

Chapter 9

Student's Perceptions of Assessment Legitimacy in TVET Sector in South Africa

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ABSTRACT

Assessing student performance is one of the most critical aspects of the job of a classroom teacher. Therefore, this study seeks to explore student's perceptions of assessment practice in TVET colleges. The quantitative case study approach through questionnaire was used to discover students' perceptions of assessment practice. Random sampling method was used to select 105 males and 89 females with a total of 194 students with four TVET colleges in the Limpopo Province. The data were analysed through excel spread sheet in order to determine the specific and overall percentage of students' perceptions and four principles of PATI. The theory of assessment legitimacy was used as a lens. In order to explore student's perceptions, the study exposed learners to nine questions. The findings indicated that lecturers' classroom assessments don't reflect content validity or apply real-life experience and real-life context. However, lecturers are able to give them various assessment tasks.

INTRODUCTION

Assessing student performance is one of the most critical aspects of the job of a classroom teacher; however, many teachers do not feel adequately prepared to assess their students' performance. According to Alkharusi, Aldhafri, Alnabhani & Alkalbani (2014) Classroom assessment is the process of obtaining information

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about students' performance on assessment tasks and is the main responsibilities of teachers. Classroom assessments are an essential component of the teaching and learning process and they do not only determine student achievement but have also become a learning tool. Therefore, students' assessment on assessment task plays a very significant role in supporting, motivation and improve their self-efficacy. Alkharusi et al., (2014) found that that student academic self-efficacy beliefs were significantly and positively influenced by students' perceptions of the assessment tasks.

Over the last decade alternative assessment strategies have become an important part of the debate regarding the reform and restructuring of education. The purpose of assessment should be to improve student learning, which means it should be integral to the teaching and learning process (Bond & Ellis, 2013). Yet, most of the literature advocate integration between teaching, learning, and assessment through which students are empowered to take increased responsibility for their learning. According to Wiliam and Thompson (2008) there are three functions that are served by educational assessments thus as supporting learning (formative); certifying the achievements or potential of individuals (summative); and evaluating the quality of educational institutions or programs (evaluative). There are many studies that has been conducted to understand the integration between teaching, learning and assessment, and how learning can improve thought various assessment practices (Ellis, 2010; Bond & Ellis, 2013; Leong & Tan 2014). However little has been defined and explore on how Assessment Practice within the collage and in the industry can be observed in the vocational sector especially in the South African context where local and contextual knowledge base on TVET education is relatively thin and underdeveloped.

PROBLEM STATEMENT

There is a shortage of vocational skilled personnel in the country. Most TVET graduates are not employable, because most industry regard these graduates as not occupationally competent. TVET graduates are not capable of creating their own employment necessary for sustainable living. Literature mention various reasons why TVET Colleges graduates are not employable. Some of the reasons include (1) equipped workshop (2) vocational pedagogy in the classrooms and workshops (3) work integrated learning (4) establishment of partnership. There is a need for academically and professionally qualified lecturers at TVET Colleges. This implies that lecturers should possess appropriate pedagogical knowledge, vocational and occupational knowledge, content knowledge, and industrial experience. Furthermore, practical activities should be offered in a well-equipped occupational workshops. The

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