



BINDURA UNIVERSITY OF SCIENCE EDUCATION
FACULTY OF SCIENCE EDUCATION
DEPARTMENT OF CURRICULUM AND EDUCATIONAL MANAGEMENT STUDIES

Monitoring Students' Skills Proficiency Through Continuous Assessment In Competence-Based Education: Bulawayo Polytechnic Tourism And Hospitality Lecturers' Experiences

BY

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B225819B

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REQUIREMENTS OF THE MASTER OF SCIENCE EDUCATION DEGREE IN
MEASUREMENT, ASSESSMENT AND EVALUATION**

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DECLARATION

I, Simbarashe Murima hereby declared that, except for references to other people's work which have been duly acknowledged, this dissertation is the result of my own research and has neither in part nor in whole been presented in education programme.

Signed: *smurima*
(Student)

Date: 12.12.23

This research work was undertaken under the supervision of Dr. Chikuvadze P.

Signed:



Date: 12.12.23

DEDICATION

This dissertation is dedicated to my wife Alice, son Seth and daughter Janelle. My late brother, Mike, mom and sisters.

ACKNOWLEDGEMENTS

- I wish to thank God who, above all, made it possible for me to finish this dissertation.

- I am indebted to extend a special debt of gratitude to my supervisor, Dr. Pinias Chikuvadze for his outstanding and consistent guidance, patience, forbearance and academic professionalism throughout this study. Thank you Doc!
- I command my sincere thanks and appreciation to the following institutions:
 - Bulawayo Polytechnic (SCHOTO)
 - Lupane State University

ABSTRACT

The purpose of this study sought to gain insight into the practice of monitoring students' skills proficiency through continuous assessment in competence-based education at Bulawayo

Polytechnic, School of Tourism and Hospitality (SCHOTO). The interpretivist paradigm and qualitative approach guided the data analysis and discussion in this study. As sources of data, 10 tourism and hospitality lecturers and 3 hotel school-based administrators were purposively selected. In this study document analysis and interviews were employed to generate data that was analysed and discussed to provide answers to the problem at the centre of exploration. The sourced data was analysed according to emerging themes. In this study ethical issues played a vital role during data generation, analysis and discussion. The findings of this study revealed that lecturers had sufficient content knowledge about continuous assessment practices and competence-based education. It was also noted that the majority of lecturers frequently used lecturer assessment method for their student's continuous assessments due to the large class size. It was also found that the practice of CA was challenged by many factors of which large class size, lack of resources, coupled with lack of commodities, modularization, coupled with lack of commodities, lack of lecturers' involvement in curriculum development, poor salaries, infrastructural challenges, lack of knowledge among lecturers, lack of diverse continuous assessment methods usage and lack of leadership made it difficult to monitor effective continuous assessment methods in their teaching and training. In the discussion of the findings, it was noted that the participants advanced possible solutions to the encountered challenges such as the provision of adequate resources such as reducing the number of students per class to be manageable, providing lecturers as adequate training or workshops on the design, implementation, administration and monitoring of continuous assessment practices. Based on the findings of this study, it was noted that lack of CA training for lecturers, work overload, time constraints, and the large number of students per class are the major hindrances facing tourism and hospitality lecturers when trying to integrate CA. It is in this regard that this study concluded that tourism and hospitality lecturers' frequency of use and practice of CA is limited due to the huge number of challenges they face when trying to integrate the different CA practices. Also, the problems related to overcrowded classrooms and unavailability of resources were highlighted by lecturers. Based on the findings, it is recommended that there is a need for lecturers to obtain professional development to improve teaching and learning process on continuous assessment and competence based education.

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LIST OF ABBREVIATIONS AND ACRONYMS

Listed in Table 1 below are the descriptions of abbreviations and acronyms used through this document:

Table 1: Abbreviations and acronyms used in this document

SCHOTO	School of Hospitality and Tourism
BUSE	Bindura University of Science Education
CA	Continuous Assessment
GoZ	Government of Zimbabwe
HEXCO	Higher Education Examinations Council
ND	National Diploma
NC	National Certificate
HTE	Higher and Tertiary Education
HND	Higher National Diploma
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation
DHET	Department of Higher Education and Training

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CHAPTER 1

PROBLEM AND ITS SETTING

1.1 Introduction

This chapter highlights the background of the study, problem of the study, limitation and delimitation of the study, objectives and research questions. The significance of the study is also explained in this chapter.

1.2 Background to the study

The operations and service provision in the tourism and hospitality sector are continuously changing in terms of services delivery through a competent and skilled manpower (Hjalager & Baum, 2018). Umbreit (2016) affirms that competency-based education institutions aims to meet demands of a volatile and changing environment by developing and enhancing student's competencies and skills that are needed to operate in the industry successfully. Raybould and Wilkins, 2015) upholds that it is essential that the skills and knowledge acquired enables the graduates to help manage the issues of increased competition, changing consumer attitudes and employer demands. Accordingly, there is however need to implement and enforce continuous skills assessments strategies to match the demands of these changes (Umbreit, 2016).

According to Penprase (2018) students now require a different set of abilities and competencies in order to succeed in the global labour market. He further reaffirms that these requirements can be ascribed to the rapid advancement of technology and globalization, which emphasize the need for students to build essential abilities in order to adapt to the shifting nature of the workplace (Penprase, 2018). In support of Penprase, Rogegiers (2016) infers that the curriculum for every tourism and hospitality programme should be embedded in cross-cutting ideas, procedures, and practical skills designed to give students hands-on training and prepare them for the workplace.

Nevertheless, students gain and exhibit the necessary abilities that are gradually in demand on the job market through competency-based learning activities (Raybould & Wilkins, 2015). According to Day and Berkeley (2018) competency-based techniques in education are an innovative approach to the design of educational programmes with an emphasis on students' mastery of information, skills, and values.

Therefore, it can be emphasised that lecturers and other educational stakeholders need to embrace the implementation of competency-based teaching and continuous assessments (Nyamudzodza, 2021). On the other hand, Holmes (2018) reiterates that in an attempt to improve student learning, increase validity and accuracy of assessment practices, continuous assessment approach needs to be taken serious. In support of Holmes, Adoyo (2017) further echoes that CA provides a multifaceted and accurate representation of student competence. Nonetheless, this study seeks to examine the monitoring of students' skills proficiency through continuous assessment in competence-based education.

Barber and Hill (2017) further stress that assessment is regarded as the most important aspect of teaching and learning which determines if learning has occurred. Thus, this implies that assessment is the cornerstone of learning since it determines depth of learning and understanding (Wilson (2018). Hence, assessment is vital in gearing tourism and hospitality students towards effective learning (Barber & Hill, 2017).

In contemporary education, assessment has become a critical composition of education and training reform. Instead, Reece and Walker (2018) asserts that competency-based education has drawn so much attention over the past few decades. Also, Wilson (2018) claims that competency-based educational systems have the potential to maximize all students' learning and development. Furthermore, Shepherd (2019) affirms that if such systems are adequately planned and put into practice, they can serve essential teaching and learning standards by ensuring that all students are supported in attaining key learning and development goals. Additionally, Wilson (2018) is of the opinion that if high-quality evaluations and assessment systems are not used in conjunction with competency-based education systems, anticipated goals cannot be achieved.

Shepherd (2019) stresses that polytechnics are not alone in striving to produce quality graduates, they also compete with universities. Thus, monitoring of continuous assessment in this regard cannot be overemphasised (Adoyo (2017). According to Bibik (2017) adequate, comprehensive and ongoing monitoring of instruction in competence-based education is imperative for improving teaching and learning outcomes.

Even so, the thrust of this research study is to close a gap in contemporary continuous assessment approaches as a strategy for monitoring students' skills acquisitions. The study was proposed against the background that continuous assessment in Zimbabwean institutions has not been widely embraced and is not consistently administered, particularly in polytechnics (Makamure, 2023).

For that reason, the study focused on Bulawayo Polytechnic, School of Hospitality and Tourism (SCHOTO) as a study area delineation. The Bulawayo Polytechnic was established in 1927 in Bulawayo, Zimbabwe; primarily as a technical institution (MHTEISTD, 2016). The polytechnic provides higher educational qualifications that comprise of Certificates, Diplomas, and Higher National Diplomas (HND) (MHTEISTD, 2016). The institution offers programmes in: tourism and hospitality, automotive engineering, business and management studies, civil engineering, electrical engineering, library and information sciences, mechanical and production engineering, printing and graphics arts (MHTEISTD, 2016). Consequently, in this study, the researcher focused on the department of tourism and hospitality.

As aforementioned, the School of Hospitality and Tourism is a professional education and training institution that provides culinary, tourism, food courses (SCHOTO, 2015). The school was founded after a dire need for qualified staff in hotels, game lodges and restaurants to alleviate the shortage of qualified and experienced staff (MHTEISTD, 2016). Hereafter, the school was ushered in an effort to close this needs gap. The Hotel School as affectionally known, offers Higher National Diploma in Tourism and Hospitality Management, Culinary Arts and Diplomas in Bakery studies and Food and Beverage Management (SCHOTO, 2015).

1.3 Statement of the problem

The introduction of the 'Heritage Based 5.0' as a doctrine guiding training process in tertiary education brought in a new dimension to students' assessment (Muzira & Bondai, 2020). It is in this context that polytechnics transformed their approach to training from the traditional lecturer-centred to student-centred (Adoyo, 2017). This new approach gives emphasis to hands-on strategy to enable students to acquire relevant competencies (Winter & Weeden, 2017). As a consequence, this calls for lecturers to continuously monitor students' skills proficiencies in a given trade (Brownell & Chung, 2017).

Though, the tourism and hospitality industry, being an intensive work-market based on services, there is evidence of lack of experienced and well trained personnel. Therefore, SCHOTO and other institutions may not be holistically addressing the need to increase the need to use continuous skills assessment methods to achieve the desired outcomes for effective students training (Makamure, 2023). Besides, the monitoring of continuous assessment by lecturers and administrators, higher tertiary institutions face challenges that impede the implementation and monitoring of continuous assessment (Adoyo, 2017). As a result, it is in this context that this study sought to interrogate this issue as guided by the following main question: To what extent has continuous assessment has been an effective strategy in monitoring student's skills proficiency in competence-based education?

1.4 Research questions

From the above main research question the following sub-questions were derived:

1. What is the lecturers' conceptualisation of continuous assessment in the context of tourism and hospitality students' skills proficiency?
2. What are the continuous assessment strategies used in monitoring students' skills proficiency in tourism and hospitality -related courses?
3. How are these strategies used in monitoring students' skills proficiency in tourism and hospitality -related courses?
4. What challenges are encountered by lecturers and administrators when using continuous assessment strategies in monitoring tourism and hospitality students' skills proficiency?
5. What suitable framework can SCHOTO use to implement effect continuous assessment strategy in competence-based education?

1.5 Significance of the study

Taking into consideration the issues highlighted above, a study of this current nature should provide valuable and much-needed insight into the significance of monitoring continuous assessment in competence-based education to effect the importance of key assessment principles. The affirmation by Bush and Middlewood (2017) that the closer lecturers are to teaching and learning activities, the better the chances of success for students appears to be a point on which

there is consensus among scholars in Zimbabwe and internationally (Fleisch & Safer, 2016). The findings of the study can assist researchers on competency-based education as well as continuous assessment as a strategy to improve teaching, learning and students' performance. Du Plessis (2018) acknowledges that monitoring of continuous assessment assists administrators to learn extensively on the needs of the students and problems encountered by the lecturers and vice versa.

1.5.1 Policy makers

The results of this study would prompt policy makers in the Ministry of Higher and Tertiary Education Innovation Science and Technology Development (MHTEISTD) to implement programmes that would enhance a deeper understanding of the concept of continuous assessment in competence-based education. Likewise, the study provides valuable information on the monitoring of continuous assessment to the policy makers. Through this study it is expected that the policy makers will be in a position to review continuous assessment strategies so that they are implementable in relation to competency-based education. Lastly, policy makers will therefore, be able to link the monitoring, assessment and academic performance of students when pursuing tourism and hospitality courses.

1.5.2 Lecturers

This study is essential for the lecturers as they identify the modern skills needed in today's hospitality industry. Also, to be able to design continuous assessment tools that will allow students to obtain the skills competences that are deemed crucial for the industry. Furthermore, the lecturers will imbibe significant information about the most effective and preferred assessment methods that may be implemented in their teaching and student learning activities. Furthermore, this study is necessary to help increase professionalism and competence among lecturers, especially novice lecturers (Crowley, 2017). Since novice lecturers still do not have adequate teaching experience and involving them in assessment activities is a transformative effort to follow up on developing the learning that is being conducted for tourism and hospitality training.

1.5.3 Students

The study will enable tourism and hospitality students to take continuous assessments tasks seriously. This will be an important part of their assessment that will determine their actual performance in their education and training. Continuous assessment system is important for the tourism and hospitality students' overall development and to achieve the objectives of their learning by acquiring relevant and specific skills.

1.5.4 Bindura University of Science Education (BUSE)

It will help the university to continue developing the right content on C.A and good attitude towards equipping the teaching of students on the significance of continuous assessment in tertiary education.

1.5.5 Head of Departments

The findings of the study will provide valuable information to the head of department at SCHOTO and other administrators on the area of teaching, where the lecturers need more orientations on different continuous assessment approaches and where student need motivation to be creative. Similarly, this could help HODs to encourage their lecturers to attend seminars, workshop and getting attached in tourism and hospitality establishment to acquaint themselves with novel skills to build capacity in teaching and learning.

1.5.6 Researcher

For future researchers, the study serves as a fundamental reference that could provide relevant evidence on the effectiveness and importance of monitoring continuous assessment as an approach in developing the knowledge and skills of the students to meet the demands of the industry and competence-based education objectives.

1.6 Delimitation of the study

This study will be geographically delimited to Bulawayo Polytechnic only and not any other Polytechnics in Zimbabwe since it will not be possible to explore all the Polytechnic institutions in the country. Delimitations of this study are a limited amount of institutions and individuals who agreed to be a part of this study. A sample size of 1 institution does not lend itself to generalizability across all institutions of higher education in the country.

The study is further restricted to the relationship between continuous assessment and student performance in tourism and hospitality courses. The researcher confined the study to the School of Tourism and Hospitality (SCHOTO) at Bulawayo Polytechnic, and the information can, therefore, not be generalized about hotel schools and other institutions in Bulawayo or anywhere else in Zimbabwe. However, it will give an indication of possible problem solutions as far as the monitoring students' skills proficiency through continuous assessment in competence-based education is concerned. The study will include the educators and SCHOTO members, like the Heads of Department (HODs) and the administrators.

