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Evaluation of Lecturers Professional Competency of Students' Assessment in Tertiary Institutions in Zamfara State

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Abstract:
The aim of this study is to examine the lecturers' assessment competency of learning outcomes in tertiary institutions in Zamfara State. The Survey design was adopted for this study. The population of the study comprised all the 954 academic staff (lecturers/ instructors) in the three (3) Federal Government owned tertiary institutions in Zamfara State, which include Federal University Gusau (FUGUS), Federal College of Education (Technical) Gusau and Federal Polytechnics Kaura Namoda. Federal University Gusau (FUGUS), Federal College of Education (Technical) Gusau and Federal Polytechnics Kaura Namoda have 315, 220 and 419 academic staff respectively. The sample size of the study is 278 academic staff. Proportionate stratified random sampling technique was used to select two hundred and seventy-eight (278) academic staff from the three (3) Federal Government owned tertiary institutions in Zamfara State. The instrument used for data collection is a researcher designed questionnaire termed "Lecturers' Competency of Assessment of Learning Questionnaire (LCALQ)". The Data collected were analyzed using both descriptive and inferential statistics of Analysis of Variance, t-test, Standard Deviation and Weighted Mean. The results showed that lecturers' professional competence in assessment in Zamfara state tertiary institution are adequate in some aspect of assessment which includes competence in choosing assessment methods appropriate for instructional decisions, administering, scoring, and interpreting the results of assessment methods, using assessment results in making decisions about individual students, developing valid students grading procedures, communicating assessment results to students' parents and recognizing unethical, illegal, and otherwise inappropriate assessment methods, except in the area of developing assessment methods that is inadequate. It was further concluded that no significant difference exists in the level of competence of male and female lecturers in assessment of students' outcomes, but revealed significance difference across the three federal own tertiary institutions in Zamfara state. Based on these findings, it was recommended that lecturers in tertiary institution should be train on all the components of assessments practices that will benefit undergraduate students learning outcomes.

Keywords: Lecturers' professional competence, Assessment of learning outcomes, Tertiary Institutions

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Introduction

Teaching as a lecturer in higher education, is considered to be a meaningful factor that provides the establishment of clear, constant and effective goals which have a profound effect on the quality of learning. Lecturer according to Muzenda (2013) regarded as the most imperative school-based factor that influences students' achievement levels. They help in changing student attitude and help them to accomplish better performance. In order to do so, lecturer must have suitable competencies. Competency described as a range of knowledge and behavior which must be possessed by teacher or lecturer in order to do their duties properly. Teacher competency includes their knowledge, skills, and behavior which help or enhance the capabilities of lecturer to educate, teach, guide, direct, train, and evaluate the student.

Lecturer professional competences include communication skills, ability to learn, conduct social interactions, problem solving, assessment student's outcome and so on (Žeravíková, Tirpáková, & Markechová, 2015). It is clear that competence include not only knowledge but also the ability of individual to apply such knowledge on solving the problems and giving solution. It is believed that not all individual which considered as a lecturer can perform well in educational assessment of the student. One's capabilities and knowledge of assessment of learners' outcomes are not enough, professional competencies of a lecturer are not completed.

Assessment in any educational system ascertains the extent to which educational learning outcomes are achieved and also the extent to which students have mastered the subject matter. Lecturers, through assessment can determine whether students are developing desired competencies and values, or whether the curriculum provides the vital knowledge and skills of the discipline, and whether students can integrate learning from individual courses into a complete educational experience that prepares them for future careers (Adedoyin, 2016). Learning assessment is regularly done within the schools by the lecturers themselves using different methods. The usefulness of learning assessment includes; shaping of students learning, provision of immediate and constructive feedback of students, improving teacher effectiveness, monitoring of learning progress, and placement and promotion student to the next level. Webber and Tschepikow (2012), seen lecturers' assessment of students' learning as a significant component of effective teaching and learning in any educational institutions. Falchikov (2005) also viewed assessment practices at institutions of higher education as any process that can be used to appraise undergraduate students' knowledge, abilities or skills, comprehension, understanding of the concepts learnt.

