

PRACTICE AND CHALLENGE OF CONTINUOUS ASSESSMENT IN GOVERNMENT SECONDARY SCHOOL IN DOYOGENA TOWN

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By Hanna Demisse

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND LANGUAGE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Approved by board of examiners:

Aman Worku (PhD)	_____	_____
Advisor	Signature	Date
_____	_____	_____
External examiner	Signature	Date
_____	_____	_____
Internal examine	Signature	Date
Departiment Head	Signature	Date

_____

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Acronyms and Abbreviations

AFT	American Federation for Teachers
CA	Continuous Assessment
CAS	Cumulative Average Score
CPD	Continuous Professional Development
ESDP	Education Sector Development Program
ICDR	Institute of Curriculum Development and Research
IIEP	Institute of International Educational Planning
MoE	Ministry of Education
NCME	National Council on Measurement in Education
NEA	National Education Association
SNIE	Special Needs and Inclusive Education
SNSW	State of New South Wales
TDP	Teacher Professional Development
UNESCO	United Nations Education Science and Cultural Organization
USAID	United States of America International Development

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Abstract

Practice and Challenges of Continuous Assessment in Selected Government

Secondary School of Doyogena Town Administration

Hanna Demisse

University of Addis Ababa, 2025

The purpose of this study was to investigate the practice of continuous assessment in Doyogena Secondary School and to identify the magnitude of challenges that hinder its implementation. Research Desgn was used simple random sampling which is proportional to their size basing on class strata was employed. By taking sample size calculation formula, researcher takes that the numerical value of 621 total sample sizes from the target population. Through the proportionality rule from total population of 156 grade 9 students researcher draws 23 participant samples; from total population of 155 grade 10 students a researcher draws 23 participant samples; from total population of 159 grade11 students a researcher draws 24 participant samples and from total population of 151 grade 12 students a researcher draws 23 participant samples. Accordingly total sample size from all class was 93,The quantitative data were analyzed using descriptive statistics (frequency, percentage, mean and standard deviation) and inferential statistics (one way ANOVA and independent samples t- test) whereas;the qualitative data were analyzed through thematic analysis and expressed by used verbal descriptions. Based on the analysis, it was found that though teachers had appropriate knowldge and skills concerning continoues assessment, it was not implemented in the expected manner in secondary schools of Doyogena Town Administration. That is, the implementation of continoues assessment was not frequent. The formative purpose of continoues assessment was not implemented and students were not meaningfully and purposefully involved. Appropriate feedback was not provided and various assessment strategies were not used in the implementation. It was also found that the practice of continoues assessment was challenged by many factors of which large class size, teachers negative attitude, lack of resources, teachers' workload, students less interest and absence of uniform continoues assessment implementation procedures were the most serious one. Moreover, it was also found that teachers had negative attitude towards the implementation of continoues assessment. Based on those findings, it was concluded that teachers did not use their knowledge and skills to properly implement

continoues assessment and measures related to continoues assessment challenges were not taken by the concerned bodies. Hence, some recommendations were forwarded as a solution for the identified problems.

Key words: Continuous assessment, Practice and Challenges

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Among the legacies that man had created in the life span, the most crucial and determinant one is education. It is through which the rest sophisticated and modern innovations, discoveries and investigations are granted, guided and being sustained. As a result, education is considered as the basic instrument for human beings to lead worthy life. In agreement with this, UNESCO (2000) declared that education is a fundamental human right which is the key to sustainable development, peace and stability within and among countries; and thus an indispensible means for effective participation in the societies and economics of the twenty-first century. This is true for Yero (2002) who asserted that the purpose of education is to teach a student how to live his/her life by developing his mind and equipping him to deal with reality. The central task of education is to implant a will and facility for learning in order to produce not learned but learning people. Similarly, according to MoE (1994), the overall aim of education is to strengthen the individual's and society's problem solving capacity, ability and culture so as to enable them to identify harmful traditions and replace them by useful ones.