1.7 Limitations of the study

The process to obtain a letter of authorisation from Tertiary Education Service Council of Zimbabwe (TESC) was too bureaucratic and difficult. Then again, this study is investigatory and the information was therefore not generalizable. In this current study, purposive sampling was used as a method for data collection. However, this method had its own limitations. Since there is no assumption that all members of the population are equivalent data resources, purposive sampling is biased, which McMillan & Schumacher (2019) denote as combining a form of systematic error that undermines the quality of the research. In purposive sampling only knowledgeable participants are selected, and that limits the generalizability of the results, whereas random sampling allows for the results of the study to be generalized to the larger population in that every participant in the population of interest has an equal opportunity of being selected for inclusion in the study (Maykut & Morehouse, 2018).

1.8 Definition of terms

1.8.1 Continuous assessment

Bearman et al., (2016) define continuous assessment as the wide variety of methods or tools that educators use to evaluate, measure and document the academic readiness, learning progress, skills acquisition, or educational needs of students. In this study, continuous assessment is the methods of determining which learning activities have taken place in relation to the student performance in the three domains of teaching and learning (Holmes, 2015).

Continuous assessment can be described as an ongoing collection of data and feedback regarding a student's progress throughout a course or programme. For example, this information can come from quizzes, assignments, projects, and class participation, among other methods.

1.8.2 Lecturers' experiences

Daher et al. (2017) defines lecturers' experiences as the direct observation of or involvement in processes as a basis of understanding by the lecturers. In this regard, Higgs and Smith (2016) defines lecturers experiences as the creation of knowledge by lecturers pertaining to the implementation and monitoring of continuous assessment based on their present and past experiences. Lecturers experience is the culmination of skills, exposure or training acquired over time that enables SCHOTO lecturers to perform teaching and assessments skills in their training.

1.8.3 Monitoring

In this study the concepts of monitoring is loosely used to explain the repeated checking, supervising, observing and determining the continuous assessment on students learning in order for the tourism and hospitality lecturer be able to identify changes from the performance level required or anticipated. According to Bush (2017) monitoring is understood to involve classroom visits, observing lecturers by H.O.D or administrators and providing them with feedback and support.

1.8.4 Polytechnic tourism and hospitality

Is a government institution that offers tourism and hospitality programmes that was established in 1963 as a Division of Bulawayo Polytechnic.

1.8.5 Skills proficiency

Is defined as the level of skills and expertise that tourism and hospitality students possesses in a culinary art, and the practical application of knowledge by these students to perform tasks or activities.

1.8.6 Competency-Based Education

Is a process that aims to educate students within the scope of the twenty-first-century skills in accordance with the institution's desired and expected outcomes. This enables individuals to achieve the learning objectives determined according to their own characteristics or gaining practical skills and knowledge. It can be defined as providing education through which individuals can gain the necessary knowledge, attitude, and skills so that they can acquire competence. For the purpose of this study, competency-based education is taken to mean a programme of study with clearly defined, concrete, measurable objectives in which every student must demonstrate mastery of skills, knowledge and ability during and upon completing the program (Adoyo, 2017). Such programmes involve students working at their own pace and structuring their own learning methodology so as to realise programme objectives. It is student-centred.

1.8.7 Academic performance

Ahmad, et al, (2017) defines academic performance as the measurement of tourism and hospitality student's achievements across various academic subjects and the final national examinations (Ahmad, et al, 2017). The HEXCO national examination's board measures students' academic performances by considering both students and the lecturer with regards to subject matter. Lecturers and administrators typically measure achievement using classroom performance, graduation rates and results from standardized tests (Ahmad, et al., 2017). To this study student's academic performance goes beyond the normal classes' tests and the HEXCO national examination.

1.9 Chapters layout

This first chapter highlights the overview of the background of the study, research problem, the limitation and delimitation of the study and the research questions that need to be responded to by the study. The second chapter is a review of related research that looks at the effectiveness of monitoring continuous assessment as a strategy for skills proficiency in competence based education. The principal goal of this chapter is to lay the groundwork for a theoretical framework based on continuous assessment. The study borrows theories from business and education disciplines combined with constructivism, assessment and evaluation concepts to further understand the philosophy.

Chapter three describes the research methodology as well as the study's research philosophy, sample procedures, population of the study, data collection tools, and data analysis. Also, the study's ethical concerns were identified and addressed. In chapter four, focus is on data presentation, analysis and discussion. Lastly, in chapter five, the project is summarised, conclusion drawn and recommendation advanced.

1.10 Chapter summary

This chapter indicated the roadmap for the envisaged study and it also cited general introduction to the topic under investigation, statement of the problem, research questions, significance of the study, delimitation of the study, limitations of the study, definition of terms and chapters layout. In the next chapter, the researcher focuses on literature review as guided by the research question based under monitoring of continuous assessment in competency based education.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter provides the literature review of the relevant sources on the monitoring of continuous assessment. In this light, this chapter reflects again on the research topic and analyses literature that exists in the field, noting particularly how experts answer the questions researched in this study. The chapter examines the context in which this study finds itself, starting by exposing some of the relevant findings in regard to monitoring of continuous assessment and competency based education. The literature review is presented under the following themes; conceptualisation of continuous assessment in competence-based education, the role of lecturer as an educator, relevance of continuous assessment in competence-based education in polytechnics. The purpose of this chapter, therefore, is to provide an overview of the literature informing the research questions and the stated problems outlined in chapter 1.

2.2 Theoretical framework

In this study the theoretical framework is essential since it articulates how the researcher uses the concepts from the selected theories in crafting the lens through which the issue under investigation is observed. Before beginning to provide study data to address research issues, a theoretical framework must be established. Vithal and Jansen (2017) define a theoretical framework as a well-developed, cogent account of an occurrence. A theoretical framework serves as a "lens" through which one can perceive the relevant events or phenomena (Grant, 2018). As a result, a road map for the study is determined. However, to support the study's methodology on the monitoring of students' skills proficiency through continuous assessment in competence-based education, two theories-namely, the conditioning theory and the assessment theory are used as guiding principles.

2.2.1 Conditioning theory

According to Kellaghan and Greany (2017), Ivan Pavlov (1987) in his conditioning theory of Classical Conditioning concluded that a dog learnt to salivate whenever a bell was rung. He undertook many trials and each time the bell was sounded the dog salivated and food was simultaneously presented.

The conditioning theory has therefore been adopted to inform this research since it is assumed that tourism and hospitality students obtained good scores and practical skills proficiency whenever their culinary subjects are taught, and followed by many continuous assessment practices. However, Pavlov proposed a Conditioned Response (CR) that denotes a student's reaction that develop as a result of teaching in this study. A Conditioned Stimulus (CS) refers to incentives that evoke CR through training or teaching. It is in this background that, it is assumed that tourism and hospitality student accomplishment of good grades and practical mastery of the courses was the Conditioned Response (CR), so continuous assessment was the Conditioned Stimulus (CS), and teaching was the Unconditioned Stimulus (US).

Nevertheless, to Pavlov, pairing food and the sound of the bell made the dog salivate and, in this study, pairing of teaching and continuous assessment activities could make tourism and hospitality students perform better in terms of good grades and practical competences in the final assessments (Kellaghan & Greany, 2017). Thus, Pavlov's theory that suggested conditioned stimulus and conditioned response was an imperative aspect to this study in instilling understanding on the relationship between continuous assessment strategies being used such as assignments, practical and theory tests and projects as the stimuli and academic performance of students.

The Conditioning theory comprises of both formative and summative assessments. Fisher and Frey (2017) distinguish between formative assessment and summative assessment. Formative assessment enables lecturers to improve their teaching instruction and also provides feedback to learners while summative is aimed at measuring learners' competency at the end of the course. Formative assessment helps both the lecturer and learners in self-assessment and identifies the learning gaps. Additionally, formative assessment enables lecturers to gather information about learners' understandings to close the gap between the students' current learning and the desired future goals through a framework (Shavelon, 2016).

The assessment includes all activities that lecturers and students perform during the teaching and learning process (Black and William, 2018). In this regard, lecturers should undertake activities such as classroom discussions, observations, analysis of students work including tests and assignments to improve assessment. The assessment model aims to identify the "gap" between what precisely the student knows in relation to the stated outcomes.

This is in line with Sadler (2020), formative assessment as aimed at providing feedback on students' progress and increasing teaching and learning in the classroom. In addition, the theory involves providing feedback to students, planning learning and teaching approaches (Sadler, 2020). In support, this model is grounded in Vygotsky's assessment theory based on the Zone of Proximal Development (ZPD) (2016). ZPD supports tertiary educators seeking to foster skills development in their students.

According to Cole & Cole (2017) the ZPD model posits that an educator with a greater level of knowledge or expertise can effectively support a student's development by guiding them through tasks that lie beyond their existing abilities. Berk (2019) is of the opinion that when a student is close to mastering a skills set required to complete a task but still needs the guidance of a lecturer to do so, they are considered to be in their zone of proximal development. In this situation, the lecturer may use various continuous assessment techniques to guide the student comprehend the concepts and skills required to perform the specified task independently (Lidz & Gindis, 2018). As the student progressively gains competence and confidence, the lecturer gradually withdraws guidance until the student can independently conduct and complete the task (Verenikina, 2018).

According to Berk (2019) in order to identify the learning gaps, the conditioning theory model accentuates that lecturers should easily recognize and use students' pre-existing knowledge so as to further develop a new student understanding. Shavelon, (2016) postulates that lecturers need to identify what students may achieve in the Zone of Proximal Development. Lecturers assess students' performance through ZPD and provide such tasks as practical work, group discussions tests and projects. Hence, continuous assessment is specifically intended to generate feedback to learners to develop critical thinking, improve learning achievements and facilitate self- assessment (Sadler, 2020).

2.3 Conceptualisation of continuous assessment in competence-based education

Various academics have different conceptions of continuous assessment (CA). Alex (2015) describes continuous assessment as a process that involves trainers/lecturers giving total attention to the student. Also, monitoring the student as they interact with the content, and attempting to grasp what they understand (Pasigna, 2018). Onuka, (2016) further states that continuous assessment has the tenacity of accumulating judgments on a student's learning, undertakings in terms of knowledge, skills, critical thinking and individual development.

On the other hand, the concept of continuous assessment is seen as both formative and summative process which involves collection of data to determine the final grade of students across the three learning domains (Berihu, 2016; Walde, 2016). In the same way, continuous assessment refers to a practice of continuously checking on learners' attainment or competence in knowledge, skill and attitude through various student profile using different assessment methods (Godfery, 2016).

Continuous assessment is a classroom strategy implemented by instructors to ascertain the knowledge, understanding, and skills attained by students. According to Passigna, (2018) continuous assessment refers to the ongoing process which takes place throughout the whole learning process. The learners' progress is periodically monitored and continuous assessment is taking place on and off throughout a course or period of academic year (Nitko, 2016).

Thus, continuous assessment can be defined as ongoing process that measures a learner's achievement during the course of a grade or level providing information that is used to support a learner's development to enable improvements to be made in the learning and teaching process (Burhanua, 2017). According to Jengeta, Makurumidze, and Phiri (2021) continuous assessment is a learning strategy evaluation that measures how well students are progressing or performing during a course or programme. It is a method that methodically considers students' final grades in the cognitive, emotional, and sensorimotor dimensions of education throughout the course of an academic term (Jengeta, Makurumidze, & Phiri, 2021).

In support, Nitko (2016) states that continuous assessment is a method of assessing learning that considers how well students are performing in the cognitive, emotional, and psychomotor domains of educational objectives. In brief, Nitko (2016) is of the opinion that in order to decide what to teach and how well students have learned, continuous assessment is a continuous process of acquiring and analyzing information regarding student learning. Similarly to Nikto, Passigna (2018) describes CA as a process of gathering data to make judgments about the student based on what they know and are able to demonstrate as a result of training.

Rezaei (2015) describes continuous assessment as a technique used in the classroom by lecturers to examine students' knowledge, understanding, abilities, and attitudes. Continuous assessment is an ongoing and iterative process that involves regular monitoring, evaluation, and feedback to (Onuka, 2016). It is a dynamic approach that focuses on real-time analysis and adjustments to ensure continuous improvement (Burhanua, 2017). Moreover, Mkhonta (2018) conceptualized continuous assessment as an approach to determine what learners already know, understand, and are capable of doing in order to enhance their learning.

Each student is observed throughout the year on a range of activities, including tests, as part of continuous assessment, which is essentially a formative evaluation technique (Patrick & Pittenger, 2016). Nitko (2016) restates that tasks are given to students to help them understand concepts like communication, logical reasoning, and creativity. Since these abilities cannot be evaluated through exams, CA is a more accurate and dependable method of tracking learners' performance over time (Burhanua, 2017). Rezaei (2015) argues that continuous assessment is advantageous for students who struggle under the burden of formal exams. Lecturers must therefore be able to apply their understanding of assessment to enhance their instruction (Jengeta, Makurumidze, & Phiri, 2021). Furthermore, Jengeta, Makurumidze and Phiri (2021) augment that lecturers must be familiar with and proficient in the use of continuous evaluation to improve teaching and learning in the fields of tourism and hospitality.

Additionally, students should be evaluated continuously and on an ongoing basis as part of the outcomes-based approach known as continuous assessment (Ferreira & Schulze, 2016). According to Burhanua (2017) this means that a learner's progress is assessed based on all of the work they have completed throughout the course of the semester year, and not just the summative assessments. Reece and Walker (2018) conclusively mentions that continuous assessment is a progressive and objective approach of assessing learning outcomes from in-class teaching as well as students' general growth and the acquisition of skills, particularly in cases where it is used correctly and completely (Ferreira & Schulze, 2016). Patrick and Pittenger, (2016) continuous assessment is an outcomes-based approach which requires the lecturers to assess the learners on a continuous and ongoing basis.

Mweemba and Chilala (2017) proclaims that continuous assessment is a continuous, diagnostic, classroom-based procedure that uses a range of assessment techniques to gauge students' performance. The idea of continuous assessment can be seen as unstructured and even spontaneous methods used to identify students' comprehension of a concept, content or technique during instruction in order to make immediate adjustment and to provide prompt precise feedback to strengthen the learning of students (Muskin, 2017). In the same token for Abera (2012), continuous assessment is a means of carrying out an assessment formally and informally within the classroom to make a sound judgment on the learning progress of students. It is an important tool that tells and enables lecturers whether there is a need to re-taught lessons to identify and help student to improve their learning (Plessis et al, 2003 and Marlavikani, Amini, Kani and Panah, 2016).