In order for lecturers to prepare themselves with the proficiencies to be good assessor, there are lists of guidelines needed to be followed. Teachers should make the assessment as the main professional key, and take this as part of a blueprint in teaching and learning (Sawari, 2013). Moreover, one of the ways to get better assessment, student learning centre theory can be applied, whereby we will focus on their ability, practice classroom learning centre, develop student ability to improve and move forward. Besides that, as a good assessor, teachers should always be aware of student's achievement after doing assessment and acknowledge students' success and achievement, (Associations of Independent School of the ACT Incorporated [AIS ACT], 2012). Besides the above characteristic according to AIS ACT (2012), there are various ways to assess level of student thinking and collect sufficient evidence to make judgments about individual

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students' learning, such as giving students tasks, do activities, pop quiz, play or educational games. During the progress of this activities, student will actively be involved and enjoying the educations environment. Such this atmosphere will provide various choices to student express their information's, knowledge, understanding and abilities that indirectly help them to identify their learning aims. Black and William (2004) identified three main problems in assessment practices in higher institutions which were, the assessment methods that lecturers use are not effective in promoting good learning; grading practices tend to emphasise competition rather than personal improvement and assessment feedback. Diamond (1998) described the fundamental problem in assessment practices of higher education courses as the mismatch between the learning targets established and the methods and criteria lecturers use to judge and grade the students.

The importance of assessment competence of learning was highlighted by Rudman, Kelly, Wanous, Mehrens, Clark, and Porter (1980), who described the necessity for teachers to use a variety of assessment methods in order to make appropriate decisions about student grading, grouping, placement, and instruction. The ability to use information properly when making important student or instructional decisions is an integral part of professional teaching practice of any lecturer. The assessment competencies are knowledge and skills critical to a lecturer's role as an educator. According to National Council on Measurement in Education (1990), the standards require that lecturers be skilled are: competencies in choosing assessment methods appropriate for instructional decisions; developing assessment methods appropriate for instructional decisions; administering, scoring, and interpreting the results of both externally produced and teacher-produced assessment methods; using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement; developing valid student grading procedures; communicating assessment results to students, parents and other educators; and recognizing unethical, illegal, and otherwise inappropriate assessment methods using in determined learning outcomes.

The issues of the professional competency of assessment of learning outcomes is a global characteristics of teaching effectiveness as opposed to a multidimensional description for other professional competency of lecturers that has been the subject of research in the past. The product of any teaching and learning is the extent by which the instructional objective has been achieved. This cannot be achieved without competent lecturers in assessment. Assessment and evaluations of teaching and learning are used abundantly by lecturers, yet their utility and veracity are questionable by professionals in the field of evaluation. According to Stronge (2018), a complication of assessment skills contributed to assessment competencies of lecturers themselves comprising their convictions and appraisal orders, their goals for both their students and themselves, their mental outlook and ambitions for the favourable outcomes. Research has consistently revealed, however, that the preparation of lecturers at most universities in the area of developing assessment is either inadequate or totally absent (Schafer & Lissitz, 2018). Consequently, this study was to enable the researcher to evaluate the professional competency of tertiary institution lecturers in assessment of their students so as to determine their level of competency in the required skills.

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Objective of the Study

The objective of this study is to examine the lecturers' assessment competency of learning outcomes in tertiary institutions in Zamfara State. Specifically, the study evaluates the level of:

1. lecturers' professional competence in choosing assessment methods appropriate for instructional decisions.
2. lecturers' professional competence in developing assessment methods appropriate for instructional decisions.
3. lecturers' professional competence in administering, scoring, and interpreting the results of assessment methods.
4. lecturers' professional competence in using assessment results in making decisions about individual students.
5. lecturers' professional competence in developing valid students grading procedures.
6. lecturers' professional competence in communicating assessment results to students' parents.
7. lecturers' professional competence in recognizing unethical, illegal, and otherwise inappropriate assessment methods.
8. differences in male and female lecturers' professional competence in assessment of students' outcome
9. differences in lecturers' professional assessment competency across the three federal own tertiary institutions in Zamfara state

Research Question

1. What is the level of lecturers' professional competence in choosing assessment methods appropriate for instructional decisions?
2. What is the level of lecturers' professional competence in developing assessment methods appropriate for instructional decisions?
3. What is the level of lecturers' professional competence in administering, scoring, and interpreting the results of assessment methods?
4. What is the level of lecturers' professional competence in using assessment results in making decisions about individual students?
5. What is the level of lecturers' professional competence in developing valid students grading procedure?
6. What is the level of lecturers' professional competence in communicating assessment results to students' parents?
7. What is the level of lecturers' professional competence in recognizing unethical, illegal, and otherwise inappropriate assessment methods?

