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THE EFFECT OF ASSESSMENT COMPONENTS ON LECTURERS' ASSESSMENT PRACTICES IN MOGADISHU HIGHER INSTITUTIONS

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Abstract

Learning expectations and the strategies students use in a course are influenced by assessment techniques, an important aspect of course design. The study analyzed the effect of assessment components on lecturers' assessment practices in Mogadishu higher education institutions. Design, interpretation, and administration were hypothesized as predictors of the university's staff assessment practices. The study only used quantitative data. A questionnaire was used to collect data from 314 university academic staff or lecturers. Data were analyzed using the statistical package for social sciences (SPSS) version 20. The three indicators included in the model (design, interpretation, and administration) were found to be important predictors of the assessment practices of the university academic staff using multiple regression analysis. A multiple regression analysis reveals that design has a greater influence on the academic staff's assessment practices than administration and interpretation, while all were significant predictors. To improve the assessment practices of higher education institutions in Mogadishu, Somalia, it was concluded that universities should support their academic staff in developing their academic skills in designing, interpreting, and administering their assessments.

***Keywords**: design, interpretation, administration, assessment practice, assessment components, Higher education, assessment*

Introduction

In recent times, researchers have become keen to know about the topic of classroom assessment. The growth of processes for teaching and learning depends on a strong assessment component. Teachers and students can make decisions based on the information acquired during assessment and take appropriate action (Monteiro et al., 2021).

Learning expectations and the strategies students use in a course are influenced by assessment techniques, an important aspect of course design (Rabah et al., 2018). From a research standpoint, it is critical to understand how factors like classroom size, teachers' training, experience, class level, and subject area affect teachers' grading procedures and assessment strategies (C. R. Duncan & Noonan, 2007).

Since Eighteenth Century, when the modern university first emerged, assessments have been a part of higher education. Universities are still compelled to assess the excellence of their programs despite the evolution of assessment frameworks (Nur et al.2013). The procedures used in classroom assessments have been receiving a lot of attention recently because they are a vital feature of both teaching and learning. The results and integrity of lecturers' assessments are extremely important because both education and student learning must be assessed. By assessing them, instructors can learn more about their understanding level (Swaran Singh et al., 2017).

The Latin name "assidere," which implies sitting next to or by someone, is where the word "assessment" originates. This implies that to accomplish the learning objectives, a teacher interacts with the students during the assessment process. The techniques in which academic staff assign grades, evaluate them, and use the assessment outcomes presented by apprentices to improve the learning process are known as assessment structures and processes. (Matovu, 2020). To help

students improve their learning and the teaching process, assessment is a process that involves gathering, analyzing, and using data about pupils (Matovu & Zubairi, 2014).

Different sorts of assessments have received attention in various research. Assessments can be classified as *assessments for learning* (also known as formative assessments), *assessments of learning* (also known as summative assessments), and *assessments as learning*, also known as self-assessments (Matovu & Zubairi, 2014).

The aim of formative assessment or assessment for learning is to use evaluation to give students and lecturers insightful feedback that will help them achieve more successful learning outcomes. Today, assessment for learning is prioritized over formative assessment (Swaran Singh et al., 2017). According to N. Duncan (2012), *Formative assessment*: occurs during instruction and is mostly used to give feedback on how well students are learning. assessment of learning or *summative assessment* is employed to determine how much students have learned and how effectively a course has been designed. It occurs at the completion of a term or course. Earl defines *assessment as learning* as the method by which learners actively participate in their learning and doing self-assessments. Assessment as learning is the main focus and students are the best judges of their learning (Earl, 2012).

However, Somalia higher education sector has significant recent expansion. Prior to the war, Somalia only had one state-owned university, which was located in Mogadishu and had about 4,000 students. Currently, there are over 90,000 students enrolled in over 100 higher education institutions operating around the nation in a variety of sizes and capacities. The exponential growth of the sector of higher education challenges the conventional knowledge that economic and social advancement stops in the lack of a centralized authority, especially in light of the sustained periods of instability witnessed in some portions of the country (Heritage, 2013). There is no study conducted in Mogadishu investigated the predictors of assessment practices in higher education institutions in Somalia. Therefore, this study tries to fill the gap and analyze the effect of assessment components on lecturers' assessment practices in Mogadishu higher institutions.

Assessment components

Studies show that there are four fundamental components to student assessment in institutions of higher education: designing the assessments, administration of the assessments, interpretation

of assessments, and application of the assessments (Matovu, 2020). In this study three assessment components (design, administration and interpretation) were investigated.

Assessment Design

Assessment is designed to keep students focused on learning. Assessment tasks must be created to focus student attention on what needs to be learned and the activities that best lead to this to increase student engagement in learning and to encourage higher quality learning outcomes (Boud, D., & Dochy, 2020). The selection of the assessment, getting students and examiners ready, establishing standards, determining how the assessment will be graded, and interpreting the results of the assessment are the primary factors to take into account while designing an assessment. An assessment that is well-designed should be able to inspire students to study, relate to real-life situations, determine whether students have met their learning objectives, and have an impact on the students' developed skills and competences.

