



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**PRACTICES AND CHALLENGES OF CONTINUOUS ASSESSMENT IN
GOVERNMENT SECONDARY SCHOOLS IN KELLEM WOLLEGA ZONE, OROMIA
REGIONAL STATE**

By

TESFA BERISO

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Addis Ababa, Ethiopia

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By

TESFA BERISO

ID NO: - GSR/7562/11

ADVISOR: AMAN WORKU (PH. D)

ADDIS ABABA UNIVERSITY

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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partial fulfilment of the requirement of the Degree of Masters of Arts in Educational Policy
and Planning**

APPROVED BY BOARD EXAMINERS

_____	_____	_____
Advisor	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date
_____	_____	_____
Chairman, Department	Signature	Date

Addis Ababa University

Letter of Approval

This is to certify that the thesis prepared by Tesfa Beriso, entitled: practices and challenges of continuous assessment in government secondary schools in kellem wollega zone, oromia regional state and submitted to Ababa University College of Education and behavioral studies in Partial fulfillment of the requirement for the Masters of Art in Education Policy and Planning that compiles with the regulation of the University and meets the accepted standards with respect to originality and quality.

Name: Tesfa Beriso

Sign: _____

Date: _____

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List of Abbreviations

AfL: Assessment for Learning

AoL: Assessment of Learning

AaL: Assessment as Learning

CA: Continuous Assessment

IEQ: Improving Educational Quality

MOE: Ministry of Education

OECD: Organization for Economic Co-operation and Development

REB: Regional Education Bureau

SPSS: Statistical Package for Social Science

USAID: United States Agency for International Development

WEO: Woreda Education Office

ZEO: Zonal Education Bureau

ABSTRACT

The purpose of this study was to investigate the continuous assessment practice and challenges of government secondary school in Kellem Wollega Zone. For this study, survey research method, descriptive design and simple random sampling techniques were employed. The study involved 8 secondary schools which were randomly selected. A total sample of 391 students, 217 teachers, 8 principals, 13 vice-principals and 4 Woreda education office heads were selected for the study. Data gathering instruments were questionnaire, interview, and observation. The quantitative data analyzed using percentage and frequency; the qualitative data was analyzed using interpretative way. The study result shows low practices of continuous assessment. The indicator of this study result were moderate level of understanding, sometimes include CA in the assessment process, most teachers used test regularly, and most teachers when necessary use continuous assessment tools. In addition the implementation of CA was affected by lack of training, lack of time, large class size and lack of resource. Based on the major findings and conclusion drawn possible recommendations were made: School administrators and WEO are expected to give support and motivation for teachers on the CA and to make conducive environment in the learning process; policy makers, MOE and REB are expected to prepare and give continuous training for teachers and re-designing curriculum for better implementation of continuous assessment.

Key words:-assessment, evaluation, continuous assessment, practice, implementation, challenge, formative assessment, Summative assessment, Secondary school

CHAPTER ONE

1. INTRODUCTION

This section of the study contains background of the study, statement of the problem, objectives of the study, significances of the study, delimitation of the study, limitations of the study, operational definitions of key terms and organization of the study.

1.1. Background of the study

Education is the most efficient tool that the society has to transmit the knowledge, skills, history, technologies and culture of a nation from generation to generation. This huge responsibility of the education system cannot be achieved simply. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include teaching, training, storytelling, discussion and directed research. Education frequently takes place under the guidance of educators; however learners can also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is the wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life (John Dewey).

Assessment takes place in a wide range of contexts in education and for many different purposes. Educational assessment is the process of gathering information about what students have learned in their educational environments. Educational assessment is an ongoing process, ranging from the activities that teachers do with students in classrooms every day to standardized testing, college theses and instruments that measure the success of corporate training programs. Educational assessment is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes, and beliefs to refine programs and improve student learning. Assessment data can be obtained from directly examining student work to assess the achievement of learning outcomes or can be based on data from which one can make inferences about learning. Assessment is often used interchangeably with test, but not limited to tests.

Educational assessment provides the necessary feedback we require in order to maximize the outcomes of educational efforts. It is a means of quality control of determining the level of accountability displayed by stake holders in the industry and also of determining the effectiveness of teaching and learning as well as in finding out student achievement. Greaney and Kellagham (2001) defined assessment as any produce or activity that is designed to collect information about the knowledge, attitude, or skill of the learner or a group of learners. Assessment is therefore a process through which the quality of individuals work or performance is judged.

According to Brown, (1990) assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals. This involves gathering and interpreting information about student level of attainment of learning goals. Assessments also are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support educational programming, or social services. In classroom assessment, since teachers themselves develop, administer and analyze the questions, they are more likely to apply the results of the assessment to their own teaching. Therefore, it provides feedback on the effectiveness of instruction and gives students a measure of their progress. As Brown (1990) maintains, two major functions can be pointed out for classroom assessment: One is to show whether or not the learning has been successful, and the other one is to clarify the expectations of the teachers from the students (Brown, 1990). Assessment is a process that includes four basic components: 1) Measuring improvement over time. 2) Motivating students to study. 3) Evaluating the teaching methods. 4) Ranking the students' capabilities in relation to the whole group evaluation.

Assessment in general and continuous assessment in specific has to become serious components of educational issue. Educational leaders, policy makers, communities and stakeholders often consider assessment result to Judge Student's capacity and teachers' performance. Continuous assessment is a means to improve the success of learners. Continuous assessment practices challenged as a result of poor teaching and poor assessment. Teachers faced these challenges while they assess students' work where they have not enough access to the type of assessment information that will enable them to carry out the assessment perfectly and properly.

Classroom assessment or continuous assessment is part of the routine of classroom activities (Jones, 1998). The teacher designs quizzes, short answer objective tests, portfolios among many

other instruments for investigating students' learning. According to Jones (1998), an ideal educational system would ensure that teachers develop their instructional materials and assessments simultaneously so as to achieve a sound balance between curricula, teaching activities and assessment. Assessment is the process of making judgments about a student's performance on a particular task (Harlan, 1994). Arends (1997) also defined assessment as the full range of information gathered and synthesized by teachers for making decisions about their students.

According to Aggarwal cited in Mwebaza (2010), Continuous assessment (CA) is not simply continuous testing. CA does not only depend on formal tests. CA is more than giving a test; it involves every decision made by the teacher in class to improve students' achievement. CA as only a part of the field of educational evaluation is a method of evaluating the progress and achievement of students in educational institutions (Yoloye, 1991). This means that CA could be used to predict future students' performance in the final examinations and the possible success of individuals at the work place or on a particular job.

Federal Government of Nigeria declared Continuous Assessment for primary, secondary and tertiary schools in 1979 in its National Policy on Education. It was maintained that Continuous Assessment should be practice by teachers at all levels of education. The Federal Government pointed out that CA would achieve the following: (1) give the teacher greater involvement in the overall assessment of his or her pupils, (2) provide a more valid assessment of the child's overall ability and performance, (3) enable teachers to be more flexible and innovative in their instruction, (4) provide a basis for more effective guidance of the child, (5) provide a basis for the teacher to implore his or her instructional methods, and (6) reduce examination malpractices.

The teaching learning process requires continuous follow up and the educational progress of the learners need frequent assessment. According to Alausa (2004), the various dimension of learning activities of the learners should be assessed by various methods. The understanding is that the variety of assessment strengths the quality of education and fulfill the weaknesses each assessment techniques. The practice of CA continues at the higher education of Ethiopia. Policy makers and educational administrators often view assessment scores as a measure of educational quality. Quality of education is related to how well teachers implement CA appropriately and design strategies that enhance the implementation of CA.

However, continuous assessment was introduced because of the problems associated with single assessment called examination. The single assessment only focused on the cognitive behavior of students that is the students' intellectual ability (ability to think and reason). The other aspects of behavior such as affective and psychomotor were not considered. The need to consider all the domains of behavior brought in the lecturing of continuous in the university.

The Ethiopian Education and Training Policy (TGE,1994) states that, "Continuous assessment in academic and practical subjects, including aptitude tests will be conducted to ascertain the formation of all round profile of students at all levels" (p.18). Thus, the Ethiopian teachers' education system, there have been continual changes in the curriculum and teachers' profile since the 1994 education reform of the country. At present, the teacher education program is guided by the TDP (Teacher Development Program) document which is guided by a new view of education that promotes continuous assessment (ICDR, 1999). The document also states that in the teacher education, traditional way of assessing students like giving only final exams has to be replaced by continuous assessment that develops and inculcates higher order thinking skills at different levels of the education system, which is a model. So as a result of this policy, secondary school students are supposed to be assessed using continuous assessment procedures.

Continuous assessment, therefore, can be seen as a means of carrying an assessment formally and informally within the classroom, yet at the same time make valid judgments about a given students' progress within a particular subject area. To this end, it may be safe if one considers Desalegn's (2004:21) concern, which reads: CA is not continuous testing. Giving test every month and accumulating pupils' marks for final grading is an insignificant aspect of the assessment package. CA is a demanding task because it requires a lot of your time, energy, or attention and uses various assessment tools in order to assure the achievement of curricular objectives by each and every student.

Continuous assessment is the most crucial in teaching and learning practice in order to form meaningful learning. This means successful implementation of continuous assessment program could lead to improve standard of teaching- leaning in the school. Every teacher at all level of education particularly at secondary school must operate continuous assessment properly to improve education quality.

1.2. Statement of the Problem

According to MoE (2010), the curriculum of education provides great concentration to continuous assessment. That means the teaching and learning process requires continuous follow up. The implementation of CA has direct relationship with quality education. Because, the academic progress of the students can be measured and evaluated by continuous assessment. Concerning the implementation of CA there are few studies which identify some of the factors that affect the implementation of continuous assessment. For instance, research findings by Tamene Olana (2007) stated that class room conditions, attitude of teachers toward continuous assessment, lack of professional skill in line with the new approach, lack of instructional materials, school facilities, seem to hinder the effectiveness of the implementation of continuous assessment. Research findings by Tamene (2007); lack of time, lack of facilities, teachers knowledge and commitment, class size and attitude of teachers were the major problems of assessing students continuously. Similarly, Derebssa (2004) suggest that the teacher related factors and inadequacy of resources are among the major factors; hindering proper implementation of continuous assessment. And also, Birhanu (2004) indicated that proper handling of student assessment in general and CA in particular at secondary school level in selected high schools are poor and not up to the standard compared to the contemporary assessment system.

Although, CA is said to be effectively implemented and applied when there are variety of assessment mechanisms used by all teachers, as well as to give regular and timely assessment in order to evaluate students' progress and performance in learning. CA is an assessment approach which involves using variety of assessment instruments, assessing various components of learning not only the thinking processes, but also behaviors, personality traits and ability to perform manual activities quickly. It is difficult to judge that always the implementation of CA is successful or effective, and many challenges faced, because it could be affected by many factors. The following conditions are also the reasons which initiated the researcher to undertake this study on this area and subject specifically.

Firstly, from general education quality improvement program (MoE, 2008, p: 6), school facility is one of the important things that require great consideration by all stakeholders in order to solve the problems seen to improve quality education. But there are standard and situation variety

among government secondary schools Kellem Wollega Zone of Oromia regional state. These standard varieties are class size, accessibility of resource, availability of guidelines and teachers load.

Secondly, from my experience some teachers have the problems related to professional skills. These professional skills include lack understanding of continuous assessment and considering continuous assessment as only continuous testing.

Thirdly, research done on CA at secondary school level is very limited in number and from those findings it had seen that there are many problems and the problems are still alive on the area. Moreover from the knowledge of researcher, most teachers seem to lack clear understanding of the concept of CA. A teacher for instance, might interpret CA as continuous testing. This wrong conceptualization of the term would even affect the need to employ variety techniques to assess learners' progress.

Therefore in this study the researcher wants to investigate the current practices and challenges of continuous assessment in government secondary schools of Kellem Wollega Zone of Oromia regional state. Hence, this study would contribute to closing the existing research gap.

The basic research questions of the study would be:

1. How do teacher's and principal's understand continuous assessment in the Selected Secondary Schools in Oromia Regional State at Kellem Wollega Zone?
2. What are the factors affect the implementation of continuous assessment in Selected Secondary Schools in Oromia Regional State at Kellem Wollega Zone?
3. How continuous assessment practiced in the Secondary Schools of Kellem Wollega Zone?

1.3. Objectives of the Study

1.3.1 General objective

The general objective of this study was to assess the practices and challenges of continuous assessment in Selected Secondary Schools in Oromia Regional State in Kellem Wollega Zone.

1.3.2 Specific objectives

In order to attain its purpose the study focused on the following specific objectives:

1. To identify the understanding of teachers' and principal's on continuous assessment in Kellem Wollega Zone Secondary Schools;
2. To assess how continuous assessment is practiced in Kellem Wollega Zone Secondary Schools;
3. To identify the continuous assessment tools being used in Kellem Wollega Zone Secondary Schools;
4. To explore the factors affect the effective practices of continuous assessment in Kellem Wollega Zone Secondary Schools.