Research Hypothesis

1. There is no significance difference in the level of competence of male and female lecturers in assessment of students' outcome
2. There is no significance difference in the level of competence of lecturers in assessment of students' outcome across the three federal own tertiary institutions in Zamfara state

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Methodology

Descriptive survey design was adopted for this study because collection of valid and reliable data is possible and inferences concerning the population drawn from the representative sample selected. The population of the study comprised all the 954 academic staff (lecturers/ instructors) in the three (3) Federal Government owned tertiary institutions in Zamfara State, which include Federal University Gusau (FUGUS), Federal College of Education (Technical) Gusau and Federal Polytechnics Kaura Namoda. Federal University Gusau (FUGUS), Federal College of Education (Technical) Gusau and Federal Polytechnics Kaura Namoda have 315, 220 and 419 academic staff respectively. The sample size of the study is 278 academic staff in line with Research Advisor (2006). Proportionate stratified random sampling technique was used to select two hundred and seventy-eight (278) academic staff from the three (3) Federal Government owned tertiary institutions in Zamfara State (91, 64 and 123 academic staff were selected from Federal University Gusau (FUGUS), Federal College of Education (Technical) Gusau and Federal Polytechnics Kaura Namoda respectively). A researcher designed instruments was used namely "Lecturers' Competency of Assessment of Learning Questionnaire (LCALQ)". LCALQ contained 35 items structured in a modified 4-point likert scale of Very Adequate (VA), Adequate (A), Inadequate (I) and Very Inadequate (VI). Both face and content validity of the instruments were established by experts in Educational Research, Measurement and Evaluation. Cronbach Alpha method of reliability was used to determine the reliability of LCALQ. Data collection for the questionnaires was done by the researchers through personal contact with the participants in their various schools. The respondents were able to complete them at their own convenience away from the researcher's influence and control. Data collected were analyzed using both descriptive and inferential statistics of Analysis of Variance, t-test, Standard Deviation and Weighted Mean.

Results

Of the total of 278 respondents selected for the study, only 276 questionnaires were duly filled and returned, that is 99.28% of the total respondents. The responses of the lecturers were analyzed statistically using Statistical Package for Social Science (SPSS software), the mean and standard deviations of lecturers' responses to each item were calculated and tabulated, independent t-test at 0.05 alpha level was used to find out if there were any gender significant difference on the lecturers professional competence in assessment in higher institutions of learning and Analysis of Variance (ANOVA) at 0.05 alpha level was used to find if there were significant differences in relation to institution of lecturers.

Research Question 1

What is the level of lecturers' professional competence in choosing assessment methods appropriate for instructional decisions?

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Table 1: Level of Lecturers' Professional Competence in Choosing Assessment Methods

SN	I am competent in:	N	Mean	Std. Deviation
1	Use the concept of assessment error and validity when developing or selecting classroom assessment	276	2.4058	1.02079
2	Planning for individualized educational program when selecting classroom assessment	276	2.1957	1.04348
	Considering students cultural, social, economic and language background when choosing assessment methods	276	2.2319	1.04648
4	Considering assessment options, methods and format suitable for the classroom assessment	276	2.1920	1.01770
5	Understand the valid classroom assessment that provides appropriate instructional decisions	276	2.2246	1.02349
	Grand Mean		2.25	1.030388

Table 1 shows the mean and standard deviations of lecturers' responses on their level of professional competence in choosing assessment methods appropriate for instructional decisions. It revealed from the calculation a grand mean of 2.25 and standard deviation of 1.0304 which shows that lecturers' professional competence in choosing assessment methods appropriate for instructional decisions is adequate.

Research Question 2

What is the level of lecturers' professional competence in developing assessment methods appropriate for instructional decisions?

Table 2: Level of Lecturers' Professional Competence in Developing Assessment Methods

SN	I am competent in:	N	Mean	Std. Deviation
1	Specify instructional objectives and content to be measured in classroom assessment	276	2.0725	1.01364
2	Building test blueprint or table of specifications that serves as master-plan of the assessment method	276	1.9493	1.02210
3	Following appropriate principles in developing and using assessment methods	276	1.8841	1.01317
4	Avoiding common pitfalls in developing students' assessment methods	276	2.0290	1.05446
5	Using student data to analyse the quality of each assessment technique in terms of their difficulty, discrimination and distractor indexes	276	1.8877	1.04014
	Grand Mean		1.9645	1.02870

Table 2 shows the mean and standard deviations of lecturers' responses on their level of professional competence in developing assessment methods appropriate for instructional decisions. It revealed from the calculation a grand mean of 1.9645 and standard deviation of

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1.02870 which shows that lecturers' professional competence in developing assessment methods appropriate for instructional decisions is inadequate.