The central purpose of continuous assessment is to help students to become better learners and producers (Quansah, 2015) and conveying his /her expectation about what is important to learn, providing information about the students' progress and helping students to judge their own learning (Nadia, 2016). In general, continuous assessment has a purpose of informing how well the students are learning and how well the teacher is teaching (Aytaged, 2015). Abera (2016) has confirmed the above idea by stating that the direct purpose of continuous assessment is to identify those who have and have not mastered a particular knowledge and skill and to respond quickly to students' real or perceived learning problems.

Continuous assessment has multiple purposes which it intends to serve. For instance, according to Sintayehu (2016), continuous assessment has abundant purposes to serve including improvement of the teaching -learning process and motivating students to work harder. Whereas, as to Abera, Kedir and Beyabeyin (2017), continuous assessment is used to serve as a means of giving feedback for both students and teachers, an overall judgment of achievement and checking staff accountability, as a means of monitoring standards and enabling students learning. Similarly, continuous assessment is designed to serve as a means of students learning, teaching improvement, communication, program evaluation, program support and motivation (Abera, 2016).

2.4 The concept of monitoring in continuous assessment

The concept of monitoring is applied hand in hand with other concepts such as evaluation and assessment (Clark, 2017). A brief lucidity on these concepts is necessary to justify the understanding of monitoring in continuous assessment as is discussed in the study. Monitoring is necessary in ensuring achievement of set expectations (Bush & Glover, 2017). According to Kipkorir (2015) monitoring in the context of education comprises of assessment and control. Ferdaus (2016) proclaims that monitoring is an integral component of all initiatives and programs that keeps tabs on success and failures in past, present, and future development.

Eddy et al. (2016) define monitoring as the processes and tools used to trace data collected within the school using quantitative and empirical methods. Primarily, numerical data is then applied to evaluate the performance of the school in comparison to the predetermined criteria in order to know the standard. (Mertens, 2019). Monitoring of teaching and learning with the intention to review the key purposes, identifying opportunities and challenges is significant in order to realign goals (Middlewood & Lumby, 2016). Furthermore, effective monitoring can assist in identification of teaching and learning challenges so that they can be addressed timely (Bush & Glover, 2017).

Ferdaus (2016) asserts that monitoring ensures accountability, promotes timely decision-making, and provides a framework for assessment and evaluation. Mestry (2017) outlined that principals must evaluate the results of continuous assessment programs for every grade and subject, develop plans, and check the efficacy of those plans in improving student performance and school climate.

Mugambi (2015) avers that the learners' progress records demonstrated how each student's ongoing achievement in a subject is monitored throughout the academic year. Mapfumo (2015) states that this is crucial for the teaching and learning process since it identifies strong and weak performers, allowing for the organization of corrective activities to raise achievement.

2.5 The role of lecturer as an educator

In this study, it is crucial to pay attention to the different functions that lecturers play. According to the South Africa, Department of Education (2018) there are seven outlined key functions that a lecturer plays. First, the lecturer serves as a learning intermediary. The lecturer mediates learning in a way that inculcates various needs of students, particularly those who face difficulties.

The Department also mandates that the lecturer must possess strong communication skills, evidence of subject-matter expertise, and a comprehension of numerous guidelines, tactics, and tools suitable for teaching.

Second, the lecturer is considered as the designer and interpreter of the course content. The lecturer will understand and examine the learning programme that has been introduced, assess the needs for the specific learning setting, and prepare and select the appropriate learning resources.

The third role describes the lecturer as a leader, manager and administrator. He or she contributes to the institution's decision-making frameworks, makes decisions that are appropriate for the level, oversees classroom learning, effectively manages administrative tasks, and controls classroom learning.

On the fourth function, the lecturer's purpose is that of a scholar, researcher, and lifelong learner. The lecturer continue to improve personally, academically, professionally in his or her field of expertise through engaging in reflective study and research.

The lecturer's status as a provider of community, civic, and pastoral care is the fifth role. Based on an awareness of issues related to societal and environmental development, he or she nurtures and supports important relationships with stakeholders such as parents and other important educational organizations.

The sixth role is that of the lecturer as an assessor. The lecturer will be aware of the importance of assessment in the teaching and learning process and will be able to incorporate it into practice. He or she will be able to provide students with useful feedback since they will understand the goals, processes, and outcomes of assessment. Both formative and summative assessment should be created and managed by the lecturer. He is required to maintain a thorough and diagnostic records of assessments, and use the information to enhance instruction and learning.

The lecturer's task as a discipline, or phase specialist is the last one of the seven roles. The lecturer will have a solid foundation in the knowledge, abilities, ideas, standards, practices, and performances pertinent to the learning area's practice.

2.6 Competency-Based Education

2.6.1 Historical development

According to Mulder and Winterton (2017) competency-based education is as old as education itself. Though it first appeared in the 1960s, its roots go all the way back to the 1910s. The theoretical underpinnings of Competency-Based Education (CBE) was developed through a behaviorism theory, Taylor's Scientific Management method, and John Dewey's philosophy of progressive education before the concept came into practice.

Furthermore, Mulder and Winterton (2017) mention that John Dewey was the key influence on the educational philosophy of the CBE drive. Thakaberry (2017) outlines that CBE is a learning model that embraces students' learning outcomes or competencies on a task. It looks at the learning outcome that a student can demonstrate effectively after learning. In essence, it seeks to develop a student's ability to know, learn and learn how to learn, doing things alone and performing well in a task (Gervais, 2016).

On the contrary, Dewey's conception of progressive education, claims that learning should be student-centered and focused more on experience and discovery than on teaching and memorization (Meier, 2015). John Dewey advocated student's freedom to inductively construct their own learning through active engagement in the actual world as opposed to the deductive approach, which underscores the application of processes and thoughts.

2.6.2 Competency-Based Education definition overview

According to Thakaberry (2017) competency-based education is a learning model that values students' learning activities or task-related competencies. It emphasizes the learning outcome that a learner can successfully demonstrate after learning (Thakaberry, 2017). Essentially, educational constructivist ideas, concentrate on students' learning in which students construct meaning from what they undertake throughout their learning activities, which is fundamental to competency-based education (Meier, 2015).

Competency based educational training (CBET) is an approach to education and skill development being projected by researchers to enhance hands on-practical learning. It focuses on the demonstration and acquisition of specific and generic skills and competencies required for a particular job or vocation.

Unlike the traditional methods of training skilled workforce which relied heavily on theoretical knowledge, competency-based educational training emphasizes the power of practical skills and its application in real-world context (Makhatini, 2018). Mulder and Winterton (2017) reiterate that competency-based educational training is gaining ground speedily in the training of technologists in the fields of vocational and technical education and workforce training initiatives.

According to Gervais (2016) CBE was created to meet the needs of the students. These include the acquisition of fundamental abilities, their efficient application, and the attainment of higher skills, all of which should be incorporated into the curriculum and made available to students in a variety of ways throughout their course work (Dlamini & Dlamini, 2018). Gervais (2016) states that competency-based education is a system of education designed to equitably ensure all students develop the success skills they will need for college, career and life.

According to Sturgis, Patrick, and Pittenger, (2016) competency-based education produced the following seven-part working definition of competency-based education in 2011:

1. Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
2. Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
3. Students receive timely, differentiated support based on their individual learning needs.
4. Students' progress based on evidence of mastery, not seat time.
5. Students learn actively using different pathways and varied pacing.
6. Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
7. Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

Thus, a competency-based institution should implement all seven elements of the above competency-based education meaning (Patrick, & Pittenger, 2016). Also, a strong implementation also requires policies, pedagogy, structures, and culture that support every student in developing essential knowledge, skills, and dispositions (Mulder & Winterton (2017).

2.9 Continuous assessment strategies used in monitoring skills proficiency in competence-based education

Ellington & Earl (2017) claim that CA entails more assessment for learning (formative assessment of process) than assessment of learning (summative assessment of product). Accordingly, CA should incorporate more formative mode of assessment that uses multiple ways and format. It should combine the scores obtained from paper pencil exams, assignments, discussions and presentations, observations, etc (Asfaw, 2018, p. 141). Summative CA should be taken as complementary to Formative CA and as one tool to be considered along with other strategies implemented before and during the course to make the assessment process more beneficial for both teachers and students.

2.9.1 Peer assessment

Brown (2018) describes student peer assessment as a strategy whereby students make assessment decisions on other students works based on mutually agreed criteria. It is the process whereby learners are encouraged to give feedback on each other's learning following certain instructions provided by the teacher. Accordingly, Topping (2019) contemplates that peer-assessment can be an arrangement for learners to consider and specify the level, value, or quality of a product /performance of other equal status learners. Hence, peer-assessment helps students understand the assessment criteria of the module and how they are applied to students' work. In addition, it helps developing students' critical thinking, improving their ability to monitor learning and increasing learner-learner interaction (Brooks, 2016).

According to Brooks (2016) just like self-assessment, the quality of peer assessment depends on the adequacy of the preparations among the student-assessors to use peer assessment for improving learning. Peer assessment involves learners in assessing each other's progress (Kramer, 2019). Brooks (2016) says that assessment offers students an opportunity to take responsibility for assessing the work of their peers and learn how to respect one another.

Kramer (2019) explains that with peer assessment, students can assess one another's work rather than their own, e.g. a project, presentation or group work, which is in my opinion easier for them as they benefit from sharing ideas and insights. According to Ioannou-Georgiou (2017) peer-assessment provides many benefits for both lecturers and their students. Peer assessment fosters the feeling of minimizing the negative aspects of competition and encourages trust among learners

(Brooks, 2016). The method of peer assessment contributes to student's autonomy, encourages his or her motivation and supports direct involvement of the student in the process. On the other hand, the disadvantage of subjectivity must be considered (Brown, 2018).

2.9.2 Projects

According to Le Grange and Reddy (2018) a project is a long-term task which may either be done by learners individually or in groups. In the assessment process, a project is defined by Richards and Schmidt (2017) as an activity which centers on the completion of a task, which usually requires an extended amount of independent work either by individual students or by a group of students.

Projects provide students with a context for collaboration and shared learning in addition to creativity and imagination. Therefore, projects, either individual or cooperative, help learners to become more active and independent, develop critical thinking, self-esteem, and provide effective feedback and interaction between members of the group.

They further restate that, a project comprises several activities which depend on the targeted outcomes of the project. These activities may include the making of objects or models, identifying and attempting to solve problems, experimenting or presenting experiments and presenting information collected from other sources.

2.9.3 Self-assessment

In this method, each student is required to assess his/ her work and recognize what he/she knows and what he/she needs to learn to improve his/her performance. According to Black and William (2018) students develop a more committed and more effective as learners: their own assessment become an object discussion with their teachers and with one another. In support of this view, Atkin, Black & Coffey (2016: 43) put forward that self-assessment help students take responsibility of their own learning and notice their strengths and weaknesses.

According to Kramer (2019) self-assessment occurs when a learner is involved in assessing his or her own progress. Students' self-assessment is authentic or part of an authentic assessment tool that requires learners to evaluate themselves and identify the areas of their strengths to build and the areas of their weaknesses for improvement. Through self-assessment students learn to assess their own work by themselves and search for the ways how to improve.

This, according to Le Grange and Reddy (1998:19), allows the learner to be engaged in self-reflection, encourages the learner to take responsibility of his or her own learning and also enables the educator to be aware of what the learner values as important, so that the educator can supply the learner with more meaningful feedback.

Students' self-assessment activities, in turn, have enhanced the development of an important metacognitive skill called reflection. Students capable of reflecting on what they know/don't know as well as on their own learning progress learn with understanding; thus, can connect what they have learned with broader body of knowledge. Self-assessment needs to be used during, rather than at the end of the teaching-learning process of a particular learning unit, so that learners can have an opportunity to reflect on the work while it is in progress and apply what they learn in practice while it is still relevant (Brooks, 2016).

The goal of the assessment is not only to reflect what worked well or what could have worked better but as Kolář and Šikulová state also to teach pupils how to communicate and support each other. Another important issue is teacher's feedback which should provide comparison of the student's assessment with teacher's observation but also a possibility to discuss the assessment with each student individually. According to Ioannou-Georgiou a brief comment on the pupil's self-assessment is essential since the learners realize that the teacher is interested in what they think.

2.9.4 Portfolios

According to Martin-Kniep (2016) a portfolio is a purposeful collection of learners' work that demonstrates the learners' efforts, progress and achievements in one or more areas. Paulson, Paulson and Mayer (2019) define a portfolio is a collection of students' works which reflects their performance. The portfolio is further explained by Paulson, Paulson and Mayer (2019) as a purposeful collection of student's work that exhibits the student's efforts, progress and achievement in one or more areas" (p.60). It provides a longitudinal observation of student progress. Therefore, the portfolio exhibits students' progress in learning and evidence concerning their skills and performance; and achieves individualized, student-centered assessment.

The collection must include participation of learners in the selection of content, the selection criteria, the criteria for assessing merit and evidence of learners' self-reflection. A portfolio is generally considered to be a file or folder comprising different samples of a learner's work (Le

Grange & Reddy, 2018). The work may include written assignments, corrections to assignments, sketches, photographs, graphs, charts, models and art work.

According to Johnson et al., (2016) the use of portfolios is meant for students to manage their own collections of the work they completed over the course of study or training, which is the main advantage of the portfolio. Ioannou-Georgiou (2017) state that this procedure gives the students more control, which may help them grow to appreciate and trust their lecturers. Through the reflection and inquiry, portfolios are used for assessment and evaluation to encourage students to participate in higher level thinking (Johnson et al., 2016).

2.9.5 Lecturer's Assessment

Authentic lecturer assessment is an ongoing feedback system to monitor and record students' learning and outcomes. It enables professors to offer insightful criticism on evidence portfolios (Huetinck & Munshin, 2017). Students are encouraged to learn and make noticeable improvement by their professor's feedback (Kyriacou, 2018). In order to monitor students' levels and levels of participation, authentic lecturer assessment must use checklists and formats (Huetinck & Munshin, 2017).

Kyriacou, (2018) further states that these formats and checklists would support educators in categorizing student responses into different levels of difficulty and proficiency. In support, Huetinck and Munshin (2017) uphold that checklists give instructors the capability to provide students with effective and appropriate feedback after every assessment, thus assisting them in creating their own learning objectives and becoming more independent learners. Additionally, lecturers use assessment data to: guarantee that students are progressing in the right direction; choose and implement summative and formative assessments for learning; guarantee that students are engaging in high-quality learning; choose and implement appropriate instructional strategies; and support students' progress toward learning objectives (Kyriacou, 2018).

2.9.6 Oral Presentation

Levin and Topping (2019) defined oral presentations as the "planned and practiced speech that is not memorized or read from notes but is introduced by a presenter to an audience" (p. 136). Accordingly, oral presentation is the process in which the student discusses the aspects related to

the topic orally trying to attract the attention of the audiences and convey the message. It is a way for students to practice speaking and interact with peers. This CA practice improves critical thinking, the use of authentic language in an interactive context, and self- confidence among students.