1.4. Significances of the Study

The findings of this study would have different significance for the concerned educational partners that are found at various levels. The concerned educational partners are MoE, REB, ZEO, WEO, School administrators, policy makers, teachers and students. Therefore, the advantages of this study could be provide information to higher officials and policy makers about the current status of CA and the areas to be considered in the process of making policy decisions; give information to school principals on how continuous assessment is being carried out in the secondary schools and the mechanisms to make improvements in the area; create awareness to teacher's and principal's and to take shared responsibility for the implementation of continuous assessment; suggest alternative solutions to be used by teachers, students and principals to minimize the problems in the implementation of continuous assessment; and used as an additional source of information for further similar studies.

1.5. Delimitation/Scope of the Study

This research would be more convincing if it has been carried out at regional level. However, because of financial problem and time constraint, it was limited to study the practices of CA in **eight (8)** selected secondary schools out of **fifty one (51)** secondary schools in Kellem Wollega Zone. Moreover, the study is delimited to assess the practices and challenges of continuous assessment.

1.6. Limitations of the study

There were different limitations behind the progress of this research. The following are some to mention: the difficulty of getting relevant locally conducted empirical studies on the implementation of continuous assessment; lack of peace in the area; some of the respondents were negligent to respond the questionnaire and return back on time; the distribution of COVID 19 was the constraints which encountered the researcher.

However, the researcher gone to collect data when there was peace, taking care to COVID 19, appoints the respondents frequently and showing the commitment to complete this study successfully.

1.7. Definitions of Key Terms

Assessment is a process aimed at helping faculty and departments improve student learning through a feedback loop. The process is cyclic and iterative in setting objectives, gathering data, and using the data to make changes that will improve the attainment of the objectives.

Evaluation: An exercise carried out at the end of teaching and learning process to ascertain the extent to which lay down or specified educational objectives have been attained.

Continuous Assessment: is an assessment done formally and informally on a regular and continuous basis. It is integrated with instruction to improve, help, shape and direct the teaching learning process.

Continuous assessment practices: is the implementation of continuous assessment or any activity that was made in relation to continuous assessment implementation.

Practice: - regular acting in the use of continuous assessment.

Implementation is the action that must follow any preliminary thinking in order for something to actually happen.

Challenge: situations or conditions that hinder the operation of continuous assessment.

Formative assessment is a type of CA that focuses on providing information to monitor and guide teaching and learning while learning is still in progress.

Summative assessment is an assessment made at the end of a unit of instruction a semester based on the cumulative progress and achievement of the learners.

Secondary school is a high school or a school of corresponding grade between a primary school and a college or university. It is the place where continuous assessment was practiced.

1.8. Organization of the Study

This research report is organized in to five chapters. The first chapter deals with the introduction which includes background of the study, statement of the study, objectives of the study, significance of the study, delimitations and limitations of the study, operational definitions of key terms and organizations of the study. The second chapter of the study presents a review of related literature on which the study's theoretical framework is based. The third chapter introduces the research methodology, instruments of data collection employed, and procedure of data analysis. The fourth chapter of the study contains data analysis, discussion and results. The fifth chapter contains summary, conclusion and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Definition, Purposes, Characteristics, and Principles of Continuous Assessment

2.1.1. Definition of Continuous Assessment

Assessment is a process of collecting, synthesizing information to assist teachers, parents and other stakeholders in making decision about the progress of learners. It involves gathering and organizing information (evidence of learning), in order to review what learners have achieved. According to Greaney and Kelladhan (2001) state that “assessment is process of obtaining information that is used to make educational decision about students, to give feedback to the students about his or her progress, strengths and weakness or to judge instructional effectiveness and circular adequacy and to inform policy”. This means assessment in education is used to give decisions on the progress of learners to differentiate the strength and weakness; using this process helps to give educational support for the learners.

Continuous Assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding and skills attained by students (USAID, 2003). USAID in its Education Quality Review newsletter explained that teachers make an assessment in a variety of ways over time to allow them to observe tasks and to collect information about what students know, understand and can do. These assessments are curriculum based tasks previously taught in the class. CA occurs frequently during the school year and is a part of regular teacher pupil interactions.

The other definition given by the Ministry of basic Education and Culture of Namibia (1999) showed that when both formal and informal assessments are done on a regular and continuous basis, they are referred to as CA. According to this ministry, the assessment is continuous because it occurs at continuous, following a lesson, usually occurs following a topic and frequently occurs following a theme. CA is the process of gathering information to make decision about the learner, based on what they know and can demonstrate as a result of instruction (Pasigna, 2003). According to Mkhonta (2003), CA is a way of finding out what

pupils' know, understand and can do so as to improve learning. From the above definitions one could infer that CA is an assessment approach that involves the use of variety of assessment instruments for assessing the learning and teaching process to improve students' learning.

2.1.2 Purposes of Continuous Assessment

According to Lambert and Lines (2000) the purposes of assessment are: to provide feedback to teachers and pupils about progress in order to support future learning (the formative role), to provide information about the level of pupil's achievements at points during and at the end of school (the summative role), to provides the means for selecting by qualification (the certification role), and to contribute to the information on which judgment are made concerning the effectiveness or quality of individuals and institutions in the system as a whole (evaluation role).

The purposes of continuous assessments are: (1) It's being guidance oriented, since it will involve data gathering over a long period of time. This could play a vital role in doing diagnosing and remediation of learners' weakness. Teachers and administrations would thus able to assess learners, program and would have time to correct problems and (2) It place teachers at the center of all performance assessment activities. It encourages more teachers' participating in the overall assessment or grading his /her learners. As suggested by Paris et al, (1991) teachers must be given the opportunities to select and review assessments so that they become involve and knowledgeable in the process. Through this approach teachers should be able to integrate assessment and assessment results into instructional practices.

According to Yoloye (1984) CA is a method of evaluating the process and achievement of students in educational institutions. It aims at getting the trust possible picture of each student's ability and helping each student to develop his or her abilities. Moreover it helps to approve learning and to help shape and improve the teaching learning process. In this role CA provides each learner with individual feedback that allows them and their teachers to take actions best suited to improve learning. Furthermore, CA focuses on maintaining learning progress diagnosing learning difficulties while teaching/learning process is being under taken: (i) It also insures healthy acquisitions and development of knowledge and skills by learners, (ii) It helps to identify learner's needs and problems in order to take appropriate remedial measures in the

learning process, (iii) It also provides ongoing feed back to the learners and the teacher regarding success and failure in which specific learning errors could be corrected, and the learner is motivated for further learning activities, (iv) Help parents to be informed about their children's progress and must actively support their children's at home, (v) Help curriculum developers see the level of difficulties and the appropriateness of the curriculum and make necessary improvements and adjustments (Kellghan and Greaney 1992).

2.1.3. Characteristics of Continuous Assessment

Continuous Assessment has four major characteristics which are that it is comprehensive, systematic, cumulative and guidance oriented. The first characteristic of CA is comprehensive nature. The comprehensive nature assesses every aspect of the learners' activities. For instance, it assesses cognitive, affective and psychomotor activities in the learner. Also, in making assessment, it uses a variety of assessment instrument like test, assignment, examination, checklist, rating scale, observation and even the notes the student copies. It ensures that different assessment techniques are employed at different times in the journey for CA system. This will take care of whatever inadequacy that could have been accessed by the students' inability to maximally express their ability when a specific assessment technique (e.g. test) is used. For example, a student who has phobia for test could make up for his/her inadequacy in other activities like project or take-home assignment.

Secondly, the systematic nature is another characteristic of CA. It is systematic in the sense that it requires concentrated planning which predetermines every action in the assessment process. So, teachers specify well in advance what should be assessed, the time of assessment, varieties, and types of assessment (class, tests, essays, quizzes, projects, and assignments). The teacher should also specify the criteria for assessment. The implication of all these is that there should be a plan to produce a programme of assessment.

The third of the characteristics of CA is its cumulative nature. The cumulative nature of CA necessitates that the average CA system of every student in a particular session is carried over to the next class level till the last class of the school level. This is to ensure that the students are not put under the challenge of any teacher who may not be direct in the administration of CA for any particular school term. The performance of any student could vary overtime due to a number of

reasons not identified here, this shortcoming could be overcome by the determination of average CA system of other terms or session since the intention of assessment is not to make students fail but to have a valid basis for the classification of students into various ability levels.

The fourth feature of CA is that which makes it guidance oriented. It is expected that feedback is obtained after every assessment activity in the school. This feedback is to guide the learner in identifying the areas where he/she needs to try more so as to improve his/her performance. The feedback also serves as 'eye-opener' to the parents if the concerned students in terms of students' progress in the school. Whenever such reports are obtained by the teacher, he/she is expected to identify areas of students' strength and areas of weaknesses. The teacher is expected to facilitate the association of the areas of students' strength in learning and at the same time plan remediation for the modification of the areas of weaknesses.

2.2. Modern Views of Continuous Assessment

2.2.1 Assessment for Learning (AfL)

Now a day, emphasis of curriculum assessment shifts from summative (assessment of learning) to formative assessment (assessment for learning) to meet the dynamic needs of learners. Thus, in assessment for learning, teachers use assessment as an investigating tool to find out as much as they can about what their students know and can do, and what confusions, preconceptions, or gaps they might have. Therefore, investigation results provide the basis for determining what teachers need to do next to move student learning forward.

In this regard, Okas(n.d.) resist that: Assessment for Learning shifts the emphasis from summative to formative assessment, from making judgments to creating descriptions that can be used in the service of the next stage of learning. Teachers craft assessment tasks that open a window on what students know and can do already and use the insights that come from the process to design the next steps in observation, worksheets, questioning in class, student-teacher conferences or whatever mechanism is likely to give them information that will be useful for their planning and teaching. Marking is not designed to make comparative judgments among the students but to highlight each students' strengths and weaknesses and provide them with feedback that will further their learning. In reality, it is through classroom assessment that

attitudes, skills, knowledge and thinking are raised, cultivated and accelerated or stifled (Hynes, 1991 cited in Okas, n.d.).

Therefore, Assessment for Learning is all about informing learners of their progress to empower them to take the necessary action to improve their performance. Teachers need to create learning opportunities where learners can progress at their own step and undertake association activities where necessary. Assessment for Learning strategies should be implemented in such a way that quality feedback provided to learners based on, for example, an interim assessment decision, will help to challenge the more able learner to reach new levels of achievement and, in doing so, reach their full potential. The individuality of feedback, by its very nature, has the facility to support weaker learners and challenge more able learners.

2.2.2 Assessment of Learning (AoL)

Assessment of Learning is the predominant kind of CA in schools. According to Okas (n.d.), the purpose of AoL is summative, intended to certify learning and report to parents and students about students' progress in school, usually by signaling students' relative position compared to other students. AoL in classrooms is typically done at the end of something (eg, a unit, course, a grade, a program) and takes the form of tests or exams that include questions drawn from the material studied during that time. Okas (n.d.) also claimed that AoL is a kind of assessment that still dominates most classroom assessment activities with teachers firmly in charge of both creating and marking the test. Thus, a strong emphasis is placed on comparing students, and feedback to students comes in the form of marks or grades with little direction or advice for improvement.

2.2.3 Assessment as Learning (AaL)

AaL emphasizes the role of the student, not only as a contributor to the assessment and learning process, but also as the critical connector between them. Students, as active, engaged, and critical assessors, can make sense of information, relate it to prior knowledge, and master the skills involved. It occurs when students personally monitor what they are learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in

what they understand (Okas, n.d.). AaL is an approach where students are their own best evaluators.

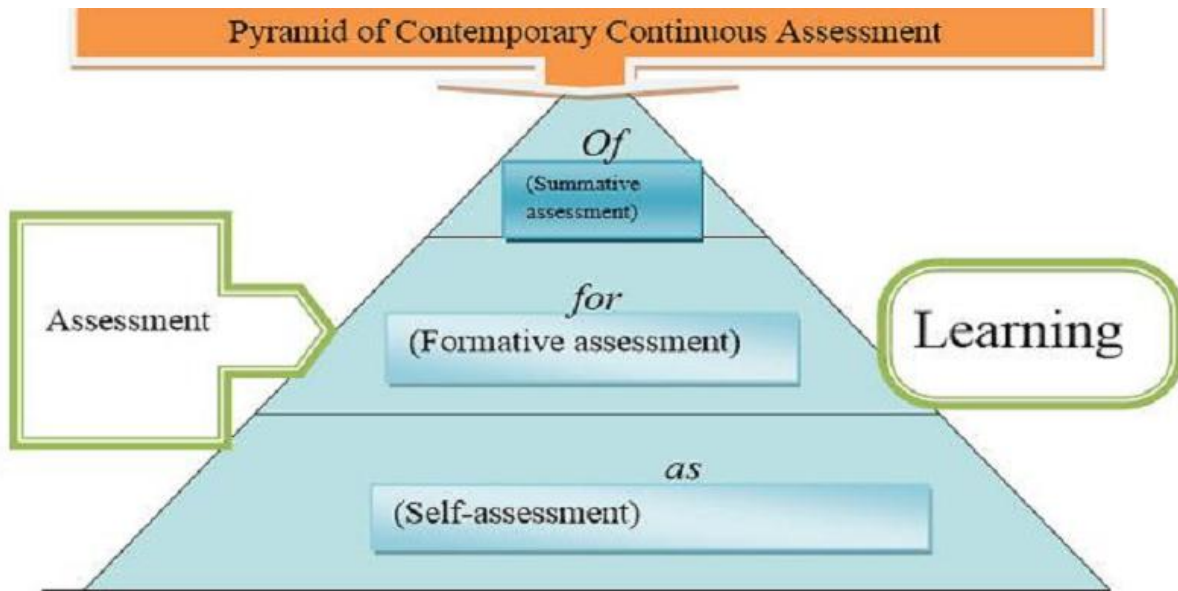


Figure 1: Pyramid of Current Continuous Assessment

Therefore Assessment for Learning was more practical when the three models of assessment compared. Because Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard. The benefits of AFL were it improves learner outcomes, it increases confidence, it increases independence, and it changes the culture of the classroom.

