus group discussions and open-ended questions from the questionnaire is described qualitatively in sentence form. Responses from the teachers are fed into a computer and analyzed using SPSS version 20.0 software. Simple quantitative analysis techniques such as percentage and frequency distributions are employed. Finally, the results are summarized into tables so that the analysis and meaningful interpretation of results are made to draw conclusions and implications.

## **3. Results and discussion**

This chapter analyses and discusses the major findings of the research based on the survey collected in the study area. It presents using tables and percentages to show the conditions of continuous assessment and students' performance in particular and education quality in general.

### **General backgrounds of the respondents**

The total respondents used for this study were 72 teachers. But the paper analyzed data that were gained from 60 teacher respondents because the 12 questionnaires had not returned on time and they were not considered for analysis.

#### **Classroom Environment**

**Table 3-1: Perception of teachers on class size**

Indicators	Responses (%)				
	5	4	3	2	1
Regular giving of take-home assignment is not possible due to the large number of students in the class	36.7	35	5	15	8.3
Careful scoring of the students' work is a problem due to the class size.	40	36.7	5	10	8.3
Adequate monitoring and supervision of the students' class work is very tedious due to their number in the class	46.7	31.7	3.3	10	5
The class size does not create room for easy identification of the gains and difficulties of each student	40	40	1.7	15	3.3
The class size does not create room to provide feedback to individual students	43.3	36.7	1.7	16.7	1.7

\*1=Strongly disagree, 2= Disagree, 3=Uncertain, 4= Agree, 5= Strongly Agree

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Table 3-1 shows that large class size has a negative influence on continuous assessment. Majority of teachers found difficulty in regular giving of take-home assignment and careful scoring of the students' work due to the large number of students in the class. This indicates that teachers do not provide daily activity to their students in order to know their performance and improve the teaching learning process. If it is so there will be a gap to identify students who need support from their teachers. Moreover, the teachers agreed that it is impossible to score works of each and every student. Therefore, teachers do not know what their students looks like in their academic performance.

Based on the document analysis in average there are 52 students in one class. This numbers is unmanageable and almost all teachers agreed that it is difficult to apply the college's continuous assessment formant with this number. Moreover, majority of the teachers respoded that monitoring and supervision of the students' class work is major problem due to large class size and as a result it is difficult to identify the gains and difficulties of each student. This indicates that teachers do not know who is clever and who needs help since there is no frequent monitoring and supervision. Thus, it is also difficult to identify the positive and negative sides of students in the class.

Good feedback practice is not only about providing accessible and usable information that helps students improve their learning, but it is also about providing good information to teachers (Nicol and Macfarlane - Dick, 2006). Even though teachers believed that students can learn more from feedbacks, class size is the main constraint to provide feedback to individual students. Most of the teachers agreed that the class size does not create favorable condition to provide feedback for individual students. It is obvious many scholars agree that feedback improves the teaching learning process and assure quality of education. Sadler in Nicol and Macfarlane - Dick (2006) identified three conditions necessary for students to benefit from feedback in academic tasks. He argued that the student must know: what good performance is (i.e. the student must possess a concept of the goal or standard being aimed for); how current performance relates to good performance (for this, the student must be able to compare current and good performance) and how to act to close the gap between current and good performance. However, it is not implemented appropriately in the study area because of class size. Overall, this indicates that large class size has negative impact on quality of education. Furthermore, the data from the focus group discussion indicates that with the exception of few teachers most of the teachers did not provide feedback for their students rather they put the score that students get.

### Continuous Assessment

**Table 3-2: teachers' perception in college continuous assessment format**

Indicators	Responses (%)		
	Yes	No	Uncertain
College continuous assessment format is easy to implement	30	66.7	3.3
Current continuous assessment is helping college students to have a good performance	31.7	65	3.3

Table 3-2 shows that college continuous assessment format is difficult to implement in the ground and it has been doing nothing to help students performance. Majority of the teachers respoded that college continuous assessment format is difficult to implement practically. There are many reasons stated which makes it difficult to implement. But the reasons are different from one department to another department. For instance, in Art courses it is very difficult to implement the continuous assessment format. On the one hand, it needs sufficient material which is accessible to each and every student who takes the course. On the other hand, it needs sufficient time that permits students to do many tasks. Because students are expected to make trial and error frequently in this course. This makes students to practice more and understand the course. After doing many works the teacher evaluate students by taking one best work of students. In such course, it is impossible to evaluate students with the work they have been done once. However, the current college continuous assessment format does not give this opportunity.

