

Table of Contents

Acknowledgements	iii
Abstract	iv
Table of Contents	viii
List of Figures	xiv
List of Tables	xviii
List of Abbreviations	xxii
List of Appendices	xxiii
Chapter I	Introduction
Background of the Study	1
Statement of the Problem	6
Theoretical Framework	11
Proposed Model of the Study	15
Degree of Implementation	16
Factors influencing the Degree of Implementation	18
Teachers' Receptivity to CAMC	19
Teachers' Conceptions of CAMC	22
The Quality Assurance Measures of CAMC	24
Rationale of the Study	25
Purpose of the Study	26
Objectives of the Study	27
Research Questions	27
Significance of the Study	28
Limitations of the Study	30
Definition of Terms	31
Chapter II	Review of Related Literature
Introduction	38
Competency Assessment and Modular Certification (CAMC) of Vocational Subjects in Malaysia	39

Background	39
Concepts of Competency Assessment and Modular Certification (CAMC)	40
Competency Assessment	40
Features of Competency Assessment	41
Modular Certification	42
Principles of Modular Certification	44
The Vocational Subjects	45
Assessment System of the Vocational Subjects	45
Approaches in the Implementation of Competency Assessment and Modular Certification (CAMC)	49
Designing and planning	50
Registration	51
Identification and Collection of Evidence	52
The process of Competency Assessment and Modular Certification	54
School-based Assessment	56
Centralized Assessment	60
Scoring, Grading and Certification	61
Quality Control	62
Appeals and Re-examination	64
The Implementation Strategy of CAMC	64
The Role of Classroom Assessment	67
Classroom Assessment	67
The Role of Classroom Assessment in Teaching and Learning	69
Cognitive and Social-Constructivist Learning Theories	71
Reformed Vision of Curriculum	72
Classroom Assessment	73
Recent Trends in Assessment	74
Theories and Models of Implementation and Change	78
Educational change	79

Teachers' Roles in the Implementation of Educational Reform	81
Teachers and Educational Change	86
The Concerns-Based Adoption Model (CBAM)	89
Studies Using the CBAM: Stages of Concern	92
Degree of Implementation (DOI)	95
Logistics Arrangement	98
Use of Assessment Activities	98
Quality relationship of Assessment, Teaching and Learning	98
Knowledge of the characteristics of the assessment scheme	99
Attitude towards school-based assessment	99
Factors Influencing the Implementation of Educational Reform	100
Teachers' Receptivity to system-wide change	100
Teachers Receptivity to system-wide change model	104
Perceived Cost Benefit	106
Practicality in The Classroom	106
Alleviation of Fears And Concerns	106
Participation in Decision Making At School	107
Perceived Support from Senior Teachers And Principal	107
Perceived Improvements Compared with the Previous System	107
Quality Assurance in Assessment	108
Assessors' Competencies	108
Students' Assessment	109
Quality Assurance of the Assessment Process	111
International Models of Quality Assurance Systems for the Assessment Process in VTE	113
United Kingdom	114
New Zealand	115
Australia	116
Approaches to Quality Assurance in Assessment	117
Competent Assessors	118
Moderation	119

	Monitoring	121
	Teachers' Conceptions of Assessment	125
	Summary	128
Chapter III	Methodology	
	Introduction	129
	Research Design	129
	Sampling	134
	Instrument	136
	Research Procedures	141
	Preliminary Study	141
	Pilot Study	141
	The Reliability of the Instrument	143
	Data Collections Procedure	143
	Statistical Data Analysis Techniques	145
	Assessment of the Measurement Model	146
	Exploratory factor Analysis (EFA)	146
	Confirmatory Factor Analysis (CFA)	146
	Assessment of the Structural Model	148
	Steps for Structural Equation Model Assessment	149
	Structural Equation Modeling	151
	Summary	154
Chapter IV	Data Analysis and Results	
	Introduction	155
	Preliminary Analyses	156
	Evaluation of Major Structural Equation Modeling (SEM) Assumptions	157
	Sample Size	157
	Multivariate Normality	158
	Handling Non-normality with Bootstrapping	158