But, all such aims and practices of education should be integrated with an assessment practice that will show both the success of educational aims and the way how the educational practice is kept on the right track so as to produce the learning society. This is to mean that whenever an agenda of education is raised, there comes the issue of instruction and when there is the issue of instruction, there should be an assessment issue there. That is why assessment is considered as the teaching- learning process (Ramalepe, 2010). In other words, it is to mean that assessment cannot be understood in isolation from learning. Concerning this, Brown and knight (1994) concluded that both educationalists and lay people alike would agree by the idea that 3

Assessment is central to the students' learning experience (cited in Hernadez, 2012). Gibbes (2006) on his part confirm this by stating that 'assessment frames learning'.

All such declarations clearly indicate that how tightly assessment and learning are interrelated to each other. However, according to Remesden (2003:177), the relationship between assessments and learning

is often problematic, given that "assessment is about several things at once" (cited in Hernandez, 2012). Among other things, assessment is about grading and reporting student achievements and about supporting students in their learning. This is a fact in the case of continuous assessment that often does both of the above purposes. Therefore, according to Hernandez (2012), continuous assessment practices generally have a formative function for learning and a summative function for certification. It encourages students to learn in an ongoing basis and to get feedback from their learning. As a whole, according to Tefera (2014), it is possible to declare that continuous assessment is very vital that helps students to become effective. Similarly, Azeb (2013) argue that every one cannot deny that continuous assessment is part of the teaching-learning process and it helps educators, teachers and school officials to make sound decisions on the students' progress.

Continuous assessment is the process of obtaining information that is used to make educational decisions about students, to give feedback to the students about his/her progress, strength and weakness, to judge instructional effectiveness and curricular adequacy; and to inform policy(AFT, NCME, NEA, 1990:1 cited in Kallaghan and Greaney, 2001). In the case of Ethiopia, the very purpose of continuous assessment both in academic and practical subjects is seen as and conducted to ascertain the formation of all rounded profile students at all levels (MoE, 1994). This is supported by Stiggins (2002) who declare that continuous assessment (assessment for learning in his case) has multiple purposes and benefits to make students an all rounded through enabling them to be confident learners, to take charge for their own learning, to monitor their own progress and to make decisions by themselves that will bring greater success. In short, according to Stiggins (2009), students will learn more and become an all rounded individuals when they use continuous assessment results to evaluate their own learning and when they have greater feelings of efficacy about their academic abilities.

Thus, the concern of the study is to investigate the practice continuous assessment and to identify challenges that affect its implementation

1.2. Statement of the Problem

Due to the fact that continuous assessment is crucial to students' learning and achievement its practice attracts a good deal of attention all over the world both by industrialized and developing countries alike (Kellaghan and Greaney, 2001).

Despite the attention given, the actual practical status of continuous assessment in Ethiopia, especially in secondary schools is not as expected and it is entangled with so many critical challenges that hinder the effectiveness of its implementation (Abiy, 2013; Askalemariam, 2015; Demissie, 2016; Fisseha, 2010 & Takele, 2012;). Concerning the issue i.e. implementation of continuous assessment, at least more than a dozen research were conducted in secondary schools of Ethiopia by different researchers at different parts of the country on similar and different time periods. But unfortunately, the research findings which researchers come up with contradict to each other. Some of the major disagreed research findings can be seen from seven perspectives.

First, regarding the conception levels of teachers about continuous assessment, the research findings by Birhanu (2013) and Eshetu (2015) revealed that teachers have a good deal of knowledge and awareness about the concept of continuous assessment, its importance and the way how to implement it through the use of different assessment strategies.

But, on the other extreme, the research findings indicated that teachers had lack of convenient awareness about continuous assessment that leads them to concentrate on the summative components of assessment and poor practice of continuous assessment in their schools (Askalemariam, 2015; Demissie, 2016; Deselegn, 2012; Shumetie & Wondimu, 2015; Takele, 2012 & Tefera, 2014).