Assessment Administration

The final awarding of a degree, determining GPA, determining access to scholarships, passing or failing a paper, progression to the next level of study, access to restricted entry programs, the final award of a degree, and how students are represented to potential employers or continuing postgraduate study are examples of administrative decisions (Harland etal, 2014). It is essential and a requirement for effective assessment administration in higher education institutions. By managing assessments properly, higher education institutions can be confident in their standards and methods. Assessment administration in higher education institutions ensures that assessment measures and procedures are fair, unbiased, and credible to the students.

Assessment interpretation

The three levels of assessment interpretation are *scoring, grading*, and *results analysis*. Knowing the desired learning outcomes and the criteria for the assessors' assessment is necessary for scoring assessments. In order to assess students' learning and detect what they have learned, assessments must be graded. Following scoring, the assessments should be *graded*. The term "*grade*" refers to a single number or letter that serves different purposes in describing what the students learned. In order for institutions to determine whether students will pass or fail, or have reached the minimal knowledge required for that particular course, the pass marks in courses must have been appraised

prior to the assessments (Matovu, 2020). Giving students feedback on their outcomes from the prior assessment may also be included in the application or use of student assessment results.

From the above studies, we can see that for both teaching and curriculum, assessment is a crucial component. It effectively frames the learning process and outcomes for pupils. In this study three predictor variables for assessment practices such as design, interpretation and application will be used for analysis.

Research objective

The objective of the study was

To analyze the effect of assessment components (design, interpretation, and administration) on lecturers' assessment practices in higher education institutions in Mogadishu, Somalia.

Research hypothesis

Assessment components (design, interpretation, and administration) do not explain the lecturers' assessment practices in Mogadishu higher education institutions.

Methods

This section shows the variety of methods used to analyze the effect of the assessment components on lecturers' assessment practices in Mogadishu higher education institutions. This study only used quantitative data. All of the lecturers from the universities in Mogadishu made up the population of the study. The data of the study was collected from 314 lecturers who were chosen at random from four universities in Mogadishu (three private and one public). A questionnaire with Likert scale was used to collect data from the selected sample of the study. The questionnaire's items were graded on a five-point Likert scale (1 = Not at all skilled, 2 = A little skilled, 3 = Somewhat skilled, 4 = Skilled, and 5 = Highly skilled), with each point indicating a different level of skill. The reliability of the questionnaire, which was determined by Cronbach's alpha coefficients, was .917, signifying that it was a highly effective instrument for measuring lecturers' assessment practices in universities.

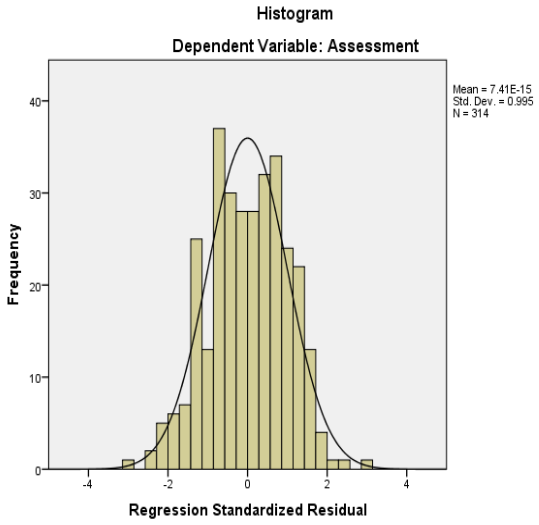
Table 1: Reliability Statistics

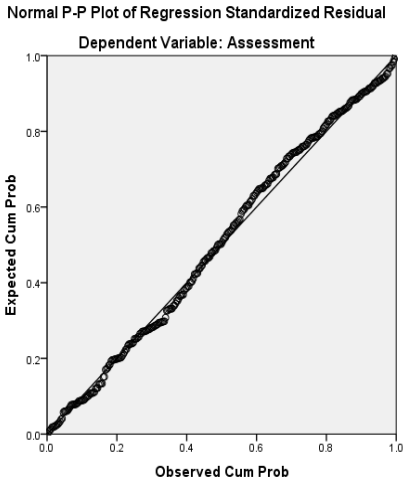
Cronbach's Alpha	N of Items
.917	50

The predictive power of each independent variable (design, administration, interpretation, and application) in assessment practices was examined using multiple regression analysis. Data will be analyzed using statistical package for social sciences (SPSS) version 20.

Assumption checks

Before beginning the main analysis, multiple regression assumption checks were performed to assess the data's normality, linearity, multi-collinearity, outliers, and independence of errors. The descriptive statistics for skewness and kurtosis for the items in the data fell within the usual range of -1.0 and +1.0, indicating that the data were normally distributed.