2.3. Problems in Implementing Continuous Assessment in Schools

There are many problems that have been faced when it comes to implementing CA in schools. Some of these problems are: (1) Finance- The major problems to the successful implementation a CA is lack of funds; (2) Adaptation to Change- Since the programme of CA is new the tendency is there for teachers to resist the idea behind the programme tactically because it is radical departure from the formal practice; (3) Training of Teachers- The random way of implementing the programme in schools is as a result of lack of adequate training of teachers; (4) Mode of Operation- Due to lack of adequate training on the part of teachers, the implementation of CA is carelessly handled; (5) Record Keeping- The successful outcome of assessment depends on

careful keeping of accurate records; (6) Overpopulation- There are cases whereby pupils are overpopulated. In such a case, it will be practically difficult for teachers to conduct accurate assessment; (7) Over concentration in written test- Some teachers are of the wrong view that CA is synonymous to continuous written test; (8) Uniformity- There is also the problem of ensuring a uniform format of CA in all schools.

2.4 African Countries Experience of Continuous Assessment

2.4.1 Continuous assessment in Nigeria

The origin of continuous assessment in Nigeria education system is trace to 1977, when there was an outbreak of examination malpractice due to the widespread leakage of West African Examination Council's (WAEC) questions (Gbenda, 2008). With regards to this, the federal government set up the Segbetun Commission to investigate the matter. It was found that WAEC workload was beyond its capacity to conduct hitch-free examinations, since it was the only examining body in the British West African region. Besides, it aimed at assessing only the cognitive domain, grading learners and issuing certificates. The commission then recommended among others that continuous assessment should be introduced to complement, supplement or enhance the single shot final examination, which was usually done at the end of a course of study. Not only that but also continuous assessment should cover the three domains (cognitive, psychomotor and affective) of educational objectives. In response to the above recommendations, continuous assessment was introduced into Nigerian education system in the 1980s (Akem and Aduloju, 2003).

By incorporating continuous assessment into the Nigeria education system, it is intended and expected to bring about better judgment of the learners, teachers and learning processes, which should in turn, improve the entire education enterprise. The introduction of Continuous assessment into Nigerian system of education has influenced it in the followings ways:

1. Brings about better judgment of learners: with several samples of an individual, a more coherent, authentic, reliable aggregate of the learner is obtained. This is because continuous assessment takes care of the total man by the use of both test and non-test measures to evaluate learner's cognitive, affective and psychomotor abilities. Thus, with the wide coverage of

assessment in both curricular and co-curricular activities, a truer picture of the learners is obtained and presented leading to rational decisions.

2. Facilitates guidance and counseling services: Just like a mirror, the use of continuous assessment results in permitting the learners' characteristics to be discovered. Thus, their strengths and weaknesses are exposed in the course of learning. The discovery of this helps the teacher to provide suitable guidance and remediation as the case may be. Besides, better career guidance is offered and much more rational decisions are made.

3. Enables self-assessment of the teachers: the introduction of continuous assessment into Nigeria education system helps the classroom teacher who is the actual curriculum implementer to evaluate him/herself from time to time whether the instructional methods used are yielding the desired results or not. With the outcome of students' continuous assessment, the teacher is able to improve on his areas of weakness or capitalize on his strengths.

4. Reinforces learning: on the part of students, feedbacks from continuous assessment help the weak learners to sit up in order to avoid failure in subsequent tests or final examinations. Meanwhile, the students who performed well are motivated to do better in the subsequent tests or examinations.

5. Reduces examination malpractice: the level at which misconduct regarding examination in Nigerian schools would have been is reduced by the introduction of continuous assessment. This is because final examinations at the end of a term, semester or course of study as the case may be are no longer the sole determinants of the grade or certificate which one graduates with. Thus about 30%-40% is dedicated to several samples of individual's assessment (Mondo, Itikpo, Agah and Agi, 2011).

6. Ensures a dynamic balance between education and the learner: Education is a dynamic and continuous process. With the use of continuous assessment, this balance is maintained. The human traits that are measured are somewhat unstable and change with human growth, development, time, needs and circumstances.

7. Aids classification of students: With the aid of continuous assessment results, the teacher can easily classify his students. This classification could be: above average, average and below

average students. This helps the teacher to mix them effectively during class activity or give them tasks in relation to their abilities.

8. Helps teachers' prediction of students' performance: The use of several samples of the learners enables the teacher to easily predict what would likely be the future performance of his students- whether success or failure.

9.Reduces learners' stress and anxiety in examination: Students who are to be nervous or dubious during examination become less anxious and less worried due to the fact that part of the raw scores from the examination to be taken have been scored from continuous assessment (Akem, 2008).

2.4.2 Continuous assessment in Malawi

High dropout rates, overcrowded classrooms and poorly trained or untrained teachers characterized Malawi's education system after free primary education was introduced in 1994 by 1999 USAID –funded study by the improving education quality (IEO) project confirmed that pupils in grade3 did not have basic literacy and numeric skills. USAID partnered with the Malawi ministry of education science.

In these more universal models, teachers prepare and administer tests on somewhat regular basis in order to find out what pupils know and can do. Pupils mark or scores on these examinations are combined and averaged, they are assigned a rank or position in the class and they are promoted or retained based on these marks. To this study, the above practices continued year after year. Teachers were constrained by tradition, large class, limited resources, and their own training. In Malawi, assigning pupils a rank or position in class beginning in primary standard one is the strong tradition, an expected outcome of assessment (miskle, Schmidt and Santhe, E, .2003).

2.4.3. Continuous assessment in Zambia

In Zambia, CA is defined as an on-going, diagnostic, classroom-based process that uses a variety of assessment tools to measure learner performance. The objectives of the CA programme are twofold in Zambia: firstly, to promote the use of formative assessment so as to improve the

quality of learning and teaching and secondly, to establish a regular system of managing cumulative pupils' performance marks for purposes of using them in combination with final examination marks for selection and certification (Zambian MOE, 2008).

There has been an increasing criticism in the educational field on high stakes examination of having damaging effect on student learning and that it should be reduced to a minimum. Because formative assessment if properly implemented in schools is a powerful means to improve student learning.

2.4.4. Continuous Assessment in Namibia

According to the Ministry of Education and Culture (1993) of Namibia, the main objective of CA in Basic Education is to develop a reliable picture of each individual learner's progress and level of achievement in relation to minimum competencies specified in the subject syllabuses.

According to Plessis (2003), some of the achievements scored through the reform of assessment policy and practice include: The democratization of the monitoring and assessment exercise through which various stakeholder platforms have been created; numbers in service training initiatives to manpower the implementers. In fact, some implementers have become experts in handling the issues under discussions and initiatives to empower the learners through learner centered methodologies and so on.

In assessment policy and procedures the reports by Directorate of national examination and assessment (DNEA, cited in Plessis (2003) should that short comings related to assessment include: Lack of understanding the policy guidelines by some implementers; lack of proper control and supervision mechanisms, especially at school and regional levels; inability of some teachers to understand how continuous assessment feedbacks can be used in classroom practice better and reluctance of learners to simply participate in or do continuous assessment tasks.

2.4.5. Continuous assessment in Ethiopia

Research findings by Birhanu (2004) indicated that proper handling of students assessment in general and continuous assessment in particular at high school level in selected high school is poor and not up to the standard compared to contemporary assessment system. In his findings further indicated that, major problems in implementing continuous assessment includes;

awareness about the techniques and procedures, guidelines/directives, in adequate preparation of teachers, technical support, unmanageable large class size, adequate learning materials, adequate supervisors who can guide practitioners, students motivation and learners negative attitudes towards the project and assignments.

Research findings by Mulu (2005) indicated that the benefits of assessing students continuously and using in different strategies rather than giving explanation, as a onetime final examination or test does not bring a complete or true picture of students' performance including the higher order thinking skills. Therefore, it is very important to assess learners regularly and continuously to prove their achievement and performance in different aspects of their learning instead of simply giving tests and examination, which cannot assess the entire complex learning outcomes.

Similarly, the Ethiopian Education and Training Policy(1994:9) states that, "Continuous assessment in academic practical subjects including aptitude tests could be conducted to ascertain the formation of all rounded profile of students at all level." Thus including continuous assessment in the plan properly and implement for the purpose of assessing students' performance and progress in order to improve teaching and learning.

Generally, the experience obtained on continuous assessment of different African countries were to provide a more valid assessment of the child's overall ability and performance and provide a basis for more effective guidance of the child; to find out what pupils know and can do; to use for developmental role; to improve the quality of learning and teaching; to enhance the quality of the non-formal education experience and to learn what students were and were not mastering in the curriculum; to develop a reliable picture of each individual learner's progress and level of achievement; to the higher achievement of students and to assessing students' performance and progress in order to improve teaching and learning.

CHAPTER THREE

3. RESEARCH DESIGN AND METHOD

3.1 Research Design

The purpose of this study was to investigate practice and challenges of continuous assessment in government secondary schools. To accomplish this, a descriptive research design was employed. Descriptive research designs help provide answers to the questions of who, what, when, where, and how associated with a particular research problem; a descriptive study cannot conclusively ascertain answers to why. Descriptive research is used to obtain information concerning the current status of the phenomena of practices and challenges of continuous assessment and to describe "what exists" with respect to conditions in a situation.

3.2. Research Method

The researcher used survey research method. Survey research involves collecting data to answer questions about people's opinions on the practices and challenges of continuous assessment. Survey research requires the collection of standardized, quantifiable information from all members of a population or of a sample. To obtain comparable data from all participants, the researcher must ask them each the same questions.

Therefore Survey research requires attention to the selection of an adequate sample and an appropriate instrument.

3.3. Data Sources

To have a real source of data in the process of the study is unquestionable to address the basic questions. So having thick and valuable data, both primary and secondary sources of data were used in this study.

3.3.1. Primary Sources

Primary sources were principals, vice-principals, secondary school teachers, secondary school students and woreda education office heads. Primary sources help the researcher to get direct information about the issue in study.

3.3.2. Secondary Sources

Secondary data was obtained from documents. In this regard, an assessment of documents related to the areas of the study was consulted at the selected secondary schools. These documents include student mark list, teachers' daily assessment report, teachers' annual plan and other important documents.

3.4. Population, Sample and Sampling Techniques

Population is an entire collection of people or things that we are interested in, which we wish to predict. The research was held in government general secondary school in Kellem Wollega zone of Oromia regional state. This zone is found in Oromia regional state to the west of the country 650km far away from Addis Ababa. In this zone, there are twelve (12) Woredas. Totally, there are fifty one (51) secondary schools in the zone. The researcher randomly selected eight (8) secondary schools from four (4) woredas of the zone.

Table 1: Population of students and teachers

No	Woreda/Town	Name of Secondary School	Students			Teachers		
			M	F	T	M	F	T
1	Dambi Dollo	Lafto	948	910	1858	36	14	50
		Kellem	2490	2347	4837	83	25	108
2	Dale Sedi	Haro Sebu	1163	1036	2199	36	14	50
		Dale Sedi	993	824	1817	51	5	56
3	Hawa Gelan	Burayu	956	771	1727	43	8	51
		Gelan	944	707	1651	33	2	35
4	Sayo	Jahan Sayo	1071	961	2032	60	19	79
		Gudina Sayo	934	839	1773	45	4	49
Total			9499	8395	17894	387	91	478

Source: Kellem Wollega Zone Education Office 2012 E.C

The researcher uses simple random sampling technique in order to reduce biased cross selection of population. The intent of simple random sampling is to choose individuals to be sampled who could be representative of the population. So, any bias in the population could be equally distributed among the sample. The researcher was randomly selecting two secondary schools from each woredas in order to see status of the practices and challenges of continuous assessment since the researcher took the assumption their status can be different. From the stated sample secondary schools the researcher uses sample determination formula.

A 95% confidence level and $p=0.5$ assumed the formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where n = the sample size,

N =the population size and

e =the level of precision (the sampling error of 5%=0.05)

So by applying this formula, we can determine the sample size.