Respondents' Demographic Profile	159
Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA)	163
Teachers' Conceptions of CAMC	165
Teachers' Receptivity to CAMC	170
Degree of Implementation	190
Quality Assurance Measures	205
The Measurement Model	211
Teachers' Conceptions of CAMC (TC)	212
Teachers' Receptivity to CAMC (TR)	213
Degree of Implementation of CAMC (DOI)	214
Quality Assurance Measures of CAMC (QA)	217
The Evaluation of the Entire Measurement Model	218
The Structural Model	221
The Direct and Indirect Effects of Latent Variables	224
The Direct Effects	224
The Indirect Effects	225
Multiple Group Analyses	226
Gender as a Moderating Variable	227
Teachers' Experience as a Moderating Variable	231
Teachers' Training as a Moderating Variable	235
Field of Specialization as a Moderating variable	239
The Parsimonious Model	245
Issues and Barriers Faced by the Vocational Teachers in Implementing Competency Assessment and Modular Certification (CAMC).	247
Summary	252
Chapter V	
Discussion, Implications and Recommendations	
Introduction	254
Discussion	254

Conclusion	273
Implications	275
Recommendations for future research	282
Summary	284
References	286
APPENDIX A	302
APPENDIX B	308
APPENDIX C	350

List of Figures

Figure 1.1	A priori model factors influencing the implementation of Competency Assessment and Modular Certification (CAMC) of Vocational Subjects in Secondary Schools.	15
Figure 2.1	The movement of the assessment module in learning vocational subjects.	58
Figure 2.2	Methods for re-assessment	59
Figure 2.3	Malaysian Certificate of Education Grading System	62
Figure 2.4	Components of classroom assessment	68
Figure 2.5	Shared principles of curriculum theories, psychological theories and assessment theory characterizing and emergent, constructivist paradigm.	70
Figure 2.6	Teacher change process	80
Figure 2.7	A one-step linear approach for educational change	87
Figure 2.8	Linear process of the Concerns-based Adoption Model	88
Figure 3.1	The conventional approach to structural equation modeling.	130
Figure 4.1	Single factor model for Teachers' Conceptions of CAMC	167
Figure 4.2	Two factor model for Teachers' Conceptions of CAMC	168
Figure 4.3	The final model for Teachers' Conceptions of CAMC	169
Figure 4.4	Single factor model for Perceived Cost Benefit of CAMC (PCB)	172
Figure 4.5	The final model for Perceived cost benefit of CAMC (PCB)	172
Figure 4.6	Single factor model for Practicality of CAMC in the classroom (Prac)	174
Figure 4.7	Two factor model for Practicality of CAMC in the classroom (Prac)	176
Figure 4.8	The final model for Practicality of CAMC in the classroom (Prac)	177
Figure 4.9	Single factor model for Alleviation of fear and concern (FC)	179

Figure 4.10	Two factor model for Alleviation of fear and concern (FC)	180
Figure 4.11	The final model for Alleviation of fear and concern (FC)	181
Figure 4.12	The final model for Participation in decision making (PDM)	183
Figure 4.13	Two factor model for Participation in decision making (PDM)	184
Figure 4.14	The final model for Participation in decision making (PDM)	184
Figure 4.15	Single factor model for Perceived improvement of CAMC (PI)	186
Figure 4.16	Final model for Perceived improvement of CAMC (PI)	187
Figure 4.17	Single factor model for Perceived support from senior teachers and principal (PS)	189
Figure 4.18	Final model for Perceived support from senior teachers and principal (PS)	189
Figure 4.19	Single factor model for Logistics arrangement (LA)	192
Figure 4.20	Two factor model for Logistics arrangement (LA)	193
Figure 4.21	The final model for Logistics arrangement (LA)	193
Figure 4.22	Single factor model for Use of assessment activities (UAA)	195
Figure 4.23	The final model for Use of assessment activities (UAA)	196
Figure 4.24	Single factor model for Quality relationship of assessment, teaching and learning (QrATL)	198
Figure 4.25	Final model for Quality relationship of assessment, teaching and learning (QrATL)	199
Figure 4.26	Single factor model for Knowledge of the characteristics of the assessment scheme (KCA)	201
Figure 4.27	The final model for Knowledge of the characteristics of the assessment scheme (KCA)	201
Figure 4.28	Single factor model for Attitude towards school-based assessment (ATSBA)	204