2.10 Challenges encountered when using continuous assessment as a strategy in monitoring technical-vocational students' skills acquisition.

Hernandez (2016) professes that continuous assessments combining both grading and feedback may be particularly costly to design and implement (Carless, 2015). For example, takes a lot of time to design assessment tasks and feedback so that students use the feedback to support their learning and not as simple explanation for the scores or marks (Glover & Brown, 2016; Hernandez, 2016).

According to Hernandez (2016) another challenge is ensuring that each assessment task is regarded as part of a comprehensible curriculum and not as a secluded portion of learning, for example by allowing students compare and contrast or link various subjects or concepts from the curriculum to each other. However, in some cases a supplementary final examination can also be used to bring all the pieces of the curriculum together again (Raaheim, 2016).

On the other hand, Fitzgerald et al (2015) debates that using continuous assessment comes with the risk that students may feel as if they are persistently assessed. Hence, instead of reducing anxiety, continuous assessment may actually make students feel nervous in most of their study time. So, to avoid this risk, the purpose is to adopt a meaningful balance between complexity of activities, the number of activities and the available time. Raaheim (2016) insists that students are willing to invest a considerable amount of time and effort when learning activities which they perceive as significant and involve a degree of a challenge (Raaheim, 2016).

Park (2018) states that when engaging in continuous assessment, the issue of cheating and plagiarism is a one of the big challenges in continuous assessment. Raaheim (2016) supports Park, and insists that if students are not assessed under strict and tightly controlled assessment environment they will have access to all available resources and aids to copy. In Norwegian institutions studies show that frequent assignments, too many assessments and pressure for excellent grades are among the main reasons why some students cheat (Hernandez, 2016). Ignorance on what cheating and plagiarism is and the simple possibility to cheat are additional

reasons (Park, 2018; Raaheim, 2016). Henceforth, cheating is a real concern, and continuous assessment activities have to be well designed to avoid it. But, it can also be argued, that cheating is, and always has been, a problem for end-of-semester examinations too (Fitzgerald et al, 2015).

However, as a solution to avoid plagiarism in continuous assessment, Raaheim (2016) suggests that continuous assessment can focus on students' reflections and responses to various sources of information and less on checking if students have acquired specific knowledge. Fitzgerald et al (2015) state that the use of digital platforms for assessment can also help by offering plagiarism checking facilities and can generate exceptional questions and tasks for each student, making it difficult for students to cheat.

According to Raaheim (2016) it was observed, that lecturers fail to use continuous assessment in the classroom due to continuous assessment's demands for more work time and responsibility on the part of lecturers. He further stated that among the factors that were identified hindering the implementation of continuous assessment is the lack of commitment by lecturers (Raaheim, 2016). Fitzgerald et al (2015) are of the opinion that the introduction of CBET can be difficult to implement due to the above mentioned challenges that can arise pertaining to assessment methods.

2.10.1 Lecturer incompetence

One of the major challenges impeding the proper implementation of CBE was the lack of instructors who were well trained (Tambwe, 2017). The lack of training is a major problem for most educators (Makunja, 2016). The lack of knowledge and training about its practices among lecturers is one of the major challenges in continuous assessment (Birhanu, 2017). Hence, with the inadequate skills of lecturers on the use of formative assessment, teachers fail to provide effective continuous assessment for their students (Mkimbili & Kitta, 2020). In this regard, Ellington and Early (1997) insist that lecturers need to have adequate knowledge and skills to succeed in their implementation of CA practices.

Asfaw (2015) state that if CA is not well planned and implemented and teachers lack the skills of test construction and test administration, this may have a negative effect on students' performance and results. As a result, educators have challenges when it comes to implementing CBE since they need up-to-date knowledge and management skills to handle learning concerns that, regrettably,

have an impact on the nature of training (Makunja, 2016). Thompson, et al., (2018) underfunding training institutions and activities pivotal to strategic success impedes execution of continuous assessment and quality of trainees.

Ramollo and Kanjee (2023) argue that many lecturers struggle to meet the demands of the assessment policy, particularly when they are required to use different continuous assessments techniques to improve learning. Chili (2016) backs Ramollo & Kanjee by attributing this challenge to poor lecturer knowledge and training, large class sizes, heavy workloads, time constraints, and a lack of teaching, learning and training material.

Chili (2016) further maintains that Tourism and Hospitality teachers in South Africa tend to display inadequate competency and subject understanding, mainly those that did not major in hospitality and tourism during teacher training. Swart et al. (2017) consented that many Tourism teachers were not sufficiently trained either in the methodology to teach tourism and hospitality or in general content knowledge. This impacts negatively on the competence of staff members who are not able to develop themselves from meagre salaries that are below the poverty datum line (Chisaka & Mavundutse, 2016).

2.10.2 Limited resources

According to Chisaka & Mavundutse (2016) the implementation of CBE in Zimbabwe is hindered by inadequate educational and learning resources. (Chisi, 2018) also proclaims that students may not be able to develop the necessary independent learning skills. Also, students may fail to imbibe problem-solving abilities, or critical thinking minds, which may prevent them from having the opportunity to be proficiently equipped (Makunja, 2016).

Another factor that is an obstacle to the effective outcomes of continuous assessment in Tourism and hospitality training is the insufficient supply of teaching and learning resources (Chisi, 2018). The literature submits that there is a resilient relationship between instructional resources and effective teaching and learning as well as assessment practices (Reyneke, 2016; Sengai & Mokhele, 2022). Nishizuka (2022) states that a lack of access to learning and teaching materials to support the implementation of continuous assessment prevents lecturers from successfully achieving this mandate in South Africa. Chisaka and Mavundutse (2016) poor physical conditions

and shortcomings in the provision of resources, facilities and equipment in educational institutions have been found to be contributory factors in the lack of effective continuous assessment (Chisaka & Mavundutse, 2016).

2.10.3 Large class size

Kugamoorthy and Weerakoon (2018) aver that class size is another challenge associated with the implementation of CA. Continuous assessment cannot be applied with large classes because it is efforts and time consuming to assess each individual learner constantly using a range of CA practices. Other challenges for CA are lack of feedback, lack of facilities, time constraints, shortage of funds, lecturers' and students negative perceptions and attitudes towards CA (Samson & Allida, 2018).

According to Khumalo and Mji, (2016) literature has noted that the prevalence of large classes traditionally deprived schools that cater primarily for Black learners to effectively learn in a conducive environment, hence this is a factor that needs attention. Dube-Xaba and Makae (2018) outline that the problem of a huge class is a widespread occurrence in many African nations. For illustration, in some of Zimbabwean tertiary institutions there are often as many as twenty to forty students in one classroom (Marais, 2016).

Therefore factors such as inadequate college buildings and facilities, the population explosion, and an inadequate number of subject lecturers necessitate large classes that are often difficult to manage, especially for language learning and culinary classes (Khumalo & Mji, 2016). Muthusamy (2015) articulates that when teaching and learning in the classroom, this condition presents challenges for both the lecturers and the students. For example, if newly appointed lecturers must teach in an overcrowded class, large class sizes could be an intimidating atmosphere (Marais, 2016).

It can be inferred that packed classrooms often have an impact on group conversations between students and lecturers. For instance, lecturers may neglect to assist certain students who struggled with their learning or slow learning (Marais, 2016; Muthusamy, 2015; Tejada Reyes, 2019). According to Muthusamy (2015) the workload of lecturers was further heightened by overcrowded classes which results in lecturers not complying with CBE's need to embrace a learner-centered interactive teaching approach.

A lecturer's workload has also been identified as a challenge in monitoring continuous assessment, and many Tourism teachers have complained of the heavy workload involved in grading assessment tasks (Brown et al., 2018; van Staden & Motsamai, 2017). Some studies have suggested that it is difficult for lecturers to give students individual attention during the assessment process as some tasks require more time to observe and mark than others (Maile, 2017). This challenge has resulted in formative tasks being replaced by tests and examinations, which is a practice that defeats the purpose of continuous assessment and undermines the quality of assessment practices (Maile, 2017).

2.10.4 Low institutional support

One of the most challenging circumstances impeding effective continuous assessment in CBE was a lack of institutional support. In technical establishments, a strong implementation of CBE is constrained by a lack of institutional support.

2.10.5 Poor record keeping of CA results

The adoption of continuous assessment is hindered by instructor-related issues such as poor record keeping of CA findings, instructors' gaps in the use of different continuous methods, instructors' failure to give specific support for low achievers, and instructors' failure to take corrective action based on CA. Lecturers' practices for recording the results of continuous assessments are inconsistent and nonstandard (Daniel, 2016). Lack of appropriate preparation and plan from instructors (Mesfin & Abebaw, 2015).

Lecturers and administrators should frequently check students' assessment records to determine their performance and put measures to boost the performance where necessary (Mesfin & Abebaw, 2015). According to Bibik (2017) HODs should endeavour to discuss with individual teachers about the progress of their students. Dotson (2016) is of the opinion that these interactions will enable the HODs to obtain in-depth information about the students' learning. Finally, for monitoring students' progress to be more successful, principals should organize it as a collaborative activity involving teachers, parents, and the principals themselves (Ferdaus, 2016).

2.10.6 Lack of communication between lecturers and students

Communication issues between teachers and students are a major implementation challenge for CA. Communication issues between lecturers and students may arise from a CA feedback

mechanism that is ineffective. Students would surely appreciate and respect their lecturers if the CA feedback system is successful in enhancing their future learning and improvement. According to Jones (2017) when CA feedback is effective, students value lecturers' efforts, which is reflected in the caliber of the learner-lecturer relationship. The value of continuous assessment is that it enables greater validity of the assessment. Aydın (2017) and Han and Mahzoun (2017), state that lack of effective communication between lecturers and the administration had caused demotivation. Administrators are recommended to create a more communicative workplace for lecturers in which they can address their challenges to the management. They should also support their teachers in dealing with problems with students and parents to alleviate negative feelings of teachers, such as being abused or underestimated.

2.10.7 Bureaucracy

According to Shrivastava and Nachman, (2019) bureaucracy is characterized by giving people defined roles and expecting everyone in an organisation to operate according to standardized rules. A bureaucracy is necessary for organizations like polytechnics as decisions made by principals have to be standardized. Though bureaucratic policies tend to be rigid, absence of such policies, like financial instructions, will give rise to abuse and lack of funds. Approval procedures have to be sought before a principal authorizes the purchase of commodities and or staff members who will visit students on industrial attachments. Johnson and Libecap (2018)

2.11 A conceptual model to mitigate the challenges of using continuous assessment as a strategy in monitoring students' skills acquisition.

The below proposed model highlight a strategy educational leaders can apply to enhance the implementation of C.A in their institutions. In line with the foregoing, the model proposes that it is committed to monitoring of the teaching and learning processes that can ensure improvement in learner assessment. Monitoring is undertaken to establish whether teaching and learning are taking place in satisfactory way (Bush & Glover, 2008).

The model is drawn upon the recommendations on a study conducted in Mopani District, Limpopo Province on the role of school managers in the implementation of continuous assessment

(Ramalepe, 2010). The model proposes that the essential ingredients for successful implementation of continuous assessment and for addressing these challenges are monitoring, support, resources, evaluation and motivation. This model recommends five critical aspects in the implementation of C.A as depicted in the diagram below:

Figure 2: The five critical aspects in the implementation of C.A

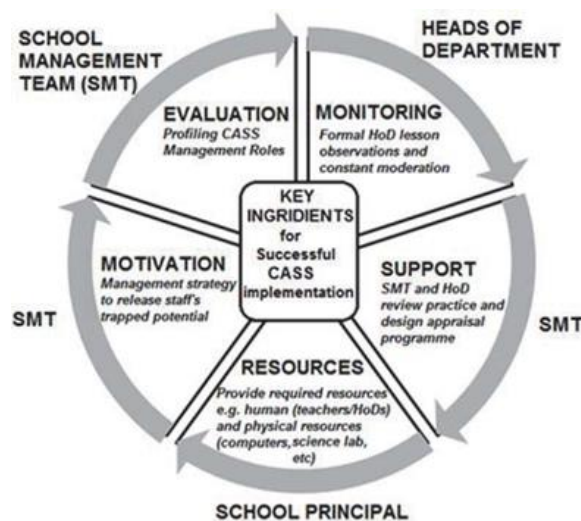


Figure 1 Conceptual model for successful implementation of CASS

Source: Ramalepe (2010).

Therefore, the conceptual model seeks to elucidate these significant ingredients and postulates their implications for the successful implementation of continuous assessment in schools. The proposed model advocates that due to the challenges confronting continuous assessment, the transformation of schooling contexts has become urgent in our schools.

1. Monitoring

With regards to the above-mentioned, the model suggests that it is assurance to monitoring of the teaching and learning processes that can ensure improvement in student's assessment. According to Bush and Glover (2018) monitoring is undertaken to establish whether teaching and learning are taking place in satisfactory manner. The heads of department (HoDs) and administrators need to monitor continuous assessment to ensure that assessment are conducted once off, like in the form of a test or an examination, but takes place on a continuous bases. Furthermore, the model proposes two important activities underlying the monitoring role of administrators and lecturers which can improve the quality of assessment in the institution, namely, moderation and lesson observations.

Ramalepe (2010) affirms that moderation is the process of verifying that the requirements of continuous assessment are met by the lecturers at tertiary level. Thus, monitoring through moderation allows the institution's management to verify results of competency-based assessment to ensure that assessment of the outcomes are fair, valid, authentic, sufficient and reliable. Tertiary-level moderation is an intensive internal process to ensure that lectures are supported throughout the process of implementing C.A.

Typically consists of pre and post-administration. Pre-administration moderation serves the purpose of quality assurance in which the HoD uses as moderation tool to check the quality of assessment tasks (e.g. test or project) submitted by the lecturer. For example in Zimbabwe, in this moderation the HoD also check if assessment tasks are designed in accordance with the HEXCO guidelines and covers the prescribed content. In the post-administration moderation or term moderation, the HoD draws samples of average percentage of the total number of learners' portfolio of evidence and complete the moderation tool to check if assessment tasks were administered in accordance with the principles of assessment.

On the other hand, monitoring should include the visitation of classrooms, observing lecturers and providing them with feedback. O'Sullivan (2016) stresses that educational quality can only be improved if there is systematic observation of what is happening in the classroom. Observation is used to detect whether the lesson is progressing properly and reaching the students. Also, to assess whether and how the lecturer assesses students understanding.

2. Resources

Financial and teaching resources is indispensable for the implementation of continuous assessment (Ramalepe, 2010). Making provision for equipment and financial resource enables the creation of an atmosphere hospitable to the cultivation of continuous assessment in training institutions. The lack of teaching resources such as cooking commodities and other essential resources to conduct practical has a negative impact on the implementation of C.A.