For example, using this formula calculate sample size of students.

$$n = 17894 / 1 + 17894 (0.05)^2$$

$$n = 17894 / 1 + 17894 (0.0025)$$

$$n = 17894 / 1 + 17894 (0.0025)$$

$$n = 17894 / 1 + 44.735$$

$$n = 17894 / 45.735$$

$$n = 391.3$$

$$n = \underline{\underline{391}}$$

Table 2: Sample size and sampling techniques

No	Woreda/Town	Secondary School	Students			Teachers			Principals			Vice principals			WEO		
			Population	Sample	% of Sample	Population	Sample	% of Sample	Population	Sample	% of Sample	Population	Sample	% of Sample	Population	Sample	% of Sample
1	Dambi Dolo	Lafto	1858	40	2.2	50	23	45	1	1	100	1	1	100	1	1	100
		Kellem	4837	106	2.2	108	49	45	1	1	100	2	2	100			
2	Dale Sedi	Haro Sebu	2199	48	2.2	50	23	45	1	1	100	2	2	100	1	1	100
		Dale Sedi	1817	40	2.2	56	25	45	1	1	100	2	2	100			
3	Hawa Gelan	Burayu	1727	38	2.2	51	23	45	1	1	100	2	2	100	1	1	100
		Gelan	1651	36	2.2	35	16	45	1	1	100	1	1	100			
4	Sayo	Jahan Sayo	2032	44	2.2	79	36	45	1	1	100	2	2	100	1	1	100
		Gudina Sayo	1773	39	2.2	49	22	45	1	1	100	1	1	100			
Total	4	8	17894	391	2.2	478	217	45	8	8	100	13	13	100	4	4	100

Source: Kellem Wollega Zone Education Office 2012 E.C

3.5. Data Collection Instruments

The instruments used for data collection was determined by the needs of a given research and research questions. Both quantitative and qualitative data was collected using different data collecting instruments. Among these, questionnaire, interview, observation and document analysis will be employed for the study to collect primary and secondary data.

3.5.1 Questionnaire

For this study, questionnaire is the important data collecting instrument. It was used as the data collecting instrument to get sufficient primary data. Both open-ended and close-ended questions

were developed for teachers and students. The questionnaire is selected not only because it is the most common data gathering tool, but also it helps to collect a great deal of information within the time limit and help to reach large group of research subjects Kothari, (2004). Self-developed questionnaire was prepared for teachers and students separately. The sources of questionnaires have been from research questions. The questionnaires have four sections and were not being identical for both groups of participants. The questionnaires have been prepared in English for teachers; the questionnaire for students have been prepared in English & translated to Afan Oromo in order to express their idea in detail. Total of 608 questionnaires have been distributed and collected from students and teachers by the researcher in each school selected.

3.5.2 Interview

The other instrument used for the collection of primary data for the study is an interview. It is helpful to supplement the information gathered, through other instruments, as well as for the clarification of some amazing information. Therefore, a face-to-face communication was held with principals, vice-principals and woreda education office heads.

Table 3: Activities of Interview

Participants	Number of participants	Languages of Interview	Time for each interview	Place of interview
Principals	8	Afan Oromo	20min	School
Vice-principals	13	Afan Oromo	20min	School
Woreda education office heads	4	Afan Oromo	20min	Zone
Total	25	Afan Oromo	6hr &40min	

3.5.3 Observation

For this study, observation is another important data collecting instrument. Using this instrument class activity was observed. Observation used because observational data help the researchers to see directly what teachers do in the classroom. The researcher develops observation checklist which include measurements i.e. low=1, medium=2 and high=3. Observation allows gathering data on behaviors and phenomena without having to trust on the honesty and accuracy of respondents.

3.5.4. Document Analysis

In addition to the above instruments of data collection, document analysis was used to gather secondary data. Essential documents, like schools plans for the practices of continuous assessment, student mark list, teachers' daily assessment report, teachers' annual plan and other relevant documents were analyzed.

3.6. Validity and Reliability of Instruments

To determine the validity of instruments the researcher considered to choose appropriate methods of measurement, and to use appropriate sampling techniques. And also high reliability is one indicator that a measurement is valid. If a method is not reliable, it probably isn't valid. Again to determine the reliability of instruments a pilot study was made in schools that did not participate in the actual study. Therefore, the researcher was selecting Kellem Preparatory school as a pilot school. The researcher used Cronbach's alpha coefficient (α) to measure internal consistency of questionnaire. The study obtained α_1 for scale prepared to measure the understanding of continuous assessment, α_2 for scale prepared to measure the practices of continuous assessment, α_3 for scale prepared to measure the implementation of continuous assessment, α_4 for scale prepared to measure the factors affect the use of continuous assessment.

Table 4: Reliability test results

No	Components	Number of Questions	Cronbach's alpha coefficient (α)	
			A	Values of α
1	The understanding of CA	6	α_1	0.96
2	The practices of CA	6	α_2	0.93
3	The implementation of CA	12	α_3	0.90
4	The factors that affect implementation of CA	1	α_4	0.97
Total		25	α_4	3.76

The average values of α is equal to 0.94. According to Cronbach's alpha the value of α greater than or equal to 0.7 is acceptable. Therefore this result helps the researcher to distribute the questionnaire.

3.7. Procedure of Data Collection

Before beginning of the study, permission to conduct the study was required from principals of the selected secondary schools where the study was carried out. Then, the participants' agreement was required and obtained. Four instruments were used in the study, namely: questionnaires, interviews, observations and document analysis. Two sets of questionnaires were administered. One set of questionnaires was administered to teachers and the second one was administered to students. Altogether 391 questionnaires were distributed to students and 217 questionnaires distributed to teachers. Questionnaires were prepared in English language for teachers but for students will be prepared in Afan Oromo to overcome the problem of understanding and for free expression of ideas. The distribution, continuous follows up, and the collection of questionnaire was made by the researcher himself.

Interviews were prepared and given to: 8 principals, 13 vice principals and 4 Woreda education office heads. The interviews were used because of their advantages over questionnaires especially to allow the researchers to investigation for particular responses, explanations and validations of information from the respondents.

Additionally conducting through observations allows gathering data on behaviors and phenomena of information to trust on the honesty and accuracy of respondents. The researcher used SPSS version 24 and finally the collected data was analyzed.

3.8. Methods of Data Analysis

The data gathered using questionnaire was tallied and systematically organized to identify frequencies of responses from each participants. The response given from each participant was entered into SPSS. Then quantitative data collected was analyzed using percentage and frequency, whereas the qualitative data collected was analyzed using interpretative way. Finally, summary, the major findings, conclusion and recommendations were drawn.

3.9. Ethical considerations

Concerning ethical issues appropriate to the expected research, respondents or subjects are protected by absolute privilege. This is by virtue of their profession as well as freedoms to engage in public debate for development. Given that social research constantly engages human subjects, ethical concerns shall therefore take precedence over all else. The research shall carefully avoid any methodology that limits on dishonesty as the way to gaining access to information. In other words, ethical principles and rules of conduct concerning human subjects shall strictly apply in this case.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation and analysis of data collected from groups of participants using questionnaire, interview and document analysis. The questionnaire was managed to teachers and students, whereas the interview was conducted with principals, vice principals and woreda education offices at the selected secondary schools.

4.1 Background of Participants

A total of 608 questionnaires were distributed to the participants. For the participants 217(35.69%) and 391(64.31%) of the questionnaires to teachers and students respectively.

4.1.1. Background information of teacher participants

As illustrated in Annex 1, the background information of teacher, attached at the back side of this paper. Concerning their sex, majority of them, 169 (77.9%) of the participants were male teachers and 48 (22.1%) of them were females. This indicates the proportion of employed male and female teachers were not matched.

About the age category of participants, majority, 153(70.51%) of the participants were at the age group of 26-35years. This shows the teaching learning activity was carried out by experienced teachers. With regard to the level of educational qualification, majority of the teachers 185 (85.3%) were first degree holders. This is the encouraging factor which enables the continuous assessment practice with essential knowledge. Regarding their teaching grades majority of the participants 104 (47.93%) were teaching grade 10 & 11. Concerning subject of thought 84 (38.71%) was teaching English, Maths & Physics. Moreover, 138 (63.4%) teacher respondents had 6-15 years' service.

Regarding the teachers' workload, 117(53.9%) of the teachers have 16-21 teaching load per week. This implies in the research area (Oromia Kelleme Wollega Zone) teachers has no such work load which hinders them to practice the continuous assessment in their school. In general the general information of the respondents to get the necessary data from different age group and work experience.

4.1.2. Background information of student participants

As shown in Annex 2, the background information of student participants. It emphasizes on school, sex, age and grade level of students. As we can see from the table 154 (39.4%) were gathered from Kellem & Haro Sabu Secondary School, 204 (52.2%) male and 187(47.8%) female students were partaken in the research process. Regarding their age, 311(79.54%) of students were in the age group of 17-20. This shows that the researcher gets necessary information from student participants.

4.2. Understanding of Continuous Assessment

The response of teacher and student respondents on the questionnaire prepared to measure how they understood about continuous assessment.

Table 5: Teachers level of understanding about CA

No	Question items	Alternatives	Teachers' response	
			Frequency	%
1	Why teachers use continuous assessment?	To assess and improve students' learning activity	139	63.5
		To identify how much the students understand the content	69	31.5
		To improve the students participation	9	4.1
		Total	217	100.0
2	What is your level of understanding about continuous assessment?	High (3)	14	6.4
		Moderate (2)	192	87.7
		Low (1)	11	5.0
		Total	217	100.0
4	How often do you include your students in the assessment	Always (4)	30	13.7
		Sometimes (3)	183	83.6
		Rarely (2)	4	1.8
		not at all (1)	0	0
		Total	217	100.0
5	Which of the following CA techniques do most teachers use regularly?	Homework	23	10.5
		Group work	29	13.2
		Project work	12	5.5
		Oral questions	18	8.2
		Tests	135	61.6
		Total	217	100.0

As shown in table 5, participants were asked the use of continuous assessment. Thus, 139(63.5%) of teacher respondents confirmed that continuous assessment was used to assess and improve students' learning activity. However, 192 (87.7%) of teacher respondents confirmed that teachers have moderate level of understanding about continuous assessment.

In addition, 183 (83.6%) most teachers sometimes include students in the assessment process. Therefore, 135 (61.6%) most teachers had used tests regularly as CA techniques. This affects the continuous assessment practice to implement teaching & learning activity.

According to Aggarwal cited in Mwebaza (2010), Continuous assessment (CA) is not simply continuous testing. CA does not only depend on formal tests. CA is more than giving a test; it involves every decision made by the teacher in class to improve students' achievement.

Table 6: Continuous Assessment Techniques

No	CA methods	Response rating scale	Participants			
			Teachers Frequency	%	Students Frequency	%
6.1	Homework	Use always (3)	51	23.5	131	33.5
		When necessary(2)	161	74.2	255	65.2
		Do not use (1)	5	2.3	5	1.3
		Total	217	100.0	391	100.0
6.2	Classwork	Use always (3)	50	23.0	71	18.2
		When necessary(2)	162	74.7	311	79.5
		Do not use (1)	5	2.3	9	2.3
		Total	217	100.0	391	100.0
6.3	Assignment	Use always (3)	31	14.3	45	11.5
		When necessary(2)	186	85.7	289	73.9
		Do not use (1)	0	0	57	14.6
		Total	217	100.0	391	100.0
6.4	Observation	Use always (3)	41	18.9	49	12.5
		When necessary(2)	144	66.4	83	21.2
		Do not use (1)	32	14.7	259	66.2
		Total	217	100.0	391	100.0
6.5	Oral questions	Use always (3)	83	38.2	70	17.9
		When necessary(2)	118	54.4	110	28.1
		Do not use (1)	16	7.4	211	54.0
		Total	217	100.0	391	100.0
6.6	Project work	Use always (3)	16	7.4	48	12.3
		When necessary(2)	165	76.0	255	65.2
		Do not use (1)	36	16.6	88	22.5
		Total	217	100.0	391	100.0

As it is shown in Table 6, the use of homework, 161 (74.2%) teachers responded home work is used when necessary in assessing students' activity. In other way 255 (65.2%) students replied as they use homework when necessary in assessing students learning.

Concerning class work, participants were asked how often teachers were use class work in assessing students learning. Thus, 162 (74.7%) teachers use class work when necessary to assess the students learning. In the same way 311 (79.5%) of students replied that teachers use class work when necessary in the method of assessment.

About assignment, 186 (85.7%) teacher participants and 289 (73.9%) student participants respectively replied assignment is used when necessary in measuring students learning. Regarding the use of observation, participants were asked how observation is used in assessing students learning. Thus, 144 (66.4%) teachers replied observation is used when necessary in assessing students learning. About 259 (66.2%) students answered that do not use observation in assessing students learning.

Concerning the use of oral question, 118 (54.4%) teacher participants and 64(32.48%) of student participant replied that oral question is used when necessary and do not use respectively in assessing students' progress. Regarding project work, 165 (76.0%) teacher respondents and 255 (65.2%) student respondents respectively replied that project work is used when necessary as assessment techniques in teaching and learning.

The finding in the table 6 indicated that homework, classwork and assignment items were used sometimes as continuous assessment techniques in the teaching and learning process in the selected secondary schools of Oromia region Kellelem Wollega Zone.