Social and natural science department also mentioned that contents contained in the courses and the credit it has been given is not matched. Especially, there are composite courses in those departments with one credit for each course. Therefore, teachers in these departments will have the same number of classes with the credit they have since each course has one credit per a week. For example, if teachers from these departments have 12 credits per a week, they will have 12 classes which are difficult to manage and implement the continuous assessment format. Such circumstances make teachers to focus on covering the content of the course rather than applying continuous assessment.

Furthermore, data from focus group discussion indicates that the college continuous assessment format is not applying appropriately. Most of the focus group discussants explained that with the exception of few teachers majority of them are not assessing students based on the format. Especially, students did not reflect the individual assignment they have been given.

Moreover, the above table shows that teachers who said the current continuous assessment cannot help



students to have a good performance exceeded by 33.3 percent than those who said it can help them. The main reason which teachers forwarded is, most of the students are copying their assignment from others. Moreover, the result from the focus group discussion strengthens this idea. The result indicates that most of the time group work is done by the network leaders. This indicates that many students are dependent on few outstanding students to do their assignment. Over all, the ongoing continuous assessment cannot assess the real performance of students.

**Table 3-3: teachers' perception in the importance of individual assignment.**

Indicators	Responses (%)		
	Yes	No	Uncertain
Give individual assignment to all students	91.7	8.3	-
Students reflect/present their assignments	45	55	-
Teachers can administer individual assignments appropriately	28.3	70	1.7
Teachers have sufficient time to assess students' individual work and to present	18.3	78.3	3.3
Students can do their individual assignments by themselves	6.7	90	3.3

  

	Highly satisfied	Satisfied	Less satisfied
Satisfaction of teachers in students individual assignment presentation	3.6	32.1	64.3

Table 3-3 shows that most of the teachers give individual assignment to all their students but majority of them (55 percent) do not let their students to reflect or present what they did. The main reasons which teachers mentioned are different from department to department. For instance, natural science department mentioned that science courses are wide that needs more time and there is shortage of time to let students reflect their individual assignment. In contrast to this Aesthetics department responded that in its nature aesthetics courses do not need presentation rather than evaluating practically what they did. Finally, all departments generalize that time constraint and class size makes difficult to make reflection. This indicates that teachers do not know whether the students have done their assignments themselves or cheated from others. This cannot help students to learn from their mistakes. Thus, teachers do not have awareness about their students' performance. Moreover, this is contributing for the deterioration of education quality in the study area.

From the total teachers 45 percent of them make their students to present their individual assignment. However, most of the teachers (64.3 percent) are not satisfied with the presentation of their students. This indicates that students are not doing their assignment themselves and their academic performance is weak.

Even though majority of teachers give individual assignment to their students, most of them (70 percent) do not believe individual assignment is administered appropriately. Most of them believed that with the average of 52 students in one class it is impossible to administer appropriately. The main reasons explained by the teachers are large class size, large number of sections, vast contents of courses, lack of commitment to write clear comments, weak follow up and cheating problems. Moreover, most of the teachers (78.3 percent) agreed that there is no sufficient time to assess students' individual work and to present it. Thus, shortage of time is another constraint that hindered to administer appropriately.

Furthermore, almost all teachers believed that students cannot do their individual assignment by themselves. The main reasons that teachers explained are language barrier to translate from English, weak reading habit to search from library, carelessness of teachers during correcting assignments and shortage of reference materials.