Results

The following demographic information about the participants was derived from the data, including gender, university, class size, and academic background. There were 113 women and 208 men among the participants, or 64.6% and 35.4% of each gender, respectively (Table 1). In

terms of university, 142 (45.2%) attended state institutions while 172 (54.8%) attended private ones. In terms of the highest degree the academic staff had earned, 188 (59.9%) had a master's degree, 82 (26.1%) had a doctorate, 28 (8.1%) had a bachelor's degree, and 16 (5.1%) had a postgraduate diploma. Academic staff evaluated 108 (34.4%) small classrooms and 206 (65.6%) large classes in terms of class size

Table 2: demographic characteristics of respondent

Gender	Frequency	Percent
Male	203	64.6
Female	111	35.4
University	**Frequency**	**Percent**
Public	142	45.2
Private	172	54.8
Class size	**Frequency**	**Percent**
Small Class	108	34.4
Large	206	65.6
Qualification	**Frequency**	**Percent**
Bachelor's degree	28	8.9
Post Graduate Diploma	16	5.1
Master's Degree	188	59.9
Doctorate	82	26.1

Multiple regression analysis

The p-values for the variables representing assessment practices and assessment components in the regression relationship were both.000, which is bselow the limit (p .05). A statistically significant correlation exists between the three predictor variables and assessment practices, as shown by the ANOVA results of the multiple regression analysis in Table 2 (F [3, 310] = 534.618, p .005). This means that the hypothesis of the study "assessment components (design, administration, and interpretation) do not explain the lecturers' assessment practices in Mogadishu higher education institutions" was rejected as p < .001. the alternate hypothesis is assessment components such as design, administration and interpretation explain or predicts assessment practices in Mogadishu higher education institutions.

Table 3: ANOVA table for multiple regression

Model	Sum of Squares	df	Mean Square	F	Sig.

	Regression	30.221	3	10.074	534.618	.000[b]
1	Residual	5.841	310	.019		
	Total	36.062	313			

a. Dependent Variable: Assessment

b. Predictors: (Constant), Intrepretation, Design, Administration

The slope linked with design is.30, which suggests that an increase in design by the academic staff will result in an increase in their assessment practices of .30 units, according to the regression coefficient values in Table 3. When design and interpretation are held constant, the slope coefficient for administration is.241, indicating that administration has an associated rise of.241 units in academic staff members' assessment practices. The slope coefficient for interpretation is 0.274, which indicates that for every unit rise in interpretation, assessment practice increases by 0.274 units. It is also possible to conclude that each unit's increase in design (β =.30, p =.000) results in a 30.0% increase in the academic staff's assessment practices. Every unit improvement in assessment interpretation results in a 24.1% increase in the assessment practices of the academic staff, according to the beta coefficient of interpretation (β =.241, p =.000). for an assessment administration beta coefficient (β =.490, p .000). Furthermore, a rise in assessment administration means an increase in assessment practices of 27.4%.

Table 4: regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.589	.070		8.425	.000		
Design	.300	.012	.569	24.744	.000	.990	1.011
Administration	.241	.014	.401	17.411	.000	.987	1.013
Intrepretation	.274	.013	.490	21.289	.000	.985	1.015

a. Dependent Variable: Assessment

The findings of the multiple regression summary model are shown in Table 4 for the three predictor variables that were examined. At p .05., all of the variables were statistically significant and produced a R of 0.915, R^2 of 0.838 and adjusted R^2 = 0.836. The combined model, which

comprised design, interpretation, and administration, had an R^2 of.838 and adjusted $R^2 = 0.836$. This demonstrates that the three statistically significant predictive variables have a significant effect on the assessment practices based on both sample size and population.

Table 5: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.915[a]	.838	.836	.13727

a. Predictors: (Constant), Intrepretation, Design, Administration

b. Dependent Variable: Assessment

Conclusion and Recommendations

The objective of the study was to analyze the effect of assessment components on lecturers' assessment practices in higher education institutions in Mogadishu, Somalia. The multiple regression models included four variables as predictor variables for the academic staff's assessment practices in Mogadishu's higher education institutions and all of the variables were significant. Multiple regression analysis reveals that design has a greater influence on the academic staff's assessment practices than assessment administration and interpretation, while all were significant predictors. Design, interpretation, and administration were identified to be significant predictor variables of the academic staff's assessment practice. According to the measurement model's findings, the variables of design, administration, and interpretation in the academic staff's assessment practices interacted with one another. These findings agree with previous studies (Matuvo, 2020, Byrne, 2010). In order to ensure that academic staff members are using appropriate assessment practices, it is suggested that institutions enhance assessment design, interpretation, and administration. This is due to studies indicating that the majority of academic staff members

in higher education institutions lack the necessary abilities and skills to assess pupils (Brookhart, 2003; Duncan & Noonan, 2007; Guskey, 2003; Howie, 2006; Masole, 2011; Mertler, 2003; Stiggins 2002, and Matovu, 2014). To improve the assessment practices of higher education institutions in Mogadishu, Somalia, it may be concluded that universities should support their academic staff in developing their academic skills in designing, interpreting, and administering their assessments. Additionally, since the academic staff would be accurately assessing the students, the students would benefit from fair assessments.

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