Regarding the tools of continuous assessment replied by student participants, tools like homework, classwork, group work and test had often been used tools of continuous assessment; tools like exam and assignment had been sometimes used tools of continuous assessment; project work replied rarely used tools of continuous assessment; finally the rest tools like presentation, oral questions, observation and interview replied not at all used tools of continuous assessment.

4.3. Implementation of Continuous Assessment

The following table gives the response of teacher and student participants on the questionnaire prepared to measure the level of implementation of continuous assessment.

Table 7a: Practices of continuous assessment responded by teachers

No	Item	Alternatives	N	%
7	How often do you integrate continuous assessment techniques into your lesson plan?	Always	43	19.8
		Sometimes	164	75.6
		Rarely	10	4.6
		Not at all	0	0.0
		Total	217	100.0
8	When you use continuous assessment in your lesson plan	Always	47	21.7
		Sometimes	158	72.8
		Rarely	12	5.5
		Not at all	0	0.0
		Total	217	100.0
9	If continuous assessment is being practiced in your class, in which subject/s it is better exercised?	Mathematics	19	8.8
		Languages	21	9.7
		Sciences	18	8.3
		All	159	73.3
		Total	217	100.0
10	If continuous assessment is being practiced in your class, what is the trend of feedback system (e.g., returning of test papers)?	Always provided	40	18.4
		Sometimes provided	173	79.7
		Never provided	4	1.8
		Total	217	100.0

Table 7b: Practices of continuous assessment responded by students

No	Item	Alternatives	N	%
7	How often do your teachers integrate continuous assessment techniques?	Always	36	9.2
		Sometimes	114	29.2
		Rarely	188	48.1
		Not at all	53	13.5
		Total	391	100.0
8	When you use continuous assessment?	Always	45	11.5
		Sometimes	108	27.6
		Rarely	185	47.3
		Not at all	53	13.6
		Total	391	100.0
9	If continuous assessment is being practiced in your class, in which subject/s it is better exercised?	Mathematics	146	37.0
		Languages	47	11.9
		Sciences	30	7.6
		All	168	42.5
		Total	391	100.0
10	If continuous assessment is being practiced in your class, what is the trend of feedback system (e.g., returning of test papers)?	Always provided	31	7.9
		Sometimes provided	251	64.2
		Never provided	109	27.9
		Total	391	100.0

As shown in Table 7a above, 164 (75.6%) teacher participants replied that continuous assessment sometimes integrated in the lesson plan. Concerning when you use continuous

assessment in your lesson plan asked by teacher participants, 158 (72.8%) responded that continuous assessment is used sometimes in the lesson plan.

Regarding item 9, continuous assessment is being practiced in the class, the subject/s it is better exercised 159 (73.3%) is better exercised by all subjects like Mathematics, Languages and Sciences. About 173 (79.7%) teacher participants replied that the continuous assessment trends of feedback system were sometimes provided in the class is being practiced.

Similarly as shown in Table 7b above, 188 (48.1%) student participants replied that continuous assessment techniques rarely integrated by our teachers. Concerning when you use continuous assessment asked by student participants, 185 (47.3%) responded that continuous assessment is used rarely in the learning process.

Regarding item in which subjects continuous assessment is being practiced in your class, continuous assessment is being practiced in the class, the subject/s it is better exercised 168 (42.5%) is better exercised by all subjects like Mathematics, Languages and Sciences. About 251 (64.27%) teacher participants replied that the continuous assessment trends of feedback system of were sometimes provided in the class is being practiced.

Continuous assessment is said to be efficiently implemented when there are variety of assessment techniques used by all teachers, as well as to give regular and timely assessment in order to measure students' progress and performance in learning. Hence, depending on the nature of subject, the assessment techniques to be used vary from one subject to the other even in the same subject between different unit content. As said by Gray C: et al. (2004) on his part argued that there are a number of types of assessments, which can be appropriate for different assessment techniques. These assessment techniques are: - Class assignments, interviews, peer reviews, portfolios, test, class-work, homework, project, observation, interview, questionnaire, speaking test, survey of student services, focus groups, case study, mid-term test, final test in a course, and examination. In recognition of this fact, teachers and students were asked about assessment mechanisms how frequently and which were used by them.

Table 8: Level of agreement of continuous assessment practices responded by teachers

No	Item	SA		A		U		DA		SDA	
		N	%	N	%	N	%	N	%	N	%
11	CA improves students learning	113	52.1	92	42.4	6	2.8	6	2.8	0	0.0
	CA allows teachers to see the progress of students	119	54.8	88	40.6	6	2.8	4	1.8	0	0.0
	CA is considered as giving tests repeatedly	9	4.1	56	25.8	9	4.1	127	58.5	16	7.4
	After assessment teachers give rapid feedback	39	18.0	48	22.1	12	5.5	103	47.5	15	6.9
	Teachers continuously support students with learning difficulties by using CA	43	19.8	129	59.4	28	12.9	14	6.5	3	1.4
	Teachers used different techniques like homework, project, self-assessment, etc regularly to assess students	51	23.5	137	63.1	18	8.3	10	4.6	1	0.5
	Teachers assess the students' progress in their day to day activities	34	15.7	48	22.1	13	6.0	110	50.2	12	5.5
	The students' achievement is regularly reported to parents	15	6.9	37	17.1	30	13.8	119	54.8	16	7.4

As shown from Table 8 above first item of question no 11, 113 (52.1%) teacher respondents replied that CA strongly agree (SA) improves students learning. Concerning how CA allows teachers to see the progress of students, 119 (54.8%) teacher participants answered that CA strongly agree (SA) allows teachers to see the progress of students.

Regarding the 3rd item of question no 11, 127 (58.5%) teacher participants responded that disagree (DA) to CA is considered as giving tests repeatedly. In the same way as teacher

participant replied after assessment teachers disagree (DA) to give rapid feedback to students. About items teachers continuously support students with learning difficulties by using CA, 129 (59.4%) teacher respondents replied that the level of agreement was agree (A) that teachers continuously support students with learning difficulties by using CA replied that the level of agreement was disagree (DA) that teachers c0ntinuously support students with learning difficulties by using CA.

Concerning the 6th item of question no 11, the majority of teachers and student participants were replied that agree (A) to teachers used different techniques like homework, group work, project, self-assessment, etc regularly to assess students. Regarding the item teachers assess the students' progress in their day to day activities, 110 (50.2%) teacher respondents answered disagree (DA) that teachers assess the students' progress in their day to day activities. In other ways, 181 (46.3%) student respondents replied undetermined (U) that teachers assess the students' progress in their day to day activities. About, 119 (54.8%) teacher participants responded disagree (DA) to the students' achievement is regularly reported to parents; 158 (40.4%) student participants were replied undetermined (U) and he/she are not sure whether he/she students' achievement is regularly reported to parents.

Generally speaking CA improves students learning, CA allows teachers to see the progress of students, teachers continuously support students with learning difficulties by using CA, teachers used different techniques like homework, group work, project, self-assessment, etc regularly to assess students.

Continuous assessment is said to be effectively implemented and applied when there are variety of assessment mechanisms used by all teachers, as well as to give regular and timely assessment in order to evaluate students' progress and performance in learning. Hence, depending on the nature of subject, the assessment techniques to be used vary from one subject to the other even in the same subject between different unit content. Gray C: et al. (2004) as cited in Emebet D. (2015) argued that there are a number of types of assessments, which can be appropriate for different assessment purposes. These assessment techniques are: - Class assignments, interviews, peer reviews, portfolios, speaking test, survey of student services, focus groups, case study, mid-term test, final test in a course, and examination.

Most of the interviewer said that “*there was no practice of continuous assessment in the selected secondary schools*”, this implies that there is a contradiction with idea replied by teachers and students questionnaire. Therefore, it needs basic work to improve the practice of the implementation of continuous assessment in the school.

Table 9: Integration of Continuous Assessment

No	Item	Alternatives	Teachers’ response		Students’ response	
			N	%	N	%
13	Do you include a plan for continuous assessment in your annual plan of the subject you teach? (Teachers) / Do you use a continuous assessment in the subject you thought? (Students)	Yes	188	85.8	248	63.4
		No	29	13.2	143	36.6
Total			217	100.0	391	100.0
14	If continuous assessment is used in your school, is the process of assessment monitored and evaluated?	Yes	84	38.7	135	34.5
		No	133	61.3	256	65.5
Total			217	100.0	391	100.0
15	To what extent continuous assessment has been implemented in your school?	Adequately	34	15.7	27	6.9
		To some extent	171	78.8	245	62.7
		Never at all	12	5.5	119	30.4
Total			217	100.0	391	100.0

As shown Table 9 above, 188 (85.8%) teacher participants responded that a plan for continuous assessment in the annual plan was included in the subject their thought. In the same way, 248 (63.4%) student participants replied that most teachers used continuous assessment in the subject they thought.

Regarding item no 14 above, 133 (61.3%) teacher respondents and 256 (65.5%) student respondents respectively replied that the process of assessment in CA was not monitored and evaluated. Concerning to what extent continuous assessment has been implemented in your school, 171 (78.8%) teacher participants and 245 (62.7%) student participants respectively responded that to some extent continuous assessment had been implemented in school.

Table 10: The purpose of CA replied by the teachers

No	Purpose	SA		A		U		DA		SDA	
		N	%	N	%	N	%	N	%	N	%
16	To ensure students' learning	135	62.2	76	35.0	2	0.9	4	1.8	0	0.0
	To identify students by their ability	128	59.0	74	34.1	12	5.5	2	0.9	1	0.5
	To support students accordingly	29	13.4	56	25.8	17	7.8	102	47.0	13	6.0
	To make assessment system easy	18	8.3	53	24.4	17	7.8	112	51.6	17	7.8
	To control students	29	13.4	42	19.4	19	8.8	111	51.2	16	7.4
	To make teachers busy	12	5.5	14	6.5	21	9.7	134	61.8	36	16.6
	To promote students' progress	41	18.9	144	66.4	17	7.8	13	6.0	2	0.9
	To report students' progress to parents	21	9.7	142	65.4	27	12.4	18	8.3	9	4.1
	To let students help each other	27	12.4	138	63.0	27	12.4	15	6.9	10	4.6
	To record students' achievement	25	11.5	65	30.0	20	9.2	101	46.5	6	2.8
	To give continuous feedback	53	24.4	140	64.5	16	7.4	6	2.8	2	0.9

According to Table 10, the first and second item of question no 16, majority of teacher replied strongly agree (SA). Therefore, the major purpose of continuous assessment is used to ensure students' learning and identify students by their ability.

Concerning the purpose of CA whether to support students accordingly, 102 (47.0%) teacher participant replied that disagree (DA) to support students accordingly. About the 4th purpose item 16 above, 112 (51.6%) teacher respondents replied disagreed (DA) to make assessment system easy.

According above to, the 5th and 6th purpose of item no 16, the majority of teacher participants responded disagreed (DA) to the purpose of continuous assessment. This means that the purpose of continuous assessment was not to control students and to make teachers busy.

Regarding the 7th and 8th purpose of continuous assessment the majority of teacher replied agree (A) to the purpose of continuous assessment. This means the purpose of continuous assessment was to promote students' progress and report students' progress to parents.

About the 9th purpose of continuous assessment, 138 (63.0%) teacher participants responded agree (A) to the purpose of continuous assessment, to let students help each other.

Concerning 10th purpose of continuous assessment, 101 (46.5%) teacher respondents replied disagree (DA) to the purpose of continuous assessment, to record students' achievement.

Regarding the 11th purpose of continuous assessment, 140 (64.5%) teacher participants replied agree (A) to the purpose of continuous assessment, to give continuous feedback.

Generally according to above table, the purpose of CA as replied by both teacher and student in the teaching and learning process generalized to ensure students' learning, to identify students by their ability, to promote students' progress, to report students' progress to parents and give continuous feedback. However, the item not the purpose of CA was not to control students and to make teachers busy.

Table 11: Evaluations of Continuous Assessment

No	Item	Alternatives	Teachers' response		Student's response	
			N	%	N	%
17	How would you evaluate the preparations made to implement continuous assessment in your school?	It was adequate	130	59.9	84	21.5
		It was inadequate	82	37.8	223	57.0
		None at all	5	2.3	84	21.5
		Total	217	100.0	391	100.0
19	To what extent the school administrations support teachers in implementing continuous assessment?	Adequately	34	15.7	68	17.4
		High	43	19.8	69	17.6
		Low	127	58.5	192	49.1
		Never	13	6.0	62	15.9
		Total	217	100.0	391	100.0
20	At which stage of the instructional process do you use continuous assessment in your lesson? (For teachers)/ At which stage of the instructional process do you use continuous assessment? (For students)	At the beginning	7	3.2	16	4.1
		during learning	26	12.0	96	24.5
		At the end	136	62.7	177	45.3
		At each stage (before, doing and after the lesson)	48	22.1	102	26.1
		Total	217	100.0	391	100.0

The item no 17 as illustrated in Table 11 above, 130 (59.9%) teacher respondents replied it was adequate, that means the preparations made to implement continuous assessment in their school was evaluated. However the response given by student respondents was inadequate, 223 (57.0%) student respondents replied it was inadequate; that means the preparations made to implement continuous assessment in their school was not evaluated.