3. Support

Support is essential aspect that overlaps with monitoring which enhance the implementation of continuous assessment in training institutions in two ways. Firstly, support implies that once areas of weakness are identified through monitoring, administrators will provide direct support to teachers to assist them to improve classroom instruction.

4. Motivation

The need for motivation is a factor in tertiary institutions that boasts staff morale and uplifting students to achieve at higher levels. This resonate with the claim of Harris and Hopkins (2016) that the administrators improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and good working conditions. It is believed that motivation has always been a missing link in the implementation process of the CAS policy in Zimbabwe.

Many unpleasant problems hampering the implementation of CA developed as a result of the low motivational levels of lecturers in polytechnics. The low motivational levels might have been as a result of interplay of factors such as low salaries, unbearable workloads, class size, and lack of resources to teach students. Motivation as an ingredient has a positive effect on the implementation of CA since motivated employees are always looking for better ways of doing

their job and will usually find them and motivated workers are usually concerned about quality (Steyn & Van Niekerk 2017).

5. Evaluation

While monitoring seeks to assess the ways in which the teaching plans are put into effect, evaluation seek to assess the impact of teaching- learning processes (e.g. assessment) at a more strategic level. For example, Bush and Heystek's (2016) study found that school managers do not conceptualise their role as instructional leaders who manage teaching and learning. Instead, their time is largely consumed by administrative activities (Chisholm, Hoadley & Kivilu, 2015). In this case, "instructional leadership" is a "minimum factor" - a role that is least performed and serves as an inhibitor in the process of implementing CA.

To improve the implementation of CA and eliminating factors inhibiting its implementation, school managers need to transform their attitude towards these "low point" roles. Instructional leadership is a "low point" role which has a minimum impact on the implementation process of CA and this role needs an urgent attention. The "high point" role is staff motivation, which means that it has a maximum influence on the cultivation of continuous assessment. Whenever a "low point" role is identified, intervention in the form of training or any other means should be implemented to enhance performance in that role. Secondly, evaluation seeks to compare the performance between subjects within the same school to determine the effect of continuous assessment on learner outcomes.

Assessment plays a crucial role in the teaching and learning process for several important reasons:

1. **Informing Instruction:** Assessment data provides valuable information to teachers about students' strengths, weaknesses, and learning gaps. By understanding students' current level of knowledge and skills, teachers can tailor their instruction to meet individual needs. Assessment helps teachers make informed instructional decisions, such as adjusting pacing, selecting appropriate teaching strategies, or providing targeted interventions.
2. **Monitoring Student Progress:** Assessments allow teachers to monitor students' progress over time. By regularly assessing student learning, teachers can track growth, identify areas where students may be struggling, and intervene as needed.

3. This ongoing monitoring helps ensure that students are making progress toward their learning goals and enables timely support and intervention.
4. Providing Feedback and Support: Assessment provides an opportunity for teachers to provide feedback to students on their performance and progress. Constructive feedback helps students understand their strengths and areas for improvement, enabling them to make adjustments and refine their learning strategies. Feedback also helps students build self-awareness and take ownership of their learning.
5. Motivating Students: Assessments can serve as a motivational tool for students. When students receive feedback that recognizes their achievements and identifies areas for growth, it can inspire them to further develop their skills and knowledge. Assessments that are appropriately challenging and provide opportunities for success can foster a sense of accomplishment and motivation to continue learning.
6. Promoting Reflection and Metacognition: Assessment encourages students to reflect on their learning processes and outcomes. When students are asked to analyze their performance, identify strengths and weaknesses, and set goals for improvement, they develop metacognitive skills. Metacognition involves understanding one's thinking processes and learning strategies, which can enhance students' ability to monitor their own learning and make effective learning choices.

2.11 Chapter summary

In conclusion, it is very imperative for educators to have a thorough knowledge and understanding of CA so that they can implement it correctly and efficiently in their teaching. This chapter has highlighted the continuous assessment strategies, challenges are encountered when using continuous assessment as a strategy in monitoring technical-vocational students. The next chapter will dwell on the research methodology of the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dwells on the methodology employed by the study following the subheadings: research design, research paradigm, the study population, sample, sampling techniques, data collection instruments, and ethical consideration. Also, the validity and reliability of the research activities as well the ethical aspects are also discussed.

3.2 Research design

Blanche and Durrheim (2018) define research design as a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. They further argue that research designs are plans that guide the arrangement of the conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Baran (2016). It is thus very important to plan how the investigation will be carried out. According to Ary et al. (2017) qualitative research focuses on understanding social phenomena from the perspective of the human participants in the study. The research is aimed at generating theory rather than testing, for example the process itself guides the researcher to arrive at a particular theory that will guide his investigation.

3.2.1 Research paradigm

The research study used the transformative paradigm since the results of the obtained knowledge intend to transfer to other settings and not only the current study event. According to Ivankova (2016) a paradigm provides a tool to identify one's own worldview or, in research terminology, identify one's paradigm. Martens (2020) defines transformative paradigm as the process of empirical inquiry that systematically selects participants to collect data. Data is analysed and interpreted to expand understanding, prediction, description, and control for educational phenomena. Mertens (2019) indicated that when embracing a transformative paradigm, researchers co-organise inquiries with concerned participants. Ivankova (2016) states that the transformative paradigm provides an umbrella for researchers who view their roles as agents to further social justice.

The transformative paradigm is selected by researchers when they want to focus on studying urgent social issues that involve the oppressed or marginalized population Mertens (2019). Furthermore, Schrauf, (2016) is of the opinion that while applying parallel and sequential approaches to collecting data based on the transformative worldview, researchers pay attention to involving participants in the process of analyzing results and finding solutions to research problems. Thus, participants are usually interviewed, provided with surveys to complete, and questions to discuss as a focus group. Shannon-Baker (2016) stipulates that these studies are often related to the field of social policies, education, healthcare, and other areas. When researchers choose to use the transformative paradigm, their goal is to find answers to research questions paying attention to opinions of people who suffer from certain social barriers, and the focus is on proposing a solution to identified issues (Greene, 2017).

3.2.2 Research approach

This research is a study of the experiences of tourism and hospitality lecturers in the administering and monitoring of continuous assessment in competence based education. Qualitative research has its roots in Social Sciences; it is rooted in phenomenology and sees social reality as unique because the individual is interconnected to his or her environment. According to Johnson and Christensen (2018) qualitative research relies on the collection of qualitative data, that is, non-numerical data such as words and pictures. According to Conrad and Serlin (2017) qualitative research is interpretive, focusing on gaining meaning and understanding and building concepts and theories. The data collection is mainly through field work, where the participants give their understanding and interpretation of the issue under investigation (Johnson & Christensen, 2018).

Ary et al. (2017) argue that qualitative research emerged because researchers sometimes found quantitative methods inadequate for investigating many problems in education. It is therefore of interest to know that it was not only enough to know the number of lecturers using continuous assessment in the teaching of tourism and hospitality modules but it was also necessary to observe and interview the lecturers to ascertain how they use continuous assessment and monitor students skills proficiency in their teaching.

This engagement placed the researcher in a better position to physically meet with the participants and have a direct experience of how they view the topic under investigation. With qualitative method, the researcher gained a deeper understanding of the phenomena that was being investigated since he was able to explore, probe questions and was able to determine whether the information obtained was correct or did not make sense (Serlin, 2017).

3.3 Sample and sampling procedure

According to Ploeg (2016) sampling is the process of deciding what to investigate and focus on a subset of a population. Ploeg (2016) further explains that sample decisions are made with the explicit goal of gathering the richest available source of information to address the research question. In qualitative research, rather than probability or random sample, sampling is often based on non-probability and purposive or convenient sampling (Ploeg, 2016). Sekaran (2015) defines sampling as a subset of the population consisting of certain members chosen from it and that is the technique used for selecting units for a research in order for the units to represent the wider group from which they were drawn.

All the same, the qualitative research method requires collecting detailed information from a small group of participants (Bowen, 2015). However, since the existing numbers are simply guidelines, saturation was used to determine the ultimate sample size. According to Hutchinson and Wilson (2017) whenever the data reaches a saturation point, i.e. when fresh topics fail to emerge, the researcher can conclude that additional interviews will no longer be essential.

According to Creswell (2018) the saturation point determines sample size since it signifies that data has been collected for thorough analysis. He further states that, it is frequently considered to

suggest that extra data collection is required and analysis are unnecessary based on already acquired or analyzed data. Nonetheless, more interviews were undertaken to guarantee the saturation threshold that would be achieved and that no new information was gathered from additional data. The researcher used purposeful sampling (non-random sample) techniques rather than random sampling since information quality is more essential than quantity, and the goal of this research was to gather more relevant information to the study (Zeithaml, 2017).

Holloway and Wheeler (2016) define purposeful sampling as sampling in which individuals or groups with extraordinary grasp of the topic are chosen. The participants were chosen since the significance of their work, expertise, and knowledge in continuous assessment, evaluation, tourism and hospitality was recognised by the researcher.

3.4 Methods

Based on the need to gain an in depth knowledge of the research problem, it was necessary to employ focus group discussions, document analysis and interviews as data collection strategies. Additional data was obtained through the literature review.

3.4.1 Document analysis

Bowen (2019) document analysis is a data collection method of qualitative research in which documents are collected and interpreted by the researcher to give voice and meaning around an assessment issue. According to Bowen (2019) the analysis of documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed (Bowen, 2019).

However, Lincoln and Guba (2017) state that in order to ensure trustworthiness in qualitative research approaches, present, among other constructs, dependability as measure of assessing the integrated process of data generation. Accordingly, data generated through participant interviews was checked against documents supporting the implementation of continuous assessment monitoring. These documents include attendance registers, student files, and lecturer files. Hence, it was assumed that attendance registers would show evidence of student's attendance so that any claim can be verified.

However, the researcher went through a detailed planning process in order to ensure reliable results by creating a list of interview participants and considering ethical issues. The participants provided the researcher with student's assessment files, records and the HEXCO guide to scrutinize. On the other hand, the documents which the participants claimed to be utilizing as continuous assessment monitoring instruments, such as class registers and a HEXCO guide or syllabus were also viewed by the researcher to confirm their claims, though they were not readily available upon request.

In this case, the researcher treated these documents just like a respondent or informant that provides the researcher with relevant information (O'Leary, 2017). However, the researcher used document analysis for the reason that the method is efficient and effective way of gathering data because documents are manageable and practical resources.

3.4.2 Interviews

In line with the interpretive research method, semi-structured interviews were conducted in order to allow the researcher to probe questions which were pre-planned and also cater for unexpected circumstances that may necessitate unplanned follow-up questions (Bertram, 2018). As such, semi-structured individual interviews were conducted on lecturers and administrators. Fischler (2015) defines an interviews as a method that relies on asking questions in order to collect data. Interviews involve two or more people, one of whom is the interviewer asking the questions, and one of whom is the interviewee answering the questions.

Arksey and Knight (2019) qualitative interviews provide opportunities for exploring understanding and meanings in depth. Thus, this was very suitable for this study in which the researcher wanted to get rich and detailed information about intangibles from experts' viewpoints. According to Johnson and Christensen (2018) interviews are recognized as knowledge and conversation generated between human beings where views are exchanged between two or more people on a subject of mutual interest. The interview usually provides an opportunity for the interviewers and interviewees to share their own interpretations of their world as well as their situations (Johnson & Christensen, 2018). The interview is not only about collecting data but it is also about interacting with one another in a real life situation (Serlin, 2017).

Semi-structured interviews were considered more feasible and effective by the researcher since they allowed participants the time and scope to express their thoughts on continuous assessment. Also, for the researcher to probe areas recommended by the participants' answers, picking-up information that had either not occurred to the interviewer or information which the interviewer had no prior knowledge of (Arksey & Knight, 2019).

This method typically consists of a dialogue between researcher and participant, guided by a flexible interview protocol and supplemented by follow-up questions, probes and comments (Serlin, 2017). The method allows the researcher to collect open-ended data, to explore participant thoughts, feelings and beliefs about a particular topic and to delve deeply into personal and sometimes sensitive issues (Weman, Kruger & Mitchell, 2017).

3.4.2.1 Personal interviews

3.4.2.2 Focus Group Discussions

Greenbaum (2017) focus group discussion is a form of group interviewing in which a small group, usually 10 to 12 participants that is led by a moderator (interviewer) in a structured discussion of various topics of interest. Krueger (2016) supports that focus group brings together a group of participants to answer questions on a topic of interest in a moderated setting. Focus groups are qualitative in nature. The focus group was composed of 10 participants. Opportunity to collect data from the group interaction, which concentrates on the topic of the researcher's interest.

3.5 Data generation procedure

The interviews were administered face to face by the researcher prior to making appointments. Before embarking on the actual interview, the pilot interview was conducted in order to acquaint myself with the mobile-phone recorder and other necessary procedures of the interview. The pilot was conducted on one lecturer whom the researcher asked to participate, voluntarily. The actual participants were interviewed individually within the institution premises during times when they were free and not having lectures. Due to unavailability of quiet space and student noise at the school, interviews were conducted in the school restaurant in order to minimise distractions. Each participant was afforded four minutes of informal introductory conversation to ease possible

tension prior to recording the actual interview. The duration of individual interviews ranged from twenty five to thirty minutes.

3.6 Data analysis

Data analysis relates to the proficiency to break down data and describe the nature of the components as well as the relationship between them (Matheson & Wall, 2016). Qualitative data was coded into themes and frequencies of determined lecturers' responses. This enhanced data presentation clarity, analysis and interpretation.

Data comparison contributed to trustworthiness and credibility of the interpretation (Creswell, 2016; Denscombe, 2015; Fischler, 2015). Thematic analysis was applied to analyse the data developed in this study since it had the advantage of allowing for flexibility, resulting in a rich, comprehensive and complicated data description that went beyond counting phrases or words in a text. Also, coding was employed to examine data during and after the collection of data. Creswell (2017) reiterates that coding is an important step in the analysis process that is used to organise and making sense of textual material.

The coding method was used to provide a description of the location or people, as well as categories or themes for analysis. For description, a precise translation of information about people, places, or events in a setting was required. However, the use of coding resulted in a small number of themes that were utilised to create headings in the study's findings chapter. According to Weman, Kruger and Mitchell (2007) classifying qualitative data simplified the interpretation of participant's inputs. Allocating codes to words and phrases in each interview response assisted the researcher to obtain responses from the interviewees, thus permitting the researcher to assess and condense the full interview's results.