Research Question 3

What is the level of lecturers' professional competence in administering, scoring, and interpreting the results of assessment methods?

Table 3: Level of Lecturers' Professional Competence in Administering, Scoring and Assessment Methods

SN	I am competent in:	N	Mean	Std. Deviation
1	Administering, scoring and interpreting results from diverse assessment methods	276	2.1449	1.03080
2	Interpreting informal and formal assessment results	276	2.3841	1.02565
3	Scoring essay, objectives, projects and scale of rating performance assessment	276	2.2246	1.00918
4	Administer standardized achievement tests and be able to interpret the reported results	276	2.1848	1.00829
5	Analyzing assessment results to identify students' strengths and weaknesses	276	2.1993	1.02343
	Grand Mean		2.2275	1.0195

Table 3 shows the mean and standard deviations of lecturers' responses on their level of professional competence in administering, scoring, and interpreting the results of assessment methods. It revealed from the calculation a grand mean of 2.2275 and standard deviation of 1.0195 which shows that lecturers' professional competence administering, scoring, and interpreting the results of assessment methods is adequate

Research Question 4

What is the level of lecturers' professional competence in using assessment results in making decisions about individual students?

Table 4: Level of Lecturers' Professional Competence in Using Assessment Results in Making Decision

SN	I am competent in:	N	Mean	Std. Deviation
1	Using assessment information to organize instructional plan that facilitate students' educational development	276	2.0833	1.04635
2	Using assessment results to plan and evaluate instruction and curriculum	276	2.1051	1.01972
3	Using students' assessment for school, district, state and national educational improvement	276	2.1196	1.01812
4	Using assessment for administrative, instruction, research and guidance decision	276	2.1014	1.03951
5	Using assessment to judge and assess students more accurately and base decisions affecting them on more objective information	276	1.9674	1.04917
	Grand Mean		2.0754	1.0346

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Table 4 shows the mean and standard deviations of lecturers' responses on their level of professional competence in using assessment results in making decisions about individual students. It revealed from the calculation a grand mean of 2.0754 and standard deviation of 1.0346 which shows that lecturers' professional competence in using assessment results in making decisions about individual students is adequate.

Research Question 5

What is the level of lecturers' professional competence in developing valid students grading procedure?

Table 5: Level of Lecturers' Professional Competence in Developing Valid Students Grading Procedure

SN	I am competent in:	N	Mean	Std. Deviation
1	Preparing grading system from various classroom assessment i.e assignment, tests, projects and examination	276	2.3514	1.00708
2	Articulate and justified the rationality of the assigned grade	276	2.2029	1.01020
3	Recognize and avoid faulty grading procedures	276	2.3043	1.04870
4	Improving the validity of the interpretations made from grading procedures	276	2.1413	1.05052
5	Acknowledging that grades reflects teachers' preferences and judgment	276	2.1739	1.01202
	Grand Mean		2.2348	1.0257

Table 5 shows the mean and standard deviations of lecturers' responses on their level of professional competence in developing valid students grading procedure. It revealed from the calculation a grand mean of 2.2348 and standard deviation of 1.0257 which shows that lecturers' professional competence in developing valid students grading procedure is adequate

Research Question 6

What is the level of lecturers' professional competence in communicating assessment results to students' parents?

Table 6: Level of Lecturers' Professional Competence in Communicating assessment Results to Students' Parents

SN	I am competent in:	N	Mean	Std. Deviation
1	Communicating assessment results to students and their parents	276	2.2536	1.00226
2	Defending my assessment procedures and my interpretation of them	276	2.2029	1.04558
3	Explain printed result of the students' assessment reports at every level of education	276	2.2971	1.01200
4	Explain the limitations of different informal and formal assessment methods	276	2.3587	1.02601
5	Using assessment terminology appropriately	276	2.3370	1.02631
			2.2899	1.02243

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Table 6 shows the mean and standard deviations of lecturers' responses on their level of professional competence in communicating assessment results to students' parents. It revealed from the calculation a grand mean of 2.2899 and standard deviation of 1.02243 which shows that lecturers' professional competence in communicating assessment results to students' parents is adequate.