Concerning item no 19, to what extent the school administrations support teachers in implementing continuous assessment, 127 (58.5%) teacher participants and 192 (49.1%) student participants respectively responded that the support given to teachers in implementing continuous assessment by school administrations was low.

Regarding items no 20 of Table 11 above, majority of both teacher and student participants replied the process/stage used continuous assessment was low. Thus, 136 (62.7%) teacher participant and 177 (45.3%) student participant replied the stage of the instructional process do they used continuous assessment was low.

Table 12: Feedback on Continuous Assessment

No	Item	Alternatives	Teachers' respondent		Students' respondent	
			N	%	N	%
22	Do you provide feedback to your students?	Yes	192	88.6	271	69.3
		No	25	11.4	120	30.7
		Total	217	100.0	391	100.0
23	If your response for question no 22 is "yes" what was its frequency?	In each continuous assessment tasks	128	66.7	121	44.7
		When test papers returned to the students	58	30.2	73	26.9
		At the end of the semester/course	6	3.1	77	28.4
		Total	192	100.0	271	100.0
24	If your response for question no 22 is "no" what was your reasons?	Lack of time to cover the topic	21	84.0	76	63.3
		No need for feedback	4	16.0	30	25.0
		Students are not interested when you told their weakness	0	0.0	14	11.7
		If any other _____	0	0.0	0	0.0
		Total	25	100.0	120	100.0

From Table 12 above, 192 (88.6%) teacher respondents and 271 (69.3%) student respondents respectively replied yes, this means teachers provided feedback to their students. In the same way, 128 (66.7%) teacher participants and 121 (44.7%) student participants respectively replied the feedback provided was in each continuous assessment tasks.

Regarding item no 24 above, 84% teacher participants and 63.3% student participants respectively responded that because of lack of time to cover the topic the teacher was not provide feedback to their students.

Concerning the importance of feedback for learners Nitko (2004) in Fisseha (2010) cited that: It is a good practice if assessment procedures provide feedback to students about their learning. In order to improve learning by feedback, learners must be given chance to review both proper and improper performances. Feedback should always comprise ways for improving learning in the future.

4.4. Factors affecting implementation of Continuous Assessment

The response of the teacher and student participants on the questionnaire items pertaining to the factors affecting implementation of continuous assessment in teaching and learning process is summarized by the following table. This questionnaire contains 13 items of measuring scales.

Table 13a: Factors affecting implementation of CA replied by the teacher participants

No	Factors	Very high		High		Moderate		Low		Very low	
		N	%	N	%	N	%	N	%	N	%
25	Lack of training	102	47.0	48	22.1	36	16.6	21	9.7	10	4.6
	Lack of time	113	52.1	64	29.5	29	13.4	7	3.2	4	1.8
	Lack of concern	91	41.9	54	24.9	36	16.6	29	13.4	7	3.2
	Large class size	130	59.9	56	25.8	19	8.8	9	4.1	3	1.4
	Lack of skill	8	3.7	14	6.5	20	9.2	119	54.8	56	25.8
	Lack of understanding	6	2.8	23	10.6	28	12.9	112	51.6	48	22.1
	Lack of resource	109	50.2	63	29.0	20	9.2	18	8.3	7	3.2
	Absence of follow up	89	41.0	53	24.4	35	16.1	29	13.4	11	5.1
	Absence of sense of accountability	90	41.5	43	19.8	42	19.4	30	13.8	12	5.5
	Lack of interest	18	8.3	96	44.2	41	18.9	40	18.4	22	10.1
	Lack of guide lines	23	10.6	111	51.2	46	21.2	32	14.7	5	2.3
	Load of work	35	16.1	119	54.8	40	18.4	20	9.2	3	1.4
	Large contents	45	20.7	119	54.8	37	17.1	10	4.6	6	2.8

Table 13b: Factors affecting implementation of CA replied by the student participants

No	Factors	Very high		High		Moderate		Low		Very low	
		N	%	N	%	N	%	N	%	N	%
25	Lack of training	57	14.6	146	37.3	62	15.9	86	22.0	40	10.2
	Lack of time	56	14.3	157	40.2	65	16.6	87	22.3	26	6.6
	Lack of concern	34	8.7	172	44.0	79	20.2	77	19.7	29	7.4
	Large class size	52	13.3	151	38.6	73	18.7	90	23.0	25	6.4
	Lack of skill	45	11.5	141	36.1	81	20.7	97	24.8	27	6.9
	Lack of understanding	51	13.0	159	40.7	75	19.2	74	18.9	32	8.2
	Lack of resource	75	19.2	152	38.9	71	18.2	57	14.6	36	9.2
	Absence of follow up	65	16.6	163	41.7	71	18.2	52	13.3	40	10.2
	Absence of sense of accountability	59	15.1	127	32.5	103	26.3	62	15.9	40	10.2
	Lack of interest	62	15.9	143	36.6	76	19.4	51	13.0	59	15.1
	Lack of guide lines	63	16.1	146	37.3	81	20.7	57	14.6	44	11.3
	Load of work	50	12.8	100	25.6	59	15.1	108	27.6	74	18.9
	Large contents	61	15.6	166	42.5	74	18.9	45	11.5	45	11.5

As shown Table 13a above, the majority of teacher participants replied were very high, this means the factors affecting implementation of continuous assessment were lack of training, lack of time, lack of concern, large class size, lack of resource, absence of follow up and absence of sense of accountability. In other ways the response replied high factors affecting implementation of continuous assessment were lack of interest, lack of guide lines, load of work and large contents. However, as teacher participants replied low factors affecting implementation of continuous assessment were lack of skill and lack of understanding.

Similarly as illustrated in Table 13b, the majority of student respondents replied was high, this means the factors affecting implementation of continuous assessment were lack of training, lack of time, lack of concern, large class size, lack of skill, lack of understanding, lack of resource, absence of follow up, absence of sense of accountability, lack of interest, lack of guide lines and large contents. In the contrary, student participants responded low load of work. This implies load of work was not the factors affecting implementation of continuous assessment.

According to the standard of the MOE (2002), the standard class size is 40 students in a class of secondary school. As we observed from the above table most of the teachers consider class size as a series problem of poor implementation of continuous assessment. In large class size situation, it is very difficult to use varieties of continuous assessment techniques, and actively involve each student in continuous assessment.

In addition to questionnaire response the interviewed school directors, vice directors and woreda education office heads was given as follows concerning the factors that affect the use of continuous assessment. One director said the following on the factors that affect the use of CA:

In our school different factors affect the implementation of continuous assessment. The main factors are large number of students in the class, lack of class in the school, lack of time, lack of resources, students' preparation and teachers' attitude towards continuous assessment.

School A principal said that the following factors affect the implementation of continuous assessment:

In our school various factors affect the implementation of continuous assessment during teaching and learning. These are large number of students in the class, student's absenteeism, lack of teachers, lack of resources, large class size, lack of training on CA, lack of understanding of school administrators on CA and social problems like death, sickness and birth.

One of the woreda education offices heads of school A also strength the response of school principal and said that:

In our woreda various factors affect the implementation of continuous assessment during teaching and learning in the school. These are teacher's attitude towards CA, large number of students in the class, student's absenteeism, lack of teachers, lack of resources, large class size, lack of training on CA, lack of understanding of school administrators on continuous assessment.

School B vice director also said that the following factors that affect the implementation of continuous assessment:

In our school the factors affect the implementation of continuous assessment are attitudes teacher towards CA, resources necessary to implement CA, large number of students in the class, lack of training and direct copy of assessment by students.

As Ellington and Earl (1997) cited in Studies, B. (2014:69), successful implementation of CA demands more work, time and responsibility on the part of the teacher. If the teacher is not adequately prepared for operating the system, it may lead to a tendency to cook up scores in the name of continuous assessment'. Additional activities in the school are too many. However, giving special attention for the learners' assessment by readjusting these many activities can contribute a lot to implement CA properly.

Generally, most interviewers suggested that there were many factors that affect the implementation of continuous assessment in their school/woreda. These factors are large class size, lack of training, lack of resources, lack of guidelines and lack of time, understanding of school administrations, lack of teachers, teacher's social life (like death, sickness and birth) and teacher's readiness.

The response given by most interviewers on the implementation practices of continuous assessment was low; it was affected by some factors. These factors are lack of training, lack of time, lack of concern, large class size, lack of skill, lack of understanding, lack of resource, absence of follow up, absence of sense of accountability, lack of interest, lack of guide lines and large contents. Research findings by Tamene (2007); lack of time, lack of facilities, teachers knowledge and commitment, class size and attitude of teachers were the major problems of assessing students continuously. Likewise, Derebssa (2004) suggest that the teacher related factors and inadequacy of resources are among the major factors; hindering proper implementation of continuous assessment.

4.5 Results of observation

Table 14: Observation of the practices of continuous assessment

Key:-Low (1) = if the occurrence of frequency of observed materials is 1-3,

Medium (2) = if the occurrence of observed materials is 4-6,

High (3) = if the occurrence of observed materials is 7-10 from the total of 8 selected schools when the researcher observed 2 classes each.

No	Observable cases	3(High)	2(Medium)	1(Low)
1	Addition of CA in lesson plan		✓	
2	Accessibility of resources in classroom such as chairs, tables, text books, etc	✓		
3	Occurrence of CA format		✓	
4	Recording of test marks		✓	
5	Used different assessment instruments		✓	
6	Encourage students participation by giving different activities		✓	
7	Encourage students and give feedback during their participation	✓		
8	Teachers give feedback on the given homework	✓		
9	Assessment tools match lesson objectives			✓

As it was illustrated in Table 14 above, the researcher observed that the practices of continuous assessment in the selected school concerning how CA included in the lesson plan was medium. This implies not all teachers include CA in their lesson plan. About the accessibility of resources (chairs, tables, text books, etc) in classroom was good. Concerning the occurrence of CA format, recording of test marks, usage of different assessment instruments, and encouraging students participation by giving different activities were medium. This implies low practices of continuous assessment in the selected school. However encouraging students and giving feedback system was a good practice observed during their teaching and learning.

4.7. Results of document analysis

Table 15: Document analysis of the implementation practices of CA

Key: - No= If the necessary document of 8 selected schools in number on average is 1-3

Yes= If the necessary document of 8 selected schools in number on average is 4-8.

No	Items included	Yes	No
1	Recording of test marks includes CA	✓	
2	Guide lines and policies related to CA present in the school	✓	
3	Text book include different assessment methods in every lesson and unit	✓	
4	The prepared lesson plan is appropriate to promote continuous assessment		✓
5	Different assessment techniques are listed in the annual plan		✓

As shown in Table 15 above, document analysis also supported the researcher in order to explore the practices of continuous assessment. When the documents analyzed in terms of availability recording of test marks included CA, guide lines related to CA, text books included different assessment methods in every lesson and unit were available whereas the prepared lesson plan was inappropriate to promote continuous assessment and different assessment techniques were not listed in the annual plan. Thus, the document analyzed in the selected secondary schools slightly indicates continuous assessment practiced in the school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contains overall summary, conclusion and the recommendation forwarded by the researcher as presented successively.

5.1 Summary

The main purpose of this study was to investigate the practices and challenges of continuous assessment in government secondary school in Kellem Wollega Zone. The study involved 8 secondary schools which were randomly selected. Simple random sampling techniques were employed to select students and teachers. Appropriate statistical method was used to analyze and present the data.

This study aimed to address the following basic research questions:

1. How do teacher's and principal's understand continuous assessment in the Selected Secondary Schools in Oromia Regional State at Kellem Wollega Zone?
2. What are the factors affect the implementation of continuous assessment in Selected Secondary Schools in Oromia Regional State at Kellem Wollega Zone?
3. How continuous assessment practiced in the Secondary Schools of Kellem Wollega Zone?

For this study applying the survey method, descriptive research design, and simple random sampling techniques were employed to select students and teachers. Statistical method has been used to analyze and present the data. This study involved 8 government secondary schools which were randomly selected from 51 secondary schools. Then 391 students, 217 teachers, 8 principals, 13 vice-principals and 4 Woreda education office heads were involved in the study. Data were gathered from both primary and secondary sources. The primary sources were principals, vice-principals, woreda education office heads, teachers and students. The secondary sources include student mark list, teachers' daily assessment report, teachers' annual plan and other important documents.

Major findings of the study

Based on the research question after analysis was made using the data gathered from participants it is reached on the following findings:

1. Findings related to the understanding of continuous assessment

- ❖ Most teacher (63.5%) respondents confirmed that continuous assessment was used to assess and improve students' learning activity.
- ❖ About 87.7% of teacher respondents, 55.8% student respondents, and majority of the principals and officers confirmed that they had moderate level of understanding about continuous assessment.
- ❖ Most teachers (61.6%) replied that teachers used tests regularly as CA techniques.

2. Findings related to the implementation of continuous assessment

- ❖ Most teachers (72.8%) responded that continuous assessment is included sometimes in the lesson plans.
- ❖ Most teachers didn't include a variety of CA tools in their plan and did not use in the class room activities
- ❖ Homework, classwork and assignment items were used sometimes by the teachers as continuous assessment techniques in the teaching and learning process.
- ❖ About 52.1% of teacher respondents and 61.4% of student respondents replied that CA improves students learning; teachers (54.8%) and students (53.2%) replied that CA allows teachers to see the progress of students.
- ❖ Most teachers (85.8%) responded that continuous assessment plan is included in the subject they taught, and also most students (63.4%) responded that most teachers used continuous assessment in the subject they taught.