The result of the focus group discussion supports the idea of teachers. The group discussants explained that individual assignment is given by most of teachers. However, students cannot learn from their mistakes because some of the teachers do not write a clear feedback and some of them even they do not return the assignments to students. Moreover, students mentioned that in some subjects they do not know their individual mark assignments. This indicates that there is no uniformity in handling individual assignments among teachers.

**Table 3-4: teachers' perception on the importance of group work**

Indicators	Responses (%)		
	Yes	No	Uncertain
Give group work for your students	96.7	3.3	-
Students reflect/present their group works in classroom	71.7	23.3	5
Ask questions for all members of the group	61.7	30	8.3

  

	All members	Network leaders	Randomly selected
Participants in group presentation	20.9	14	65.1
Satisfaction of teachers with students' answer	8.1	29.7	62.2

Table 3-4 shows that almost all teachers in Adwa College Teacher Education give group work assignment to all students and majority of them agreed that they let their students to reflect/present the group assignments. However, all group members did not present the group work rather randomly selected individuals did it.

Furthermore, majority of the teachers (61.7 percent) agreed that they asked questions to all group members to assure whether the students are involved in the group work activities or not. But, most of the teachers (62.2 percent) are not satisfied with the answer students replied. This indicates that group assignment is done by particular students and most of them are not involved in doing the group work.

The main reasons mentioned by those who do not give group work assignment are time constraint and large class size.

Data from the group discussion indicates that group assignment is given by most of teachers. However, all group members are not participating in the group work rather it is done by outstanding and network leader students. Even though teachers inform students that all group members will present the group assignment, they did not apply it in class.

**Table 3-5: Teachers encouragement and follow up on their students**

Indicators	Responses (%)			
	Yes	No	Uncertain	
Encourage students to use library	88.6	11.7	1.7	
Short test and exam you provide is out of the content you teach	8.3	90	1.7	
Take attendance in classroom	78.3	20	1.7	
Give any tutorial program	38.3	60.0	1.7	
	Always	Usually	Sometimes	Rarely
Occurrence of taking attendance	27.7	21.3	44.7	6.4
Occurrence of giving tutorial program	-	8.3	58.3	33.3

Table 3-5 shows that most of the teachers responded that they motivate their students to use library through providing reading assignments. Even though teachers motivate their students to use library through providing reading assignments, students face difficulty to translate from English to Tigrigna (regional language). The focus group discussant students complained that the media of instruction is Tigrigna language while the reference materials found in the library are in English. Therefore, students are encountered with big challenge to translate from English to Tigrigna.

Almost all teachers agreed that they did not provide short test and exam out of content they teach. Furthermore, most of the teachers (78.3 percent) agreed that they take attendance in classroom. But most of the teachers do not take attendance daily rather it is occurred sometimes. This indicates that teachers do not identify students who miss frequent classes. Therefore, if all teachers are not taking attendance frequently, they are contributing for the deterioration of education quality. Moreover, majority of the teachers did not give any tutorial classes to week or female students. In addition, the result from the focus group discussion indicates that with the exception of few teachers who give tutorial classes sometimes most of the teachers did not give tutorial. Furthermore, most of the teachers who give tutorial class agreed that they did not give it all the time based on program rather it is occurred sometimes or rarely. This indicates that teachers are not helping weak students to enhance their academic performance.

**Table 3-6: Perception of teachers on learners' academic performance**

Indicators	Responses (%)				
	5	4	3	2	1
Participation of students in classroom	1.7	51.7	5	35	6.7
Performances of students in individual work	1.7	36.7	8.3	43.3	6.7
Performances of students in group work	11.7	40	5	25	11.7
Short test results of students	1.7	56.7	8.3	30	3.3
Mid exam results of students	1.7	51.7	3.3	36.7	3.3
Performances of students in presentation	3.3	18.3	16.7	43.3	15
Habit of students to reading	-	5	25	45	23.3
Students' readiness to use library	-	8.3	21.7	53.3	16
Students attendance in class	11.3	73.3	6.7	-	-
Students' general knowledge	1.7	15	21.7	43.3	15