3.7 Research integrity

3.7.1 *Trustworthiness of the study*

Lincoln and Cuba (2015) describe trustworthiness as the credibility of the researcher's conclusion, which includes everything the researcher has done in developing, conducting out and publishing the research in order to make the findings credible. According to Bowling (2009) credibility, transferability, and trustworthiness are terms used in qualitative research that incorporate

reliability and validity, and each of these terms simply represents the validity and reliability of a qualitative study.

According to Lincoln and Cuba (2015) the researcher must integrate credibility, applicability, dependability, and conformability, which are aimed to match the conventional exploration standards of internal and external validity, reliability, and neutrality respectively. Bowling (2009) acknowledges that the ability and effort of the researcher also add to the credibility of a qualitative study. Another strategy used in this study to promote trustworthiness was transferability. The term "transferability" refers to the complete specifics of the methods and procedures employed in the study to address the research question (Key, 2017).

Lincoln and Cuba (2015) defines dependability as a detailed description of research methodology, triangulation, coding, and re-coding procedure. Creswell (2017) opines that qualitative researchers express their findings in such a way that the logical process by which they were formed is accessible to the respective reader. The relationship between actual data and data conclusions is obvious, and the claims made in respect to the data set are deemed authentic and substantial.

Therefore, this means that trustworthiness was ensured as the study's methods and procedures were described consecutively and logically. This research study seeks to build trustworthiness in order for the outcomes to be trustworthy. This was accomplished through the use of corroboration and openness. Also, the researcher hoped that by being transparent, there might be creation of a free and pleasant settings for the participants and this was accomplished by e-mails sent to corresponding tourism stakeholder participants. The aim was to reduce any hostility that may have arisen during the interview process. Lastly, participants provided accurate and valid information since the researcher had built trust with them to conduct interviews for the purpose of research.

3.7.2 Ethical considerations

Creswell (2009) defines research ethics as the morality of investigation or intervention in terms of reducing harm and risks, maximising benefits, and preserving human dignity, privacy, and autonomy. According to Weman, Kruger, and Mitchell (2017) ethics are behavioural norms or principles that influence moral decisions regarding human behaviour and relationships with others.

3.7.2.1 Principle of respect and autonomy for the person

Dignity necessitates the preservation of the right to self-determination in the sense that participants will be informed that they can participate in or withdraw from the study at any moment. The participants' dignity and right to self-determination were respected during the interview process, and the researcher respected their person and their opinions.

3.7.2.2 The right to self-determination

Participants may choose whether or not to participate. The subjects were approached on purpose by the researcher, and no monetary reward was offered (Weman, Kruger & Mitchell, 2007). This signifies that the participants volunteered to participate in the study after being solicited by the researcher. The researcher signed a written consent letter as well as a declaration letter, before the interviews began. Those who did not participate were not threatened or intimidated in any way. The participants were asked if it was okay to record them during the interviews.

3.7.2.3 The right to full disclosure

According to Bowling (2019) "full disclosure" refers to the fact that the nature of the study was fully informed to the participants. The research topic, objectives, and significance of the study were discussed with the individual participants who decided to take part. The researcher clearly explained the nature of the study as well as the time, commitment, and expectations from the participants.

3.7.2.4 The right to privacy

Confidentiality occurs when the will not disclose any information provided by the interview of the study. Thus, anonymity was guaranteed by not writing the participants' names or contacts. Participants were assured of their privacy throughout the interview and the promise of confidentiality was assured as the responses provided during the interview was not to be disclosed publicly in such a way that the participants' identities were revealed.

Nevertheless, confidentiality was guaranteed verbally and in the informed BUSE permission letter, and was guaranteed as follows: Private information identifying the informants was not disclosed. If any information that could be used to identify others is published, permission from the participants should be requested.

Before interviewing the participants, the researcher made it clear to any participant who had to access to the information or materials after the study was completed, particularly the researcher's supervisor and SCHOTO students who have access to the information from the library. The interviews were not made public, and only the feedback from participants was used to display the results.

3.7.2.5 Principle of non-maleficence

Non-maleficence refers to acting in the participants' best interests. The most significant aspect of this principle is respect, honesty, and confidentiality of information gathered throughout the interview from various interviewers. Likewise, the researcher ensured that the participants' full agreement was obtained before the interview. The researcher also protected the privacy of individuals and organisations participating in the research and made sure that all research-related communication was truthful and transparent. By means of recording interviews and referring back to the recordings if the material presented was not clear and well-organized, the researcher made sure that any type of misleading information, as well as a biased depiction of primary data findings, were avoided.

3.12 Chapter summary

In conclusion, this chapter has discussed the methodology used and discussed under the following sub topics research design, the study population, sample, sampling techniques, data collection instruments, and finally ethical consideration. The qualitative portion of the design included interviews and open-ended questions with the researcher that further clarified and deepened their responses. The next chapter highlights the data interpretation, presentation, analysis and discussions of the study's findings.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

The chapter presents and discusses findings generated from data analysis. The methods used to generate, present, analyse, and interpret pertinent information were highlighted in the previous chapter. Furthermore, this chapter presents an intensive description of the participants' views on monitoring of students' skills proficiency through continuous assessment in competence-based education. However, data collected through interviews, observations and document analysis is analysed and structured into themes. Themes derived from the sub-research questions of this study to serve as the foundation for analysis and discussion in this chapter.

4.2 Characteristics of the participants

As a result, a thematic approach to data analysis and discussion was used, with data being grouped in accordance with the sub-questions. The analysis of the data produced over time and using different methodologies led to significant understandings. The focus of this section is on the participants' demographics, specifically tourism and hospitality lecturers and administrators.

**Table 4.2 Demographic characteristics of SCHOTO Tourism and Hospitality lecturers
(n=10)**

Attributes		(n)	(%)
Sex	Females	8	80
	Males	2	20
Professional qualification(s)	Diploma in Tourism	3	30
	Diploma in Culinary studies	2	20
	B-Tech in Tourism and Hospitality Management	3	30
	MSc in Tourism and Hospitality Management	2	20
Teaching experience (years)	1-5	1	10
	6-10	2	20
	11-15	2	20
	16-20	3	30
	Above 20	2	20

Data analysis (Table 4.1) revealed that of the ten participants, one had a diploma in tourism, two had a diploma in culinary studies, three had a first degree, and one had a masters degree in tourism and hospitality management. As a result, they possess the required professional credentials to be able to teach tourism and hospitality at national certificate, diploma and Higher National Diploma HND level with competence. Only one of the participants had a teaching experience ranging from one to twenty years, with two having more than twenty years of experience. Since there are 8 females and 2 male tourism and hospitality lecturers at SCHOTO, there is an unequal distribution of men and women. The researcher did point out that lecturers should upgrade their qualifications, particularly those with certificates and diplomas, who should do so in order to earn degrees, which will advance their ability to teach and conduct assessments effectively. This is in line with Santos and Castro (2021) suggestion that lecturers need to be more knowledgeable and skilled in their subject area.

Table 4.2 Demographic characteristics of selected Tourism and Hospitality administrators (n=3)

Attributes		(n)	(%)
Sex	Females	1	33.3
	Males	2	66.7
Professional qualification(s)	Diploma in Tourism	0	0
	B-Tech in Tourism/BA	2	66.7
	Masters	1	33.3
	1-5	0	0

Experience as instructional supervisor (years)	6-10	1	33.3
	11-15	2	66.7

The data analysis (Table 4.2) revealed that all three participants had at least a first degree, and one also had a Masters degree. This however means that they all possessed the essential professional credentials to oversee the monitoring of students' skills proficiency through continuous assessment in competence-based education. However, given that 1 female and 2 males were purposefully chosen, there is an equal distribution of male and female administrators.

All participants had between six and twenty years of experience in administration roles. As they develop their continuous assessment monitoring competencies, their qualifications are fairly commendable. In support, Terra and Berhanu (2019) avert that administrators in institutions should be well knowledgeable and skilled administrators.

4.3 Themes drawn from the collected data

The following four themes were drawn and comprised of the 1) conceptualization of competency-based education and continuous assessment 2) continuous assessment strategies used to monitor knowledge and skills acquisition 3) challenges are encountered by lecturers and administrators when using continuous assessment strategies 4) solutions to the challenges encountered when using continuous assessment in monitoring students' skills proficiency.

Theme 1: Conceptualization of competency-based education and continuous assessment

In this theme, the researcher intended to probe participants' comprehension on the concepts of CBE and continuous assessment. Participants indicated the importance of clearly defining and explaining the meaning of CBE and continuous assessment in this study. Thus, the common definitions that participants provided to describe CBE were knowledge, skills, and abilities, or essentially, what a student can do.

One of the participants described the concept of CBE as follows:

CBE is an approach that develop students critical thinking instead of memorising facts; and a way of implementing knowledge into hands-on practices (Participant 3)

In support, another participant described CBE as:

An outcome-based learning focused on enhancing learners with the required skills and attitude for work (Participant 9)

Both competencies and assessments are essential components of any successful CBE programmes. Participants provided different definitions and understanding of competence-based-education and continuous assessment concepts comprehensible. Furthermore, lecturers were further probed to explain the concept continuous assessment. Rezaei (2015) defined continuous assessment as a technique used in the classroom by lecturers to examine students' knowledge, understanding, abilities, and attitudes. Most participants viewed continuous assessment as enabling lecturers to assess student's development and the subject content.

In this context, a participant revealed that:

Continuous assessment is used to evaluate students and teacher their strengths and weakness; second, to evaluate areas of difficulty so as to make remedial class; and third is to evaluate the strength and weakness of the curriculum (Participant 2)

Mkhonta (2018) conceptualized continuous assessment as an approach to determine what learners already know and are capable of doing in order to enhance their learning. Though, Rezaei (2015) argues that continuous assessment is advantageous for students who struggle under the burden of formal exams.

In the same vein, another participant postulated that:

On CBE, students are assessed based on the competencies and the information given during occupational standards development (Participant 11)

In concurrence of the above sentiment from one of the participants, another participant explained the concept of continuous assessment and stated that:

CBE entails the ongoing process of gathering and interpreting information about student learning that is used in making decision about what to teach and how well students have learned (Participant 6)

The above coincides with Alex (2015) who claimed that CBE is a process of listening closely to student, observing them as they are engaged with material content and trying to understand what they have understood. The definition proffered by one of the participants support that continuous assessment is a function for building up cumulative judgment about a student learning activity in

terms of knowledge, thinking and reasoning behaviours or character development in a particular industry. The above annotations illustrates that most of the lecturers have a clear understanding of these concepts.

Thus, one of the participants pointed out that:

Continuous assessment is a classroom strategy implemented by lecturers to determine the knowledge, understanding, and skills attained by students (Participant 4)

This statement might mean tourism and hospitality lecturers possess adequate content knowledge about continuous assessment practices.

Further to this, another participant posited that:

Continuous assessment is relevant because it helps lecturers and administrators to monitor teaching and learning process; it guide lecturers to know if the teaching process is effective and if it guide students to keep learning throughout the programme and motivate them students to study hard (Participant 8)

From the above responses, it appears that tourism and hospitality lecturers comprehend continuous assessment as a significant classroom assessment tool which develops teaching and learning. It also helps to find new teaching approaches to improve the previous teaching and learning process through feedback.

Thus, according to the findings from the participants, the relevance of continuous assessment on summative assessment scores contribute to the grading of the final examination. This was asserted by one participant who stated that:

Continuous assessment has a significant impact on the final examination grade (Participant 3)

Although some participants were indifferent on the use of examination as they suggested that it should not be only used to gather the final marks for continuous assessment scores. This will however suggest that the use of self-assessment, group work, oral assessment and feedback mechanism will be emphasised to help improve effective learning outcomes in CBE.

Theme 2: Continuous assessment strategies used to monitor knowledge and skills acquisition

Under this theme the researcher sought to interrogate the use of different continuous assessment strategies in monitoring students' knowledge and skills acquisition during their learning. According to Samson & Allida, (2018) continuous assessment has a multiple range of practices based on a number of strategies. Self-assessment, peer-assessment, group assessment, observation, take home assignments, oral presentations, interviews, projects, quizzes, tests and portfolios are commonly used (Zalia, 2017). It was anticipated that lecturers use a variety of continuous assessment methods to prepare students to the world of work. Yet, the interview data revealed that participants employed questions and answers, presentations, group work, examinations and tests as assessment methods.

In support, a participant highlighted the following:

Before commencing my lecture, I start by demonstrating different concepts using my own examples and after demonstrating, I give students baking tasks and go to each student to see if they are doing it correctly (Participant 3)

However, the study revealed that demonstration was presumed to be an effective and a good example of an assessment method and helped hospitality students in skills development and especially if the task is practical in nature such as bakery and professional cookery.

Regarding the continuous assessment methodologies, the lecturers highlighted that they sometimes they use the lecture or participatory method depending on the class size and schedules for the practical sessions. All ten lecturers remarked that they used lecture method most of the time due to the large class size.

In support, one of the participants mentioned that:

I teach through interaction but the lecture method depends on the situation based on class size, if the class size is too big, I prefer to use the lecture method because it serves time and topic covered (Participant 8)

From the about research findings, it was noted that the majority of lecturers frequently use lecturer assessment method to assess student since they teach a lot of students in a session. This concurs with Chonjo et al. (2016) who stated that the teaching-lecture method interrelated with the previous studies found that sometimes lecturers use lecture method (Chonjo et al. 2016, and Zalia, 2017).

This seems to give credibility to the fact that at SCHOTO, lecturers use lecture method (teacher-entered pedagogy) in classroom instructions more frequently. This is evidenced by lack of school trips to various destinations within Zimbabwe at least for the students to familiarise themselves with tourists attractions. This implies that SCHOTO tourism lecturers follow (expository) or closed-inquiry instruction in the classroom. According to Herrenkohl and Guerra (2018) the non-inquiry (expository) teaching instructions does not encourage the development of students' explorative skills, knowledge broadening and problem-solving skills.

On the other hand, some participants regarded the peer-to-peer assessment method to be a good practical method of assessing the bakery and professional cookery students, as this will allow students to assess and give others constructive feedback to develop lifelong assessment skills and to take responsibility for and manage their own learning. Moreover, some of the lecturers seem to be using the peer-to-peer method to scaffold students, though some lecturers are not aware of peer assessment as a continuous assessment method that can be employed in student's assessments.

Adding on to this, another participant said that:

I am not aware of peer and self-assessment as a continuous assessment method that can be used to assess students (Participant 7)

Hence, the results from this study show that in all observed lessons, peer and self-assessment are not often used for formative assessments. However, lecturers did indicate that assessment tests are an effective evaluation that supports them in not only forecasting students' final achievements but also appraises further learning. Most of the time, students do not get enough time to engage in developing new knowledge by building on prior experience. This practice is contrary to the constructivist approach where learners are expected to apply prior knowledge to build new scientific concepts.