- ❖ Majority of respondents (61.3% of teacher respondents and 65.5% of student respondents) replied that the process of assessment in CA was not monitored and evaluated.
- ❖ The major purpose of CA as replied by both teacher and student was used to ensure students' learning, to identify students by their ability, to promote students' progress, to report students' progress to parents and give continuous feedback. However, CA was not meant to control students and to make teachers busy.
- ❖ Almost 58.5% of teacher participants replied that the support given to teachers in implementing continuous assessment by school administrations was low.
- ❖ Most teacher respondents (88.6%) and student respondents (69.3%) replied that teachers provided feedback to their students. CA is a good practice if assessment procedures provide feedback to students about their learning.

3. Findings related to the factors affecting the use of continuous assessment

- ❖ Major factors affecting implementation of continuous assessment were lack of training, lack of time, large class size and lack of resource.

5.2. Conclusions

It is obvious that well practiced continuous assessment in the school could result in students' progress in the teaching and learning process. Based on the findings, the following conclusions were drawn:

- ✓ moderate level of understanding,
- ✓ sometimes include CA in the assessment process,
- ✓ most teachers used test regularly,
- ✓ most teachers when necessary use CA tools (like homework, classwork, assignment, project work),
- ✓ Support given for by school admin. was low,
- ✓ The process of assessment in CA was not monitored and evaluated.
- ✓ In addition the implementation of CA was affected by:
 - Lack of training
 - Lack of time
 - Large contents
 - Lack of guide lines
 - Large class size
 - Lack of resources

Thus, this study result shows that low practices of continuous assessment. Therefore reducing the factors related to the implantation of continuous assessment and practicing in the schools helps to improve students learning and allows teachers to see the progress of students.

5.3. Recommendations

This study is made on the practices and challenges of continuous assessment believed to contribute to the effective implementation of continuous assessment in secondary schools. The researcher proposed the following recommendations as forwarded below:

- Since the level of understanding about continuous assessment was moderate, Ministry of Education and Oromia Education Bureau have to prepare and give update training for teachers and school administrations to provide clear understanding on continuous assessment.
- Continuous assessment is not simply continuous testing. Continuous assessment does not only depend on formal tests, continuous assessment rather involves every decision made by the teacher in class to improve students' achievement. Most teachers (61.6%) replied that teachers used tests regularly as continuous assessment techniques. Therefore, all teachers must use a variety of continuous assessment techniques.
- Over half teachers (58.5%) replied that the support given to teachers in implementing continuous assessment by school administrations was low. Therefore, School administrators and woreda educational officers are expected to give successful support for teachers as well as for students to improve the practice of continuous assessment.
- Since the process of assessment in continuous assessment was not monitored and evaluated, the stakeholders (School administrations, woreda Education Office and Zonal Education Office) have to monitor and evaluate the process of assessment and make desired changes on student's progress.
- Teachers are expected to understand the purpose of continuous assessment to ensure students' learning, to identify students by their ability, to promote students' progress, to report students' progress to parents and give continuous feedback.
- Woreda Education Office and School administrators are expected to make favorable class size and fulfils with necessary resources through searching funds from government, NGOs and community involvement to make conducive environment in the learning process.

- Continuous assessment help curriculum developers see the level of difficulties and the appropriateness of the curriculum and make necessary improvements and adjustments. One of the factors affecting the use of continuous assessment was lack of time due to large contents desired; this problem is reduced by re-designing curriculum to adjust time and contents by Policy makers and MoE.
- Finally, the researcher suggests carrying out further research to wide scope concerning the implementation of continuous assessment.

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APPENDICES

Appendix A

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

PROGRAM-MA IN EDUCATIONAL POLICY AND PLANNING

Questionnaire of Teachers

The purpose of this questionnaire is to collect data for the research conducted to assess the continuous assessment practices in secondary schools in oromia regional state at kelleme wollega zone. The researcher requested you to collaborate in giving your response towards the stated question. Therefore you are kindly invited to fill the questionnaire.

Thank you very much!

I. General Information

1. Name of the school _____
2. Sex: Male Female
3. Age: 20-25 yr 26-30 yr 31-35 yr 36-40 yr 41 & above
4. Your qualification: Degree
Master
Other, specify _____
5. Which grade are you teaching?
9th 10th 11th 12th 9-10 11-12
6. Subject of thought _____
7. Teaching experience:
0-5 yr. 6-10 yr. 10-15 yr.
16-20 yr. Above 20
8. Teaching load per week
Below 10 16-21
10-15 22 and above

II. Question items pertaining to level of understanding about CA

1. Why we use continuous assessment?

- a) To assess and improve students' learning activity
- b) To identify how much the students understand the content
- c) To improve the students participation

2. What is your level of understanding about continuous assessment?

- a. High
- b. Moderate
- c. Low

3. If your response to the above question is 'low', what would be your reason?

4. How often do you include your students in the assessment process?

- a) Always
- b) sometimes
- c) rarely
- d) not at all

5. Which of the following CA techniques do most teachers use regularly?

- a) Homework
- b) Group work
- c) Project work
- d) Oral questions
- e) Tests

6. Indicate "X" for continuous assessment methods you use.

CA methods	Use always	When necessary	Do not use
Homework			
Classwork			
Assignment			
Observation			
Oral questions			
Project work			

III. Question items pertaining to the level of practices of CA

7. How often do you integrate continuous assessment techniques into your lesson plan?
a) Always b) Sometimes c) Rarely d) Not at all
8. When you use continuous assessment in your lesson plan?
a) Always b) Sometimes c) Rarely d) Not at all
9. If continuous assessment is being practiced in your class, in which subject/s it is better exercised?
a. Mathematics b. Languages c. Sciences d. All
10. If continuous assessment is being practiced in your class, what is the trend of feedback system (e.g., returning of test papers)?
a. Always provided b. Sometimes provided c. Never provided
11. Designate by “X” to show your level of agreement under one of the five scales of measurement for each the following question. The following key used by respondents to show continuous assessment practices in your school.

Key: - SA= Strongly agree

DA= Disagree

A= Agree

SDA= Strongly disagree

U= Undetermined

Item	Rating scale				
	SA	A	U	DA	SDA
CA improves students learning					
CA allows teachers to see the progress of students					
CA is considered as giving tests repeatedly					
After assessment teachers give rapid feedback to students					
Teachers continuously support students with learning difficulties by using CA					
Teachers used different techniques like homework, group work, project, self-assessment, etc regularly to assess students					
Teachers assess the students' progress in their day to day activities					
The students' achievement is regularly reported to parents					

12. What does the practices of continuous assessment in your school look like?

IV. Question items pertaining to the level of implementation of CA

13. Do you include a plan for continuous assessment in your annual plan of the subject you teach? A. Yes b. No
14. If continuous assessment is used in your school, is the process of assessment monitored and evaluated? A. Yes b. No
15. To what extent continuous assessment has been implemented in your school?
 a. Adequately b. To some extent c. Never at all
16. If continuous assessment is used in your school (adequately/to some extent), for what purpose it is being used in your school? Label by “X” to show your level of agreement under one of the five scales of measurement for each question.

Key: - SA= Strongly agree DA= Disagree
 A= Agree SDA= Strongly disagree
 U= Undetermined

Purpose	Rating scale				
	SA	A	U	DA	SDA
To ensure students’ learning					
To identify students by their ability					
To support students accordingly					
To make assessment system easy					
To control students					
To make teachers busy					
To promote students’ progress					
To report students’ progress to parents					
To let students help each other					
To record students’ achievement					
To give continuous feedback					

17. How would you evaluate the preparations made to implement continuous assessment in your school?
 b. It was adequate b. It was inadequate c. None at all

18. If your response to question No. 17 is ‘it was adequate’, what activities were accomplished?

19. To what extent the school administrations support teachers in implementing continuous assessment?

- a) Adequately b) High c) Low d) Never

20. At which stage of the instructional process do you use continuous assessment in your lesson? a) At the beginning b) during learning

- c) At the end d) at each stage (before, doing and after the lesson)

21. The following are considered to be tools of continuous assessment. Would you please rate their frequency of implementation in your class? Label by “X” to show your level of agreement under one of the five scales of measurement for each question.

Tools	Frequency				
	Always	Often	Some times	Rarely	Not at all
Home work					
Class work					
Group work					
Project work					
Test					
Exam					
Presentation					
Oral questions					
Assignment					
Observation					
Interview					

22. Do you provide feedback to your students? a) Yes b) No

23. If your response for question no 22 is “yes” what was its frequency?

- a) In each continuous assessment tasks
 b) When test papers returned to the students
 c) At the end of the semester/course

24. If your response for question no 22 is “no” what was your reasons?

- a) Lack of time to cover the topic
- b) No need for feedback
- c) Students are not interested when you told their weakness
- d) If any other _____

V. Question items dealing with factors affecting the implementation of CA

25. The following table presents major factors hindering the implementation of continuous assessment. Would you please rate the level impact of the factors indicated? Label by “X” to show your level of agreement under one of the five scales of measurement for each question.

Factors	Rating scales				
	Very High	High	Moderate	Low	Very low
Lack of training					
Lack of time					
Lack of concern					
Large class size					
Lack of skill					
Lack of understanding					
Lack of resource					
Absence of follow up					
Absence of sense of accountability					
Lack of interest					
Lack of guide lines					
Load of work					
Large contents					

VI. Additional comments (what would you recommend for effective implementation of continuous assessment)

Appendix B

Yunivarsitii Finfinnee

Kolleejjii Barnootaa fi Qorannoo Amalaa

Dippaartimentii karoora fi Bulchiinsaa Barnootaa

Sagantaa MA Poolisii fi Karoora Barnootaa

Gaafannoo Barattootaaf Qophaa'e

Kaayyoon gaafannoo kana walitti qabuu qorannoo shaakala madaallii walitti fufaa manneen barnootaa sadarkaa 2ffaa naannoo Oromiyaa godina Qellem Wallaggaatti argamu keessatti sakatta'uufi. Deebiin keessan milkaa'ina qorannoo geggeessamuuf gumaacha. Kanaafuu, kabaja guddaan gaafannoo kanaaf afeeramtaniittu.

Baay'ee galatoomaa!

I. Odeeffannoo Waliigalaa

1. Maqaa Mana Barumsaa _____
2. Saala: Dhiira Dhalaa
3. Umurii: 15-16 17-18 19-20 21 ol
4. Kutaa: 9^{ffaa} 10^{ffaa} 11^{ffaa} 12^{ffaa}

II. Gosoota gaaffii sadarkaa hubannoo waa'ee madaallii walitti fufaan walqabatan

1. Maaliif madaallii walitti fufaa fayyadamnaa?
 - a) Gocha barachuu b/ttootaa madaaluu fi fooyyessuuf.
 - b) Hammam b/ttootni qabiyyee akka hubatan adda baasuuf.
 - c) Hirmaannaa b/ttootaa fooyyessuuf.
2. Sadarkaan hubannoo madaallii walitti fufaa kee hammam?
 - a) Olaanaa
 - b) Giddu-galeessa
 - c) Gadi-aanaa
3. Yoo deebiin gaaffii armaan olii 'gadi-aanaa' ta'e, sababni kee maali?

4. Hammam b/ttootni adeemsa madaallii keessatti hirmaatu?
 - a) Yeroo hundaa
 - b) yeroo tokko tokko
 - c) darbee darbee
 - d) tasumayyuu
5. Kanneen armaan gadii keessaa kamtu maloota madaallii walitti fufaa b/sotni yeroo hunda itti fayyadamu?
 - a) Hojii manaa
 - b) Hojii garee
 - c) Hojii pirojektii
 - d) Gaaffii qomaa
 - e) Battallee

6. Maloota madaallii walitti fufaa b/sotni keessan fayyadaman mallattoo “X”n ibsi.

Maloota madaallii walitti fufaa	Yeroo hundaa fayyadamna	Yeroo barbaachisaatti	Itti hin fayyadamnu
Hojii manaa			
Hojii daree			
Abbaltii			
Daawwannaa			
Gaaffii qomaa			
Hojii pirojektii			

III. Gosoota gaaffii sadarkaa shaakala madaallii walitti fufaan walqabatan

7. Hamman b/sotni keessan maloota madaallii walitti fufaa wal-fudhachiisu?
 - a) Yeroo hundaa
 - b) yeroo tokko tokko
 - c) darbee darbee
 - d) tasumayyuu
8. Madaallii walitti fufaa yoom fayyadamtu?
 - a) Yeroo hundaa
 - b) yeroo tokko tokko
 - c) darbee darbee
 - d) tasumayyuu
9. Yoo muuxannoon madaallii walitti fufaan daree keessan keessatti jiraate, gosa barnootaa kamirratti irra caalmaa shaakalame?
 - a) Herrega
 - b) Afaan
 - c) Saayinsii
 - d) Hunda
10. Yoo muuxannoon madaallii walitti fufaan daree keessan keessatti jiraate, shaakalli sirna duub-deebii maali (Fkn.Waraqaa battallee deebisuu)?
 - a) Yeroo hunda dhiyaata
 - b) Yeroo tokko tokko dhiyaata
 - c) Tasa hin dhiyaatu
11. Tokkoon tokkoo gaaffilee armaan gadiitiif sadarkaa safara iskeelii shananii itti waliigaltee mallattoo “X” tiin ibsi. Mana barumsaa keessan keessatti furtoon shaakala madaallii walitti fufaa itti fayyadamtu armaan gadiitti dhiyaateera.