Figure 4.29	The final model for Attitude towards school-based assessment (ATSBA)	204
Figure 4.30	Single factor model for Monitoring	207
Figure 4.31	The final model for Monitoring	207
Figure 4.32	Single factor model for Moderation	209
Figure 4.33	The final model for Moderation	210
Figure 4.34	The measurement model for Teachers' Conceptions CAMC	212
Figure 4.35	The measurement model for Teachers' Receptivity to CAMC	214
Figure 4.36	The measurement model for Degree of Implementation of CAMC	216
Figure 4.37	The measurement model for the Quality Assurance Measures of CAMC	218
Figure 4.38	The measurement model	219
Figure 4.39	The structural model	223
Figure 4.40	The structural model for the male teachers	229
Figure 4.41	The structural model for the female teachers	230
Figure 4.42	Unconstrained multiple group comparison between male and female teachers	230
Figure 4.43	Constrained multiple group comparison between male and female teachers	230
Figure 4.44	The structural model for the less experience teachers	232
Figure 4.45	The structural model for the more experience teachers	232
Figure 4.46	Unconstrained multiple group comparison between less experience and more experience teachers	234
Figure 4.47	Constrained multiple group comparison between less experience and more experience teachers	234

Figure 4.48	The structural model for the fully trained teachers	236
Figure 4.49	The structural model for partially trained teachers	236
Figure 4.50	The unconstrained multiple group comparison between fully trained and partially trained teachers	238
Figure 4.51	The constrained multiple group comparison between fully trained and partially trained teachers	238
Figure 4.52	The structural model for the Information Technology teachers	241
Figure 4.53	The structural model for the Home Science teachers	241
Figure 4.54	The structural model for the Engineering teachers	242
Figure 4.55	The structural model for the Agriculture teachers	242
Figure 4.56	The unconstrained multiple group comparison field of specialization	244
Figure 4.57	The constrained multiple group comparison field of specialization	244
Figure 4.58	The parsimonious model	246
Figure 5.1	The parsimonious model	269

List of Tables

Table 2.1	The Differences Between the Present Assessment and CAMC	48
Table 2.2	<i>Differences Between School-based Assessment and Centralized Assessment</i>	60
Table 2.3	The Final Centralized Assessment Grading Requirements	61
Table 2.4	Recent Trends in Classroom Assessment	77
Table 2.5	Typical Expressions of Concern About an Innovation	90
Table 2.6	Degree of Implementation of School-Based Assessment	97
Table 3.1	The Population of Academic Schools Selected to Offer Vocational Subjects since 2002 to 2007	135
Table 3.2	Internal Consistency of the Instrument (Cronbach's Alpha)	143
Table 4.1	Demographic Profile of Respondents	161
Table 4.2	Frequency of Vocational Subjects Based on Field of Specialization	162
Table 4.3	Descriptive Statistics for Items in Construct Teachers' Conceptions of CAMC	166
Table 4.4	Factor Score Weights for Teachers' Conceptions of CAMC	167
Table 4.5	Standardized Factor Loadings for Items in Teachers' Conceptions of CAMC	169
Table 4.6	Descriptive Statistics for Items in Construct Perceived Cost Benefit of CAMC (PCB)	171
Table 4.7	Standardized Factor Loadings for Items in Perceived Cost Benefit of CAMC(PCB)	173
Table 4.8	Descriptive Statistics for Items in Construct Practicality of CAMC in the Classroom (Prac)	174
Table 4.9	Factor Score Weights for Practicality of CAMC in the Classroom (Prac)	175