Second, concerning the attitude of teachers towards continuous assessment, the research works by Abiy, 2013, Birhanu (2013), and Eshetu (2015) confirmed that teachers have positive attitude; whereas, researchers Azeb (2013), Tesfom (2012) and Shumetie and Wondimu (2015) revealed that teachers had negative attitude towards the practice of continuous assessment in the sense that the practice is more complex, time consuming and more tiresome. Accordingly a researcher intended to investigate the problem basing on its population and thematic area.

Third, regarding the challenges in the implementation of continuous assessment, it was found that large class size, lack of adequate instructional materials, time constraint, teachers' workload, absence of continuous assessment guide, lack of support from school leaders and students absenteeism were major challenges (Demissie, 2016; Desalegn, 2012; Solomon, 2014; Takele, 2012; & Tefera, 2014). But, for Askalemariam (2015) and Tesfom (2012), the major challenges in the implementation of continuous assessment were teachers' low perception and negative attitude. In addition, large class was not a challenge for implementation of continuous assessment for Eshetu (2015). On the other hand, the

research finding by Takele (2012) indicated students' absenteeism as major challenge in the implementation of continuous assessment.

Fourth, concerning assessment strategies, it was found that teachers use various continuous assessment strategies (Birhanu, 2013; Eshetu, 2015 and Solomon, 2014). However, on the other extreme, it was confirmed by researchers that teachers did not include various continuous assessment strategies both in their instructional planning and in their classroom practice (Azeb, 2013; Desalegn, 2012; Shumetie & Wondimu, 2015; Takele, 2012; Tefera, 2014 & Tesfom, 2012).

Fifth, regarding the use of assessment result, investigators (Azeb, 2013; Demissie, 2016; Shumetie & Wondimu, 2015 & Takele, 2012) concluded that the result of continuous assessment was used only for grading and promotion purpose of students. On the contrary however, researchers show that the continuous assessment result was used as feedback for teachers to evaluate their instruction (Eshetu, 2015); to modify the learning program, to identify weak students, to set classroom objectives and to express the students' progress (Birhanu, 2013).

Sixth, in the case of feedback provision, Tefera (2014) confirmed that teachers do not give feedback for students. However, Desalegn (2012) and Solomon (2014) disclosed that teachers provide feedback for students yet the feedback system was poor in terms of adequacy and being untimely.

Seventh, concerning the support provided by school leaders, three different conclusions were reached by researchers as no support was given Demissie (2016); support was given but, it was inadequate (Tefera, 2014); however, adequate and appropriate support was provided (Eshetu, 2015).

Furthermore to the conflicting research findings, there are evidences that show continuous assessment is not well and fully implemented in Ethiopia in general (Demissie, 2016) and in region of Central Ethiopia in particular (Askalemariam, 2015 and Desalegn, 2012). What is relatively well implemented is the summative component of assessment (assessment of learning) which implies that continuous assessment is not properly implemented as it is expected (Solomon, 2014; Takele, 2012 and Tefera, 2014). Concerning this, Edwards, Turner and Mokatari (2008) argued that the gap between assessment of learning (summative assessment) and for learning

(continuous assessment) is unfortunately quite large in many of today's classrooms. To this end, Stiggins (2002) maintained that while both summative and formative continuous assessments are

essential for students' achievement, one is in place and the other is not. Similar findings were found by researchers (Takele, 2012; Tefera, 2014; Solomon, 2014 and Demissie, 2016) who assert that there was very poor practice of formative continuous assessment in secondary schools due to multivariate factors/challenges.