Powell and Kalina (2019) stress that a lecturer must realise and use methods of both cognitive and social constructivism, to conduct effective assessment in a constructivist classroom environment. White (2016) reiterates that cognitive and social interaction in learning cultivates student motivation to obtain knowledge and skills.

A further probe into lecturers' use of continuous assessment methods within the context of assessing tourism and hospitality students reveals that lecturers at SCHOTO rarely use effective continuous assessment methods such as projects, self-assessment, observations and portfolios to assess students. Nonetheless, it has been revealed that most of the lecturers still depend on the use of traditional methods of assessment such as tests and essays which focus on assessing surface knowledge which are respectively still highly used due to lack of resources and contemporary knowledge by lecturers on continuous assessment in competence based-education.

Theme 3: Challenges are encountered by lecturers and administrators when using continuous assessment strategies

The researcher sought to highlight the challenges faced by lecturers and administrators when using continuous assessment when monitoring students' skills proficiencies. The challenges were however, raised by 11 out of the thirteen interviewed lecturers and administrators, showing the commonness of the challenges faced across most polytechnics in Zimbabwe.

The findings suggest that a lack of resources, large classes, modularization, coupled with lack of commodities, made it difficult for the participants to monitor and implement effective continuous assessment methods in their teaching and training. The HEXCO document specifies that the resources required to teach tourism and hospitality include textbooks and practicals. The following are categorized challenges encountered by both lecturers and administrators in monitoring students' skills proficiency through continuous assessment at SCHOTO.

4.3.1 Lack of resources

The above findings highlighted that lack of resources is one of the challenges lecturers and administrators face when implementing continuous assessment at the institution. This situation is so bad and has led to difficulties for lecturer to implement and monitor formative assessment effectively. On account of the state of kitchen, restaurant, classrooms, library space and computer laboratories at SCHOTO, the circumstances are even more appalling. Chisi (2018) argues that deficient educating and learning facilities/resources inhibit the execution of CBE and students may not be able to develop necessary independent learning capabilities, problem-solving, critical thinking minds which might deprive them the chances to being equipped skilfully (Makunja, 2016).

From an administrative perspective, the participants stated that, while they are making every effort to cope with lack of resources, several impediments stonewall them:

One of the challenges for us food and beverage lecturers is lack of commodities and textbooks for students, lack of computers for both students and lecturers, and no Wi-Fi connectivity. Also, the equipment used is redundant'. As a result the lecturer lacks confidence because of lack of information to deliver (Participant 10)

In addition, all the computers in the laboratory were not even operational with no internet access. Henceforth, the lack of resources can lead to difficulties for lecturers and administrators to monitor and implement formative assessment. When the researcher probed the participants to indicate whether they used computers in teaching e.g. the use of Zoom online learning platform, assessing and entering students' assessment marks, only less than half said they did.

This implies that the lecturers' role in the monitoring of CA was negatively impacted by their lack of resources and commodities. For example, one of the Food and Beverage lecturers was more comprehensive in outlining the challenges when she stated that:

Lack of resources and commodities is one of the challenges facing lecturers when implementing and monitoring continuous assessment at the school as we cannot teach effectively because of lack of basic essentials needed for training (Participant 2)

Additionally, most of the lecturers possess inadequate information technology content knowledge pertaining to the use of computers showing difficulties in practicing classroom formative assessment through online tasks. Sebetlene (2016) indicated that lack of physical resources such as workshops and simulation rooms for practical components of assessment meant that it is a hindrance for students to apply learnt content in a real-world situation.

This statement was concurred by one of the participant who stated that:

Practical lectures are cancelled due to lack of available commodities or ingredients for cooking and baking'. Thus this leads to lecturers getting stressed as they try to conduct practical lessons to teach the students (Participant 4)

These above finding reveals that the participants struggled to obtain resources other than the textbook to meet the requirements of continuous assessment at the hotel school. They clearly did not have adequate teaching and learning resources to support not only the administration of tests

and examinations, but also other formative assessment tasks. This caused challenges in implementing and monitoring continuous assessment, as was affirmed by most of the participants. On the other hand, some participants mentioned that SCHOTO enrolls a lot of students beyond capacity and the students pay less for the programme which exacerbates and strain on the resources and commodities to cater for all the students when they undertake practicals.

Compounding these issues is the dearth of resources that hampers lecturers from performing their functions and duties in fulfilling the assessment and teaching practices. As a result, lecturers respond to lack of resources with a sense of disdain and resistance. Furthermore, the lecturing staff also raised concerns regarding a lack of management skills and knowledge. Some felt that high enrolment figures, overcrowding, and the problems lecturers experience are due to poor management skills.

This was supported by one of the participants who cited that:

The fees that the students pay is very low for a programme like tourism and hospitality as it requires extensive use of resources that need a lot of money to purchase commodities (Participant 10)

The participants highlighted that they were hampered in providing quality assessment by limited access to adequate resources such as cutlery, crockery, cooking equipment and utensils, fridges, computers and the Internet. These responses underscore the importance of the availability of resources to support lecturers' efforts to implement in the training of tourism and hospitality trainees. The non-availability of resources and facilities clearly affected the participants' ability to effectively implement CA practices and tasks, and if this situation persists, it is inevitable that it will result in the non-attainment of the intended learning goals in tourism and hospitality training at SCHOTO.

4.3.2 Large class size

Participants acknowledged that continuous assessment was a critical component of teaching and learning. However, over-crowdedness in classes and kitchens limited the effectiveness of the assessment process. According to most of the participant the educators encounter problems in handling overcrowded classrooms, which makes it difficult to use strategies such as practical

teaching, individual attention and group work. Muthusamy (2015) states that the workload of lecturers was further heightened by overcrowded classes which results in lecturers not complying with CBE's need to embrace a learner-centered interactive teaching approach.

This is asserted by the participant, who stated that:

As a result of overcrowded classrooms, and taking into account that the class consists of students with different ability levels, it becomes very difficult for lecturers to use different teaching and assessment strategies to address the students' needs particularly in commercial cookery e.g. dessert and salad making. This change results in too much paper work, and therefore, added workload for the lecturers (Participant 13)

In the same vein, another participant mentioned that:

We feel stressed and strained because of the added workload (Participant 8)

From the above research finding, it is acclaimed that large classes inhibit the successful learning and assessment of students especially during practical periods. This is agreed by Khumalo and Mji (2016) who stated that factors such as inadequate college buildings and facilities, the population explosion, and an inadequate number of subject lecturers necessitate large classes that are often difficult to manage. Thus, the management of large class size is a major challenge of continuous student assessment. According to Marais (2016) lecturers encountered problems in handling overcrowded classrooms, which makes it difficult to use strategies such as individual attention and group work which result in getting them strained and stressed because too much work overload.

This is however, supported by Mkimbili and Kitta (2020) who reiterated that the monitoring and implementation of CA may lead to the increase in lecturers' workload as they have to plan, design and administer appropriate tasks constantly. This involves the extensive record of monitoring individual learners since they have to cover many tasks within a short period of time. Hence, lecturers are overloaded with various responsibilities and fail to implement CA (Njabili, 2019; Mkimbili & Kitta, 2020). Furthermore, it is time consuming to design the different assessment

tasks, along with the time constraints imposed by the administration, which is considered as a further challenge for teachers (Bjalde, Jorgenen & Lindberg, 2017).

On the contrary, the majority of the participants cited that large classes negatively impacted their ability to monitor continuous assessment the adopted strategies effectively. Furthermore, lecturers complain about the course load assigned to them and they claim that it hinders the effective implementation of CA.

For instance, the French lecturer indicated that:

The challenge I have face when teaching languages is teaching and assessing a large class of 100+ students from different courses (Participant 3)

In support, another male participant said:

I feel overwhelmed because of my course load. I am assigned to teach three different theoretical lectures and three practical sessions for both apprentice and full time students. How am I supposed to succeed in implementing and monitoring CA practices? (Participant 5)

The participants highlighted that increasing enrolment in tourism and hospitality institutions leads to “institutional massification” and results in a significant deterioration of quality of education and training since the institutions is enrolling a far greater number of students every year than their carrying capacity. This adversely impacts on language learning classes and cookery.

This was supported by one of the participant who indicated that:

SCHOTO enrolls more students than it can accommodate, resulting in straining the insufficient resources available (Participant 9).

Increased enrolment without a proportionate increase in capacity at SCHOTO is causing a deterioration in the quality of teaching, learning and assessment for tourism and hospitality students.

In response to the issue of challenges another participant also highlighted the following:

Students are exposed to less practical lessons due to large group of students in one class (Participant 8)

Blakely (2019) props that over-populated classroom have negative effect on academic tasks given to students. Hence, an overcrowded classroom has more students assigned to a classroom-building than the number of students it was designed to accommodate (Mahlo, 2015).

Blakely (2019) further states that when the capacity of the classrooms is exceeded, it places greater demand on the institutions' existing resources and infrastructure that need to be used for effective assessment and learning. Thus as a result students will be exposed to less practical teaching and assessment.

In addition, it was further revealed that:

I teach a total of three hundred and sixty (360) students, including Apprentice students, and I have an overload of teaching and assessments to do? The HEXCO guide requires Seven (7) assessments that include Two (2) Theory, Two (2) Tests, Two (2) Practical tasks and a Skills Proficiency assessment (Participant 9)

The above excerpts highlight the lecturers' concern that they were unable to negotiate turnaround time for individual orals, marking and meeting deadlines. Moreover, the participant remarked that large classes did not allow language lecturers to engage in orals and other language learning skills, thus ending up giving or awarding marks to poorly conversant French learners.

This implies that these lecturers were unable to implement and monitor the correct formative purpose of continuous assessment effectively in the language classes being taught.

In the same line of thought, a participant stated that:

Modularization of the courses hinders effective learning for language students since languages require more time to grasp (Participant 1)

Mekuwanint (2015) describes modularization as a principle based on dividing the curriculum into small discrete modules or units that are independent, non-sequential, and typically short in duration. However, modularisation demands greater maturity on the part of the learner, and the modules is more appropriate for more mature students.

Further to this a similar viewpoint was advanced by one of the participants who avowed that:

The modularization of subjects is a challenge for students who are slow in learning, despite the fact that the method reduces student's load of writing a number of subjects in a semester. Infact the syllabi does not accommodate the slow students (Participant 12)

However, this is not the case with the polytechnic students who still lack the capacity to manage their own studies in a short period of time. For example language learning is a challenge for continuous assessment as it requires more time and practice to effectively learn the language. Hence, the implementation of modularisation in tertiary education in Zimbabwe has detrimental impacts for practical oriented courses and foreign language learning in tourism and hospitality institutions.

Similarly, another participant highlighted that:

The modularization system has negatively impacted on the slow learners as it does not cater for them and this however affect the validity of continuous assessment in their learning'. Although, the system allows students to focus all their attention and energy on one subject or, at least, fewer subjects compared to the semester model (Participant 11)

Rushton (2015) affirms that continuous assessment improves deep learning if there are sufficient forms of feedback at regular intervals. Also, if all assessments have a clear assessment criteria which is known by the students before they assume the assessment activity. So, when frequent assessment is combined with regular feedback, it will improve students' learning and understanding (Rushton, 2015).

Lack of lecturers' involvement in curriculum development

The findings further revealed that lecturers were not involved in curriculum development as the HEXCO only invite other tourism and hospitality expert stakeholders. It was indicated the lecturers' did not actively participate in the curriculum design of the tourism and hospitality courses. Involving stakeholders in curriculum development process has been known to be very effective in enhancing the delivery of the curriculum (Taylor, 2018). However, the curriculum development process has different stages and levels where various stakeholders can be involved. Thus, they can be involved during the designing, implementation or evaluation stages.

In this regard, one of the participants indicated that:

The course developers in tourism and hospitality programmes do not consult trainers and lecturers in institutions but only engage industry experts (Participant 2)

The participants' responses depicted that they did not participate directly in the designing of the HEXCO tourism and hospitality syllabus for all the qualification levels. According to Hernandez

(2016) another challenge is ensuring that each assessment task is regarded as part of a comprehensible curriculum and not as a secluded portion of learning.

This was asserted by one of the participants who noted that:

'The curriculum design for tourism and hospitality courses should involve the lecturers (Participant 3)

Burton et al, (2016) state that tiredness may remain in some stakeholders as they are always being summoned to take part in a development process in which they do not have any power to influence anything, and which may not yield them anything either.

It only leaves them with tokenism. Once the stakeholders feel that they are only invited to rubber stamp the decisions made by others, they will not have the enthusiasm to attend (Rushton, 2015). On the other hand, the participants suggested that lecturers should take part in any decision made upon them. This presented suggestion shows that once educational administrators involve lecturers in different decision making, lecturers can develop a sense of accountability then co-operate as team work in schools to perform better educational matters.

Poor Salaries

The participants mentioned poor salaries as one of the indirect factors that affect the effectiveness of continuous assessment in government institutions in Zimbabwe. Poor salaries impede and make it difficult to motivate and retain good lecturers as they will leave to other countries to seek for greener pastures. However, some of the issues mentioned for dissatisfaction with financial compensation and recognition were; poor salaries that did not cater for life expenses, lack of teaching and other allowances such as housing and transport allowances were some of the highlighted concerns.

This was underscored by one of the participant who stated that:

Poor salaries are demotivating for lecturers and this affect student's assessment progress when we abscond lectures to look for extra money to survive (Participant 10)

Rasheed et al, (2016) argue that educational institutions are not exempt from the benefits of employee motivation. In educational organizations and institutions, teacher motivation is vital for student learning and consequently for educational outcomes (Creemers, 2016; Scheerens & Bosker, 2017). Therefore, a lack of lecturer motivation causes negative educational outcomes.

The participants believed that once lecturers at polytechnics are motivated in several ways, the academic development of students will advance because lecturers will be willing and responsible to help their students as well and at the same time being proud of their work. Hence, all of this will thus bring revolution in the educational sector in Zimbabwe. Besides the low salaries paid to them, lecturers are not receiving professional training development to acclimatise them to the emerging pedagogical teaching and continuous assessment practices.

Infrastructural challenges

A further issue which lecturers had to deal with was infrastructure and electricity outages. The findings of the study revealed frequent power outages at SCHOTO are adversely affecting the continuous assessment procedures especially for bakery and professional cookery students. Zimbabwe's institutions of higher learning are reeling from the effects of power cuts, a development that is raising the cost of running a university, with adverse effects on students. The cost of electric power use is high in the country and the use of generators to generate electricity is expensive. Zimbabwe's energy crisis is ongoing, with the country experiencing widespread rolling blackouts (load shedding) as supply falls behind demand.