Table 4.10	Standardized Factor Loadings for Items in Practicality of CAMC in the Classroom (Prac)	177
Table 4.11	Descriptive statistics for Items in Construct Alleviation of Fear and Concern (FC)	178
Table 4.12	Factor Score Weights for Alleviation of Fear and Concern (FC)	179
Table 4.13	Standardized Factor Loadings for Items in Alleviation of Fear and Concern (FC)	181
Table 4.14	Descriptive statistics for Items in Construct Participation in Decision Making (PDM)	182
Table 4.15	Factor score weights for Participation in Decision Making (PDM)	183
Table 4.16	Standardized Factor Loadings for Items in Participation in Decision Making (PDM)	185
Table 4.17	Descriptive statistics for Items in Construct Perceived Improvement of CAMC (PI)	186
Table 4.18	Standardized Factor Loadings for Items in Perceived Improvement of CAMC (PI)	187
Table 4.19	Descriptive Statistics for Items in Construct Perceived Support from Senior Teachers and Principal (PS)	188
Table 4.20	Standardized Factor Loadings for Items in Perceived Support from Senior Teachers and Principal (PS)	190
Table 4.21	Descriptive Statistics for Items in Construct Logistics Arrangement (LA)	191
Table 4.22	Factor Score Weights for Logistics Arrangement (LA)	192
Table 4.23	Standardized Factor Loadings for Items in Logistics Arrangement (LA)	194
Table 4.24	Descriptive Statistics for Items in Construct Use of Assessment Activities (UAA)	195
Table 4.25	Standardized Factor Loadings for Items in Use of Assessment Activities (UAA)	196

Table 4.26	Descriptive statistics for Items in Construct Quality Relationship of Assessment, Teaching and Learning (Qratl)	197
Table 4.27	Standardized Factor Loadings for Items in Quality Relationship of Assessment, Teaching and Learning (QrATL)	199
Table 4.28	Descriptive statistics for Items in Construct Knowledge of the Characteristics of the Assessment Scheme (KCA)	200
Table 4.29	Standardized Factor Loadings for items in Knowledge of the Characteristics of the Assessment Scheme (KCA)	202
Table 4.30	Descriptive statistics for Items in Construct Attitude Towards School-Based Assessment (ATSBA)	203
Table 4.31	Standardized Factor Loadings for Items in Attitude Towards School-Based Assessment (ATSBA)	205
Table 4.32	Descriptive statistics for Items in Construct Monitoring	206
Table 4.33	Standardized Factor Loadings for Items in Monitoring	208
Table 4.34	Descriptive statistics for Items in Construct Moderation	208
Table 4.35	Standardized Factor Loadings for Items in Moderation	210
Table 4.36	Correlation between the Latent Constructs	220
Table 4.37	Standardized Regression Coefficients	222
Table 4.38	Standardized Regression Coefficients for Males And Females	227
Table 4.39	Comparison between Constrained and Unconstrained Model for Gender	228
Table 4.40	Standardized Regression Coefficients for Less Experience and More Experience	231
Table 4.41	Comparison between Constrained and Unconstrained Model for Teachers' Experience	233
Table 4.42	Standardized Regression Coefficients for Training	235
Table 4.43	Comparison between Constrained and Unconstrained Model for Teachers' Training	237

Table 4.44	Standardized Regression Coefficients for Field of Specialization (Information Technology And Home Science)	240
Table 4.45	Standardized Regression Coefficients for Field of Specialization (Engineering And Agriculture)	240
Table 4.46	Comparison between Constrained and Unconstrained Model for Field of Specialization	243
Table 4.47	Comparison of Goodness-of-Fit Indices between the Structural and Parsimonious Model	246
Table 4.48	The Frequency of Responses on Issues and Barriers Faced by the Vocational Teachers in Implementing CAMC	249

List of Abbreviations

AGFI	Adjusted Goodness-of-Fit Index
AIC	Akaike Information Criterion
CAMC	Competency Assessment Modular Certification
CBAM	Concern Based Adoption Model
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CI	Confidence Interval
CR	Composite Reliability
DOI	Degree of Implementation
GFI	Goodness-of-Fit Index
MES	Malaysia Examinations Syndicate
MOE	Ministry of Education
RMR	Root Mean Square
RMSEA	Root Mean Square Error of Approximation
SBA	School-based Assessment
SEM	Structural equation modeling
SoC	Stages of Concern
TLI	Tucker-Lewis Index
VE	Variance Extracted
VTE	Vocational and Technical Education

List of Appendices

- Appendix A Synopsis of Vocational Subjects offered in Secondary Academic Schools from 2002 – 2005
- Appendix B Survey Questionnaire
- Appendix C Approval letter for conducting the study from Ministry of Education, Malaysia and State Education Department.