Moreover, according to Ministry of Education (MoE, 2002), implementation of continuous assessment in its full sense still requires much more effort to be exerted since there are so many challenging factors related to lack of professional capacities and commitment on the part of teachers and other education personnel. In addition, as also noted in the TDP midterm review, the team found that there is lack of guidance on the operationalization of continuous assessment faced by teachers and schools (MoE, 2006). Furthermore, the annual report of Doyogena woreda education office revealed that there is critical problem related to the practice of continuous assessment in all schools in general and in secondary schools in particular. As far as the researcher experience will be concerned, the implementation of continuous assessment under schools in Doyogena woreda education office is not implemented as per its intended purposes. What is clearly and most dominantly implemented in schools, particularly in econdary schools is assessment of learning i.e. the summative assessment which comprise tests, midterm exams and few assessment tools.

Hence, all the challenges raised by ministry of education, the problematic paractice of continuous assessment indicated by annual report of Doyogena woreda education office and the researcher's experience together with the conflicting research findings dealt so far clearly show that there is still gap/ problem in relation to practice of continuous assessment in the country in general and in Doyogena woreda education office in particular. Therefore, the situation becomes a good rational ground for the researcher to decide to will conduct the study on the practice and challenges of continuous assessment in Doyogena government secondary school.

1.3. Research Questions

The following research questions were raised to be addressed by the research finding:

1. To what extent continuous assessment is implemented in the Doyogena government secondary school?

2. What are the magnitudes of challenges that teachers encounter during the implementation of continuous assessment?

3. Do teachers have the required knowledge and skills to implement continuous assessment?

4. What is the attitude of teachers towards the implementation of continuous assessment?

5. Is there a significant difference among teachers on the practice and challenges of continuous assessment based on their sex, teaching experience, qualification level, the grade they taught and area of specialization?

1.4. Objectives of the Study

1.4.1. General Objective of the Study

The general objective of this study is to investigate the overall practice and challenges that hinder the proper implementation of continuous assessment. 8

1.4.2. Specific Objectives of the Study

The specific objectives of the study were aimed to:

Examine the implementation status of continuous assessment in the Doyogena government secondary school.

Identify the magnitude of challenges in the implementation of continuous assessment

Examine the knowledge and skills that teachers have to implement continuous assessment.

Examine the attitudes of teachers toward the implementation of continuous assessment.

Investigate whether there is difference among teachers on the practice and challenges of continuous assessment based on their sex, teaching experience, qualification level, the grade they taught and area of specialization or not.

1.5. Significance of the Study

The finding of the study will have its own significance for different individuals or bodies. It will be beneficial for teachers of Doyogena government secondary school in the sense that it will clearly show their practical implementation of continuous assessment, the challenges they faced, and the way how to tackle the challenges through alternative proposed solutions; and by providing lessons how to use feedback both for the students' learning progress and for their instructional improvement. Students will be benefited from the proper implementation of continuous assessment and feedback by their teachers

within the classroom. School leaders will be beneficial from the result of the research finding which will give clear picture about their schools continuous assessment practice and challenges so that they can get an opportunity to strengthen good practices and to improve poor performance thereby schools be able to succeed in realizing their mission through producing all rounded students and from this, students' parents will gain an advantage from their children better performance. In addition, the research findings will serve as source of information for other researchers who will be interested to conduct a more detail investigation on the area either in breadth or width. Moreover, the finding of the study may contribute to inform policy

makers about the implementation status and challenges of continuous assessment in secondary schools.

1.6. Scope of the Study

The finding of the study will be more relevant if the scope of the study covers all schools (primary, secondary and preparatory schools of both the government and the private sector) in Doyogena government secondary school. But, due to different constraints, the study will be geographically delimited only on government secondary schools of Doyogena government secondary school. Conceptually, the study is delimited to investigate the practical implementation and challenges of continuous assessment under the Doyogena government secondary school.

Methodologically, the study is delimited to apply descriptive survey design supported with mixed research approaches.

1.7. Operational definition of key terms

Challenges of continuous assessment: refers factors that hinder/limit the implementation process of continuous assessment in the studied schools.

Continuous Assessment: refers the assessment practice with the aim of facilitating students learning and teachers' instruction at classroom level.