Research Question

What is the level of lecturers' professional competence in recognizing unethical, illegal, and otherwise inappropriate assessment methods?

Table 7: Level of Lecturers' Professional Competence in Recognizing Unethical assessment Methods

SN	I am competent in:	N	Mean	Std. Deviation
1	Understand laws and case decisions affects classroom assessment methods	276	1.9493	1.03272
2	Understand the effect of misused or overused assessment methods	276	1.7536	.99681
3	Understand the appropriate professional behavior expected in classroom	276	2.0616	1.04786
4	Understand lecturers ethical and legal responsibilities in assessments	276	2.1123	1.03312
5	Understand the malpractices and dishonest associated with the use of assessment methods	276	2.3297	1.03220
			2.0413	1.02854

Table 7 shows the mean and standard deviations of lecturers' responses on their level of professional competence in recognizing unethical, illegal, and otherwise inappropriate assessment methods. It revealed from the calculation a grand mean of 2.0413 and standard deviation of 1.02854 which shows that lecturers' professional competence in recognizing unethical, illegal, and otherwise inappropriate assessment methods is adequate

Hypotheses Testing

Hypothesis 1

There is no significance difference in the level of competence of male and female lecturers in assessment of students' outcomes

The sampled lecturers' responses on all the items on lecturers' competency of assessment of learning questionnaire were summed up and compared on the basis of gender using t-test statistics.

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Table 8: t-test Analysis on difference in the level of competence of male and female lecturers' in assessment of students' outcome

Variables	N	Mean	Std. Deviation	Df	t-value	P-value	Decision
Male	221	75.5747	34.98311				
				274	.151	.824	Accepted
Female	55	74.7818	34.66917				

Table 8 revealed the t-test calculated value of .151 while its P- value is .824 at alpha level of 0.05. The null hypothesis one is retained since the P-value .824 is greater than 0.05 alpha level (.824 < 0.05). Thus, there is no significant difference in the level of competence of male and female lecturers in assessment of students' outcomes

Hypothesis 2

There is no significance difference in the level of competence of lecturers in assessment of students' outcome across the three federal own tertiary institutions in Zamfara state.

The sampled lecturers' responses on all the items on lecturers' competency of assessment of learning questionnaire were summed up and compared on the basis of institutions using ANOVA statistics.

Table 9: Details of the ANOVA statistics on difference in the level of competence of lecturers in assessment of students' outcome across the three federal own tertiary institutions in Zamfara state

Source	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	30199.175	2	15099.588			
Within Groups	303973.908	273	1113.458	13.561	.000	Rejected
Total	334173.083	275				

Table 9 reveals an F-value of 13.561, while its P- value is .000 which is significant at 0.05 alpha level. Thus, the null hypothesis of no significance difference in the level of competence of lecturers in assessment of students' outcome across the three federal own tertiary institutions in Zamfara state is rejected. This implies that there is a significance difference in the level of competence of lecturers in assessment of students' outcome across the three federal own tertiary institutions in Zamfara state. Tukeys HSD Post Hoc was carried out to find the sources of the differences.

Table 10: Tukey HSD[a,b] Post -hoc test on respondents' implementation challenges of school- based assessment on the basis of teaching experience

Federal Institution	N	Subset for alpha = 0.05	
		1	2
Federal Polytechnic Kaura Namoda	122	65.5984	
Federal University Gusau	91	76.7912	
Federal College of Education (T) Gusau	63		92.4444

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The table 10 shows the Tukeys HSD post hoc on respondents' response on lecturers' competence of assessment of learning were summed up and compared on the basis of institutions and a significant difference was revealed. Federal College of Education (T) Gusau lecturers are more competence in assessment of learning with highest mean of 92.4444, followed by lecturers in Federal University Gusau and Federal Polytechnic Kaura Namoda with the mean of 76.7912 and 65.5984 respectively.