Furtuu:- SA= Baay’ee cimseen itti waliigala DA= Itti walii hin galu

A= Ittin waliigala

U= Hin beekamu

SDA= Baay’ee cimseenitti walii hin galu

Wantoota	Qoodinsa Iskeelii				
	SA	A	U	DA	SDA
Madaallii walitti fufaan barachuu b/ttootaa fooyyessa					
Madaallii walitti fufaan b/sotni guddina b/ttootaa akka ilaalan taasisa					
Madaallii walitti fufaan akka battallee deddeebi’anii					

kennuutti fudhatama.					
Madaalliin booda barsiisotni duubdeebii ariitiin barattootaaf ni kennu.					
Barsiisotni walitti fufiinsaan hojii dhuunfaa fayyadamuun fooyya'insa barachuu barattootaa madaalu.					
Barsiisotni maloota adda addaa kanneen akka hojii manaa, hojii garee,pirojektii, madaallii dhuunfaa, kkf walitti fufiinsaan barattoota madaaluuf fayyadamu					
Barsiisotni fooyya'insa barattootaa guyyaa guyyaatti madaalu					
Firiin barattootaa walitti fufiinsaan maatiif gabaafama					

12. Mana barumsaa keessan keessatti shaakalli madaallii walitti fufaa jiru maal fakkaata?

IV. Gosoota gaaffii sadarkaa raawwii madaallii walitti fufaa waliin walqabatan

13. Gosa barnootaa barattan keessatti madaallii walitti fufaa ni fayyadamtuu?

- a) Eeyyee b) Lakkii

14. Yoo madaallii walitti fufaan mana barumsaa keessan keessatti ni fayyadtu ta'e,adeemsi madaallii isaa hordoffii fi madaallii qabaa?

- a) Eeyyee b) Lakkii

15. Mana barumsaa keessan keessatti madaallii walitti fufaan hammam raawwate?

- a) Madaalawaa b) Hamma tokko c) Tasumayyuu

16. Yoo madaallii walitti fufaan mana barumsaa keessan keessatti fayyadamte (madaalawaa/hamma tokko),kaayyoo maaliif mana barumsaa kee keessatti fayyadamte? Tokkoon tokkoo gaaffileef mallattoo "X" tiin sadarkaa safara iskeelii shananii ibsi.

Furtuu:- SA= Baay’ee cimseen itti waliigala DA= Itti walii hin galu

A= Ittin waliigala

U= Hin beekamu

SDA= Baay’ee cimseenitti walii hin galu

Kaayyoo	Qoodinsa Iskeelii				
	SA	A	U	DA	SDA
Barachuu b/ttootaa mirkaneessuuf					
B/ttoota dandeettii isaaniitiin adda baasuuf					
Bu’uura gargaarsa b/ttootaaf					
Sirna madaallii salphaa gochuuf					
B/ttoota to’achuuf					
B/sotatti hojiin akka itti baay’atu gochuuf					
Guddina b/ttootaa dabaluuuf					
Guddina b/ttootaa maatiif gabaasuuf					
Akka b/ttootni walii isaanii walgargaaran gochuuf					
Fooyya’insa b/ttootaa galmeessuuf					
Duubdeebii walitti bfufaa kennuuf					

17. Akkamitti qophii raawwii madaallii walitti fufaa man barumsaa keessatti madaalama?

- a) Madaalawaa dha b) Madaalawaa miti c) tasumayyuu

18. Yoo deebiin kee gaaffii lak.17 madaalawaa dha ta’e,hojiilee akkamiitu raawwate?

19. Hammam bulchiinsi mana barumsaa raawwii madaallii walitti fufaaf b/sota deeggara?

- a) Madaalawaa b) Olaanaa c) Gadi-aanaa d) Tasumaa

20. Yeroo kamitti adeemsa madaallii walitti fufaa fayyadamta?

- a) Jalqabatti b) yeroo barachuu c) Xumuratti
d) Tokkoon tokkoo sadarkaatti (jalqaba,yeroo barachuu fi xumura barnootaatti)

21. Kanneen armaan gadii meeshaalee madaallii walitti fufaatti fudhatama.Daree kee keessatti reetii deddeebii raawwii madaallii walitti fufaa ni keessaa? Sadarkaa itti waliigalte mallattoo “X” tiin tokkoon tokkoon iskeelii safaraa shanani kaa’i.

Meeshaalee	Deddeebii itti fayyadamaa				
	Yeroo hundaa	Yeroo baay'ee	Darbee darbee	Al-tkko tokko	Tasumay yuu
Hojii manaa					
Hojii daree					
Hojii garee					
Hojii pirojektii					
Battallee					
Qormaata					
Dhiyeessii					
Gaaffii afaanii					
Abbaltii					
Daawwannaa					
Gaaffii qomaa					

22. Duubdeebiin b/ttootaaf ni kennamaa? A) Eeyyee B) Lakkii
23. Yoo deebiin kee gaaffii lakk.22 “Eeyyee” ta’e deddeebii akkamiin?
- Tokkoon tokkoon hojii madaallii walitti fufaan
 - Yeroo waraqatni qormaataa b/ttootaaf deebi’u
 - Xumura semisteeraa/koorsii
24. Yoo deebiin kee gaaffii lakk.22 “Lakkii” ta’e sababni kee maali?
- Mata duree xumuruuf hanqina yeroo
 - Duubdeebiin hin barbaachisu
 - B/ttootni dhadhabina isaanii yeroo itti himan fedha dhabuu
 - Yoo kan biroon jiraate _____

V. **Gosoota gaaffii sababoota raawwii madaallii walitti fufaa miidhaniin waliin walqabatan**

25. Gabateen armaan gadii sababoota ijoo raawwii madaallii walitti fufaa gufachiisanii dha. Sababoota sadarkaa dhiibbaa geessisanii ni agarsiiftaa? Sadarkaa itti waliigalte mallattoo “X” tiin tokkoon tokkoon iskeelii safaraa shananii kaa’i.

Sababoota	Qoodinsa Iskeelii				
	Baay'ee olaanaa	Olaanaa	Giddu- galeessa	Gadi- aanaa	Baay'ee gadi- aanaa
Hanqina leenjii					
Hanqina yeroo					
Hanqina xiyyeeffannoo					
Bal'ina daree					
Hanqina dandeettii					
Hanqina hubannoo					
Hanqina leecalloo					
Dhabiinsa hordoffii					
Dhabiinsa miira itti gaafatamummaa					
Fedhii dhabuu					
Qajeelfama dhabuu					
Hojiin baay'achuu					
Bal'ina qabiyyee					

VI. Yaada dabalataa yoo jiraate (raawwii madaallii walitti fufaa bu'a qabeessaaf yaada maalii kennita)

Appendix D

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

PROGRAM-MA IN EDUCATIONAL POLICY AND PLANNING

Interview for school Principals, Vice Principals and Woreda Education Office Heads

The purpose of this interview is to obtain information about the practice of continuous assessment in secondary schools in oromia regional state at kellem wollega zone. Therefore, I hope you listen to each question carefully and provide the correct response.

Part I: General information

1. Sex_____
2. Age_____
3. Years of service_____

Part II: Interview Questions

1. Which methods of continuous assessment were being used in your school/woreda?
2. Does the school/woreda, provide the necessary material to help continuous assessment?
3. What does the practices of continuous assessment in your school/woreda looks like?
4. How do teacher's and principal's understand continuous assessment in your school/woreda?
5. Does continuous assessment contribute for students' progress?
6. What are the factors that affect the use of continuous assessment in your school/woreda?

Appendix E

Yunivarsitii Finfinnee

Kollejjii Barnootaa fi Qorannoo Amalaa

Dippaartimentii karoora fi Bulchiinsaa Barnootaa

Sagantaa MA Poolisii fi Karoora Barnootaa

Gaaffii Afaanii Qindeessitoota, Itti aantota Qindeessotaa fi Itti gaafatamtoota waajjira barnoota aanaaleef qophaa'e

Kaayyoon gaaffii afaanii kanaa odeeffannoo waa'ee shaakala madaallii walitti fufaa manneen barnootaa sadarkaa 2ffaa naannoo Oromiyaa godina Qellem Wallaggaatti keessatti argamuu argachuufi. Kanaafuu, ani tokkoon tokkoon gaaffii isiniif dhiyaatee dhaggaaffachuun deebii barbaachisu akk naaf laattan abdiinqaba.

Baay'ee galatoomaa!

I: Odeeffannoo Waliigalaa

1. Saala _____
2. Umurii _____
3. Bara tajaajilaa _____

II: Gaaffilee afaanii

1. Mana barumsaa/aanaa keessan keessatti mala madaallii walitti fufaa kamiin fayyadamtu?
2. Manni barumsaa/aanaan keessan meshaalee madaallii walitti fufaa ittiin geggeessuuf gargaaru ni kennuu?
3. Mana barumsaa/aanaa keessan keessatti shaakalli madaallii walitti fufaa jiru maal fakkaata?
4. Mana barumsaa keessan keessatti barsiisotni fi dura bu'ootni madaallii walitti fufaa akkamitti hubatanii jiru?
5. Madaallii walitti fufaan firii battootaa fooyyessuuf ni gumaachaa?
6. Mana barumsaa/aanaa keessan keessatti wantootni madaallii walitti fufaa miidhuu danda'an maali?

Appendix F

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

PROGRAM-MA IN EDUCATIONAL POLICY AND PLANNING

Observation Format

Indicators of Classroom Observation

Key: - High=3, Medium=2, Low=1

No	Item	3	2	1
1	Addition of CA in lesson plan			
2	Accessibility of resources inside classroom such as chairs, tables, text books, etc			
3	Occurrence of CA format			
4	Recording of test marks			
5	Used different assessment instruments			
6	Encourage students participation by giving different activities			
7	Encourage students and give feedback during their participation			
8	Teachers give feedback on the given homework			
9	Assessment tools match lesson objectives			

Annex 1: General information about teacher participants

The following table deals with their school, sex, age, qualification, teaching grade, subject of thought, teaching experience and their teaching load.

No	Item	Teacher respondents	N	%
1	School	Haro Sabu	23	10.6
		Dale Sedi	25	11.5
		Burayu	23	10.6
		Gelan	16	7.4
		Kellem	49	22.6
		Lafto	23	10.6
		Jahan Sayo	36	16.6
		Gudina Sayo	22	10.1
		Total	217	100.0
2	Sex	Male	169	77.9
		Female	48	22.1
		Total	217	100.0
3	Age	20-25	20	9.2
		26-30	87	40.1
		31-35	66	30.4
		36-40	31	14.3
		41 & above	13	6.0
		Total	217	100.0
4	Qualification	Degree	185	85.3
		Masters	32	14.7
		Total	217	100.0
5	Which grade you are teaching	9 th	38	17.5
		10 th	63	29.0
		11 th	41	18.9
		12 th	36	16.6
		9-10	23	10.6

		11-12	16	7.4
		Total	217	100.0
6	Subject of thought	English	26	12.0
		A/Oromo	13	6.0
		Maths	32	14.7
		Physics	26	12.0
		Chemistry	24	11.1
		Biology	25	11.5
		Geography	19	8.8
		History	18	8.3
		Civics	16	7.4
		Economics	3	1.4
		Phy. Education	6	2.8
		ICT	5	2.3
		Amharic	4	1.8
		Total	217	100.0
7	Teaching experience	0-5yr	16	7.4
		6-10yr	56	25.8
		10-15yr	82	37.8
		16-20yr	44	20.3
		Above 20	19	8.8
		Total	217	100.0
8	Teaching load	Below 10	11	5.1
		10-15	79	36.4
		16-21	117	53.9
		22 & above	10	4.6
		Total	217	100.0

Annex 2: General information of student respondents

The table below highlights the general information of student respondents. Mainly it stress on their school, sex, age and their grade level.

No	Item	Students respondent	N	%
1	School	Haro Sabu	48	12.3
		Dale Sedi	40	10.2
		Burayu	38	9.7
		Gelan	36	9.2
		Kellem	106	27.1
		Lafto	40	10.2
		Jahan Sayo	44	11.3
		Gudina Sayo	39	10.0
		Total	391	100.0
2	Sex	Male	204	52.2
		Female	187	47.8
		Total	391	100.0
3	Age	15-16	57	14.6
		17-18	207	52.9
		19-20	104	26.6
		Above 21	23	5.9
		Total	391	100.0
4	Grade	10 th	37	9.5
		11 th	175	44.8
		12 th	179	45.8
		Total	391	100.0