\*1=Very poor, 2= Poor, 3=Uncertain, 4= Good, 5= Very good\*

As indicated in table 3-6 majority of the teachers responded that students are good in classroom participation. Moreover, majority of the teachers agreed that short test and mid exam result of students is good. The performance of the students in group work is also considered as good. However, performances of students in individual work and presentation and students' general knowledge are poor. Moreover, habit of students to read

and their readiness to use library is poor. As indicates in the above table based on the perception of teachers there are two different controversial ideas. On the one hand, it indicates that students' performance is poor in individual work, presentation, general knowledge, reading and readiness to use library. On the other hand, it indicates that the result of students in short test and mid exam is good. This indicates that students are cheating in time of exam.

The result from the focus group discussion consolidates the above indication. The focus group discussants mentioned that cheating is a current fashion in the college. They further explained that during exam three students sit in one chair which invites them to cheat even if it has code. Moreover, some subjects are not coded during exam. Thus, cheating became increase in such kind of circumstance. Therefore, education of quality becomes dream rather than reality in the study area.

#### **4. Conclusion and Recommendation**

##### ***Conclusion***

There is high demand of teachers in elementary schools in Tigray regional government, Ethiopia. To fill this gap the regional government let the two colleges found in the region to enroll students through diploma program. Adwa College of teacher education admits 1820 new students in 2006 five times greater than other years and it has 643 second year students. Totally in 2006 the college has 2463 students which are difficult to manage. Even though the college is generating students to address shortage of teachers in the ground, large class size endanger quality of education. In average there are 52 students in one class. This is a great number and it deters teachers to apply the continuous assessment format in the college. Moreover, because of large class size teachers are unable to give home take assignment for their students, to score students' work, to monitor and supervise students' class work, to identify gains and difficulties of each student and to provide feedback to individual students.

Even though teachers give individual and group assignments to their students, teachers do not let their students to reflect their assignment. The main reason is there is no sufficient time to do this with the large number of students in one class. However, few teachers try to let their students to present their individual and group works but they are not satisfied with the presentation. Students are week in presentation and they are not doing their assignments themselves. Moreover, group work is done by network leaders and presented by randomly selected students. In this way teachers are not sensitive on controlling students' work and providing appropriate feedback.

There is also big problem on the side of teachers because they are not helping their students through giving tutorial classes to week students and all of them are not taking attendance frequently in classroom.

Performances of students in individual work and presentation and students' general knowledge are poor. Moreover, habit of students to read and their readiness to use library is poor. However, the result of students in short test and mid exam is good. This indicates that students are cheating in time of exam.

In general the main obstacles that hindered education quality in the college are students' low performance and background, lack of controlling cheating in time of assignment and exams, lack of follow up to students and lack of support to students. Furthermore, large class size and inappropriate implementation of the continuous assessment are other problems that deteriorated education quality.

##### **Recommendation**

- The regional government should make overall expansion program on the college especially, constructing buildings to address the class size.
- College should permit for practical course teachers to establish their own continuous assessment format.
- The current continuous assessment is not helping students to have good academic performance. Because students are not doing their assignments by themselves rather they are copping from other students. There is no follow up and controlling system of copping from teachers. Even teachers did not make their students to present their individual work because of time shortage. Therefore, college should arrange time to present students their assignments through opposite shifts as a formal class. Moreover, college should make the entrance time of fresh students on time. This can be done with the cooperation of regional government and national educational assessment and examinations agency.
- Performances of students in individual work and presentation and students' general knowledge are poor. Academically, students have not good background. Therefore, teachers should help students through tutorial classes and additional classes by providing different activities. Moreover, college should provide incentives for teachers in order to sustain such kind of activities in the college. Furthermore, network (cooperative learning) has a great contribution to enhance students' academic performance. Therefore, college should consolidate network activities as a basic strategy.
- Cheating in time of exam is on problem which destroys education quality. In Adwa College all students of one class take their exam in one room. Thus, two and three sometimes four students seat in one chair.



Therefore, college should rent rooms from the nearby schools in time of exam.

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