One of the participant mentioned that:

Electricity cut outs in the middle of students doing practical lessons is one of the problems that affect the continuous assessment for students and lecturers (Participant 8)

The results imply that power outages at SCHOTO have a tremendous effect on continuous assessment for students and lectures and the entire school as they cannot conduct any practical since cooking equipment only use electricity to operate. Thus, adversely impacting on the implementation and monitoring of continuous assessment.

The lack of the use of standalone generators was another drawback to the use of cooking equipment and food and beverage storages at the hotel school. The school does not have a backup generator and there is no solar power systems installed at the school to back up the power outages. Therefore, this will continue to impact on the monitoring of students skills proficiencies through continuous assessment due to inconsistent supply of electricity at the institution.

Lack of knowledge among staff members at SCHOTO

From the interviews conducted, some participants alluded that lack of knowledge amongst lecturers inhibited effective continuous assessment effectiveness. Lutaaya (2017) revealed that TVET college lecturers had no qualifications normally required to conduct teaching and assessment duties. On the same note, Kanyane (2016) and Tyler and Dymock (2021) found out that some TVET college lecturers cannot handle assessment activities because they were not trained as lecturers and no initiatives had been taken to provide in-service training by the college management to enhance their capacity on continuous assessment.

In support of the above contribution, one of the participants acknowledged that:

Despite the cooperation by lecturers to be supervised, they lack knowledge among staff members (Participant 3)

Ramollo and Kanjee (2023) insists that that many lecturers struggle to meet the demands of the assessment policy, particularly when they are required to use different continuous assessments techniques to improve learning.

Other staff members at SCHOTO such as the accounts, maintenance lack tourism and hospitality backgrounds, thus affecting the practices of conducting assessment (Participant 7)

Data from interviews and documents analysis revealed that lack of clear knowledge of continuous assessment system in lecturers and other staff members has led to complexity in its monitoring, so providing a clear roadmap for continuous assessment systems seems to be a challenge.

In support, one of the participant arguably stated that:

In addition, some of these external assessors are not working in the industry anymore but they continue recalled to conduct assessment (Participant 9)

From the above argument, the researcher argues that respondents have clear knowledge about the challenges of continuous assessment in tourism and hospitality training. This explains the inadequate expertise and implementation of assessment methods since the majority of these assessors do not possess the minimum teaching qualifications needed to execute teaching and assessment duties.

However, the finding of this study is in support with the findings of some researchers who affirmed that lecturers have inadequate knowledge, incomplete understanding, less awareness and wrongly held perception about continuous assessment (Yidnekachew, 2015; Alufahai and Akinolosotu,

2016). Besides the knowledge some lecturers have, the research findings ensured that the lecturers had sufficient skills in the monitoring of CA such as the skill how to implement CA, how to measure students learning progress, how to integrate different assessment approaches, how to score /record students result, how to analyse those scores and how to measure cognitive and psychomotor behaviours of students.

Moosa and Shareefa (2019) are of the opinion that when lecturers discover new teaching and assessment strategies through professional development, they are able to go back to the classroom and make changes to their lecture styles and continuous assessment practise to better suit the needs of their students. Generally, teaching as any other profession need much consideration and care therefore the government should set a strategy that lecturers should be provided with frequently updating to cope daily academic changes. Therefore by regarding the findings as given out by the participants of this study still shows the emphasis on lecturers' skills training and development to enhance their teaching and assessment skills.

Makunja, (2016) is of the view that training for lecturers could motivate lecturers and improving management practices could prove practical in motivating lecturers. Similarly, the study found out poor record keeping of CA results, lecturers' gap in using variety of CA methods, instructors' failure to provide special support for low achievers, and instructors' failure to take remedial action based on CA result as instructor-related challenges that restrain the implementation of CA.

4.4 Chapter Summary

In this chapter the researcher presented raw data obtained from interviews, observation and document analysis, on monitoring students' skills proficiency through continuous assessment in competence-based education at polytechnics. The chapter analysed and interpreted the qualitative results with a sight to provide answers to the research objectives in chapter 1. However, in the next chapter the discussion of the findings based on the raw data from the participants is provided. Recommendations and conclusion of the current study will also be presented.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented and discussed the data that emerged from the empirical study. The purpose of this concluding chapter is to summarise the study. To this end, the current chapter presents a general overview of the preceding chapters, a summary of the key findings and conclusions emanating from the key findings of this study and these are followed by recommendations for the lecturers. The tourism and hospitality lecturers face a mosaic of challenges in continuous assessments. These include: inadequate knowledge base on continuous assessments; unavailability of teaching and learning resources e.g. computers; large numbers of learners in classes; heavy teaching workloads; and inadequate support from the institution administrators and management.

5.2 Summary of the project

In Chapter 1 the problem was put into context with a specific focus on the study's background, problem statement, and research questions. Additionally, the researcher considered the study's significance, as well as its limitations and delimitation, and provided definitions of key terms. Chapter 2, provided the theoretical framework that underpinning continuous assessment practices and their influence on competence-based education. This interrogation was conducted guided by a theoretical framework comprising conditioning theory of classical conditioning. The consulted literature articulated on the monitoring of continuous assessment in competence-based education in polytechnics. In addition, chapter 3, the semi-structured and personal interview schedule was presented as the research instrument that was used to collect data. The chapter was concluded by explaining how the data were analysed through thematic analysis. Ethical considerations were also at the centre of data generation, analysis and discussion. Lastly chapter 4 focused on data analysis

and interpretation. It analysed and interpreted results concerning the issue under investigation. The following were the major results:

- In this study, the participants demonstrated adequate content knowledge about continuous assessment practices and competence-based education. Thus, it illustrates that most of the lecturers have a clear understanding of these two concepts.
- The lecturers acknowledged that the majority of lecturers frequently used lecturer assessment method for their student's continuous assessments due to the large class size. Although some of the lecturers seem to be using the peer-to-peer method to scaffold students peer and self-assessment are not often used for formative assessments.
- The participants in their contributions to the study highlighted the challenges that include lack of resources, coupled with lack of commodities, large classes, modularization, coupled with lack of commodities, lack of lecturers' involvement in curriculum development, poor salaries, infrastructural challenges, lack of knowledge among lecturers, lack of diverse continuous assessment methods usage and lack of leadership made it difficult to monitor effective continuous assessment methods in their teaching and training.
- The respondents highlighted the strategies that can be utilised to mitigate the challenges faced by lecturers when using continuous assessment in monitoring students' skills proficiency. These included employing qualified lecturers in the field of tourism and hospitality and providing training to lecturers to help enhance continuous assessment practices effectively.

5.3 Conclusion

Based on the findings of this study, the findings indicate that common definitions that participants used to describe competencies were knowledge, skills, and abilities, or essentially, what a student can do. Tourism and hospitality lecturers' frequency of use lecture assessment methods, tests, and exams due to the huge number of challenges they face when trying to integrate the different CA practices into their assessment system. Class size was also underlined as a factor that affected the participants' ability to implement continuous assessment effectively. The high lecturer-student ratio, which results in overcrowded classrooms, impact adversely on continuous assessment

strategies. Lack of proper and adequate training leads to lecturers experiencing difficulty in using different types of continuous assessments. It becomes difficult to handle the large number of students especially for bakery and professional cookery where there inadequate cooking and baking equipment. Lecturers used a limited number of assessment methods and inclined to primarily utilise traditional methods.

The study also revealed that SCHOTO lecturers face several obstacles in conducting continuous assessment. These include insufficient teaching resources such as cooking textbooks, stoves, cutlery, ovens, freezers, crookery and booking software used for practical activities, lack of computers, shortage of qualified lecturers and large numbers of trainees in the class.

The modularization system affects students' skills proficiency as they end up cramming specific topics to write exams rather than having a thorough knowledge of the module.

The lecturers reiterated that Classes become chaotic since space is limited, which affect effective practicals teaching and learning. What compounds the problem is that the kitchens are equipped with obsolete equipment and materials for training, and only proper training equipment and materials could enable lecturers to address the issue of effective practicals assessment.

Another finding reveals that the lack of CA training for lecturers, work overload, time constraints, and the large number of students per class are the major hindrances facing tourism and hospitality lecturers when trying to integrate CA. In addition, problems related to overcrowded classrooms and unavailability of resources were mostly reported by lecturers at SCHOTO. With regards to their assessment practices, teachers depended mostly on traditional methods of assessment such as exams and tests which do not prepare learners for expertise. In order to practice effective continuous assessment, the majority of the sampled tourism and hospitality lecturers put forward that they need more training on how to prepare and conduct continuous assessment, specifically on how to construct tests, projects and practical work.

5.4 Recommendations

This study recommends that:

- Tourism and hospitality lecturers at SCHOTO should integrate various assessment methods when planning for continuous assessment that can prompt student teaching and learning as much as possible and take into consideration other neglected strategies such as self-assessment, peer assessment and portfolios.
- The large class size and course overload should be revised through reducing the number of students per class to be manageable and making more qualified lecturers' recruitment to minimize the workload for the tourism and hospitality department.
- The study suggests that there is a need for lecturers to obtain professional development to improve teaching and learning process on continuous assessment and competence based education. Lecturers need to receive an adequate training or workshops on the design, implementation, administration and monitoring of continuous assessment practices.
- The number of learners should be reduced to accommodate all students during practical's since the institution has less or no enough resources sand equipment such as stoves, working tables, cutlery and crookery to use during training and assessment.

5.5 Areas for further research

Finally, it can be suggested that additional research conducted in this area to better address the issues, including studies on continuous assessment practices. Future Researchers may replicate the study with tourism and hospitality students to explore their lecturers' practices of CA along with the challenges they face when subjected to these practices. In addition, researchers may deal with lecturers and students perceptions of CA and the solutions to the faced challenges. In addition to the above, little has been conducted in Zimbabwe especially with the use of qualitative research techniques to solicit information on continuous assessment and competence-based education in hospitality institutions. Thus, more qualitative research is therefore recommended for future studies.

5.6 Chapter summary

The chapter presented the summary of the research, conclusions and recommendation for the study. Areas for further research were also suggested by the researcher.

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All official communications should be addressed to: "The Secretary for Tertiary Education Service Council"
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Appendix I: Introductory letter: Bindura University

REP: MURIMA. S (MR)

13 October 2023

STAFF CONFIDENTIAL

Mr. Murima

C/o School of Hospitality and Tourism

Dear Mr Murima,

REQUEST TO CONDUCT RESEARCH STUDY AT SCHOOL OF HOSPITALITY AND TOURISM (SCHOTO): TERTIARY EDUCATION SERVICE COUNCIL

The above subject refers.

Reference is made to your application for authority to conduct research study at School of Hospitality and Tourism (SCHOTO) dated 12 October 2023.

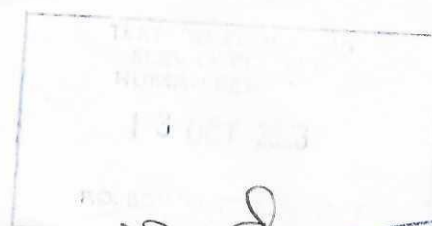
It is noted that you requested for permission to conduct research titled, "continuous assessment as an effective strategy for monitoring students' skills acquisition: Tourism and Hospitality Lecturers' experience".

Council approves your request to conduct research at School of Hospitality and Tourism

T. Pasipamire

ACTING SECRETARY.

C.c The Principal SCHOTO
file



All official communications should be addressed to: "The Secretary for Tertiary Education Service Council"

E-mail Address: info@tec.ac.zw



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Appendix 2: Permission Letter- TESC

13 October 2023

STAFF CONFIDENTIAL

Mr. Murima
C/o School of Hospitality and Tourism

Dear Mr Murima,

REQUEST TO CONDUCT RESEARCH STUDY AT SCHOOL OF HOSPITALITY AND TOURISM (SCHOTO): TERTIARY EDUCATION SERVICE COUNCIL

The above subject refers.

Reference is made to your application for authority to conduct research study at School of Hospitality and Tourism (SCHOTO) dated 12 October 2023.

It is noted that you requested for permission to conduct research titled," continuous assessment as an effective strategy for monitoring students' skills acquisition: Tourism and Hospitality Lecturers' experience".

Council approves your request to conduct research at School of Hospitality and Tourism


T. Pasipamire
ACTING SECRETARY.



Appendix 3: Interview guide for selected lecturers

Interview guide for selected Tourism and hospitality lecturers

Thank you for agreeing to take part in this interview. This study focuses particularly on the Tourism and Hospitality lecturers' experiences on the effectiveness of continuous assessment as a strategy for monitoring students' skills acquisition. I am going to ask you some questions and I believe you can make a significant contribution with regard to gaining insight into the matter under investigation. I would like you to know that your personal and school details will not be included in the final report.

1. Briefly tell me something about yourself (with specific reference to professional qualifications, teaching experience in general).
2. What is your area of specialisation?
3. In your own words share with me your understanding of the competence-based education and training?
4. What do you understand by the concept of continuous assessment?
5. What statutory instrument(s) that guide(s) the implementation of continuous assessment in tourism and hospitality training activities in polytechnics?
6. What is its relevance in the tourism and hospitality training activities in polytechnics?
7. What forms of continuous assessment are being used in tourism and hospitality training activities?

8. How was this new approach to assessment in tourism and hospitality introduced to you?
9. What challenges do you encounter when using continuous assessment as a strategy in hospitality and tourism training activities?
10. What corrective measures that can be put in place to reduce the impact of these challenges on the use of continuous assessment in tourism and hospitality training activities in polytechnics?
11. Thank you for participating in this interview.

Appendix 4: Interview guide for selected administrators

Interview guide for selected institution administrators

Thank you for agreeing to take part in this interview. This study focuses particularly on the Tourism and Hospitality lecturers' experiences on the effectiveness of continuous assessment as a strategy for monitoring students' skills acquisition. I am going to ask you some questions and I believe you can make a significant contribution with regard to gaining insight into the matter under investigation. I would like you to know that your personal and school details will not be included in the final report.

1. Briefly tell me something about yourself (with specific reference to professional qualifications, administration experience in general).
2. What is your area of administration work?
3. In your own words share with me your understanding of the competence-based education and training?
4. What do you understand by the concept of continuous assessment?
5. As an administrator, what is the relevance of continuous assessment in the tourism and hospitality learning activities in polytechnics?
6. What statutory instrument(s) guide(s) the implementation of continuous assessment in tourism and hospitality training activities in polytechnics?

7. How is supervision of lecturers conducted at this institution to enhance the quality of instruction in learning?
8. What challenges do you face as an administrator in executing your work in the supervision of lecturers?
9. What do you think should be done to make the implementation of continuous assessment in tourism and hospitality training activities in polytechnics more effective?
10. Thank you for participating in this interview.