Discussion of Findings

Based on the data collected and work done on the analysis of result, the findings of the study revealed that lecturers' professional competence in students' assessment in Zamfara state tertiary institution are adequate in some aspect of assessment except in the area of developing assessment methods that is inadequate. The study revealed that lecturers in tertiary institutions in Zamfara state have adequate competence in choosing assessment methods appropriate for instructional decisions, administering, scoring, and interpreting the results of assessment methods, using assessment results in making decisions about individual students, developing valid students grading procedures, communicating assessment results to students' parents and recognizing unethical, illegal, and otherwise inappropriate assessment methods. This study is supported by National Council on Measurement in Education (1990), that stated that, the standards require that lecturers be skilled are: competencies in choosing assessment methods appropriate for instructional decisions; developing assessment methods appropriate for instructional decisions; administering, scoring, and interpreting the results of both externally produced and teacher-produced assessment methods; using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement; developing valid student grading procedures; communicating assessment results to students, parents and other educators; and recognizing unethical, illegal, and otherwise inappropriate assessment methods using in determined learning outcomes. The result is also in line with Schafer & Lissitz (2018) opined that preparation of lecturers at most universities in the area of developing assessment is either inadequate or totally absent.

Findings from hypothesis one showed no significant difference in the level of competence of male and female lecturers in assessment of students' outcomes. This shows that there is no mean difference in level of competencies of male and female lecturers in assessment of learning in tertiary institutions in Zamfara state. The study revealed that lecturers' assessment competency likely to be influenced by the nature of knowledge, learning, teaching and the purposes of assessment rather than the gender of the lecturers. This study is against the study of Arif, Elvira, Darin & Anissa (2017), who found that gender show the differences regarding the lecturers' competency in assessment Indonesia higher education.

Findings from hypothesis two showed significance difference in the level of competence of lecturers in assessment of students' outcome across the three federal own tertiary institutions in Zamfara state. That is Federal College of Education (T) Gusau lecturers are more competence in assessment of learning with highest mean of 92.4444, followed by lecturers in Federal University Gusau and Federal Polytechnic Kaura Namoda with the mean of 76.7912 and 65.5984 respectively. The pattern of the above result is supported with the view that college of education

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is established to producing positively motivated teachers with intellectual and professional background in teaching and assessment of learning. The result is consistence with Samuelowicz and Bain (2002) perceived that the competencies in assessment practices are likely to be influenced by how academics view the nature of knowledge, learning, teaching and the purposes of assessment. They further emphasized that broadly, academics who viewed teaching as exposition, and learning as reproduction, tend to believe that assessments should determine how well students can reproduce the knowledge they have been given and how well they can use that knowledge in much-practiced tasks.

Conclusion

Based on the findings of the study, it was concluded that lecturers' professional competence in assessment in Zamfara state tertiary institution are adequate in some aspect of assessment which includes competence in choosing assessment methods appropriate for instructional decisions, administering, scoring, and interpreting the results of assessment methods, using assessment results in making decisions about individual students, developing valid students grading procedures, communicating assessment results to students' parents and recognizing unethical, illegal, and otherwise inappropriate assessment methods, except in the area of developing assessment methods that is inadequate. It was further concluded that no significant difference exists in the level of competence of male and female lecturers in assessment of students' outcomes, but revealed significance difference across the three federal own tertiary institutions in Zamfara state.

Recommendations

The study therefore recommended that:

1. Lecturers in tertiary institution should be train on all the components of assessments practices that will benefit undergraduate students learning outcomes. Training is important to guide lecturers in practicing major of the assessment guidance such as choosing and developing of assessment methods, administering, scoring, and interpreting the results of assessment methods, using assessment results in making decisions about individual students, developing valid students grading procedures, communicating assessment results to students' parents and recognizing unethical, illegal, and otherwise inappropriate assessment methods.
2. Induction and professional development programs should be provided for lecturers in tertiary institution which would assist competence in student assessment irrespective of their gender to attain their objectives and meet their standards.
3. Assessments should be seen by lecturers in tertiary institution as a means of reproducing knowledge since competencies in assessment practices are likely to be influenced by how academics view the nature of knowledge, learning, teaching and the purposes of assessment.
4. To achieve high competence of the lecturers in assessment practice is not work of the lecturer alone but also need a contribution from the management of the tertiary institutions
5. Establishing standards for all lecturers in tertiary institution on student assessment. That is, blueprint or rubric for all lecturers to be followed in assessment practice. This will prevent

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lecturers from playing unethical or bias level of assessment from one institution with others and indirectly avoid double standards among lecturers.

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