Practice of Continuous Assessment: refers the overall implementation of continuous assessment with respect to its purpose, level of frequency, applicable assessment strategies, provision of feedback, attitude of teachers and the knowledge and skills they have to implement continuous assessment. Secondary Schools: in this study, it refers those school levels which serve students from grades 9-10.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Concept of Assessment

The term assessment has a wide range of meanings in different fields of study and by different scholars. Hence, for the purpose of this study, it is better to look the concept of assessment with educational perspective. According to Solomon (2014), educational assessment is the process of documenting usually in measurable terms, knowledge, skills, attitudes and beliefs. For Jones (2005), assessment is part of class room activities which is fundamental process required to promote learning and ultimately achievement. It is an integral part of teaching and learning which involves gathering, interpreting and recording information related to students' progress in learning and the effectiveness of the teaching strategies (Huba and Freed, 2000 cited in Ndalichako, 2015). Similarly, (ICDR of Ethiopia, 1999 as cited in Abera, 2012) and Plessis, Prouty, Habib and George (2003) defined assessment as a way of observing, collecting information and making decision based on the information.

On the other hand, Sambell (2011) looks the concept of assessment as a central feature of teaching and learning. It is due to this fact countries are investing a lot on their educational assessment practices. Concerning this, Shumetie and Wondimu (2015) advocate that assessment today has become a critical component of educational reforms. To show the criticality of assessment, Stiggins (1999) maintains that an investment on the quality of assessment in general and classroom assessment in particular will pay more dividends. This is confirmed by Brown (2005) who asserts that assessment is probably the most important thing that has to be carefully planned and implemented to help students to learn more and better.

On the whole, assessment powerfully frames how students learn and what they achieve. Hence, the reason for an explicit focus on improving assessment practice is the huge impact it has on quality of learning (Boud and Associates, 2010 cited in Sambell, 2011). 11

2.2. Concept of Continuous Assessment

Different scholars define the term continuous assessment differently. For instance, continuous assessment is defined as a classroom strategy implemented by teachers to ascertain knowledge, understanding, skills, and attitude attained by students (USAID, 2003; Tegegne, 2007 and Shumetie and Wondimu, 2015). On their part, Walde (2016) and Umendu (n.d) define continuous assessment as periodic and systematic method of assessing and evaluating a person's attributes. Likewise, Le Grange and Reddy (1998) defined continuous assessment as "the assessment of the whole learner on an ongoing basis over a period of time, where cumulative judgments of the learners' abilities in specific areas are made in order to facilitate further positive learning (cited in De Lisle, 2010). On top of this, continuous assessment is conceptualized by different researchers as a planed, systematic, regular, purposeful and an ongoing process conducted to determine the learning process, to identify the achievement and progress of students through the use of variety of assessment tools (Ibrahim, 2011; Obimba, 1989; Yoloye, 1991 and 1995; William, 2010; Ughamandu, 1994; Muskin, 2017 and Barton, Phillips and Rivers, 2015). On the other hand, the concept of continuous assessment is seen as both formative and summative process which involves collection of data to determine the final grade of students across the three learning domains (Berihu, 2016; Walde, 2016; Birhanu, 2013; Awofala and Babajide, 2013 and Anaf and Yamin, 2014). In the same way, continuous assessment refers to a practice of continuously checking on learners' attainment or competence in knowledge, skill and attitude through various student profile using different assessment methods (Curzon, 1990 and Godfery, 2011 as cited in Abera, 2012 and Nadia, 2013 respectively).On the other way, the idea of continuous assessment can be seen as unstructured and even spontaneous methods used to identify students' comprehension of a concept, content or technique during instruction in order to make immediate adjustment and to provide prompt precise feedback to strengthen the learning of students (Muskin, 2017). In the same token for Abera (2012), continuous assessment is a means of carrying out an assessment formally and informally within the classroom to make a sound judgment on the learning progress of students. It is an important tool that tells and enables teachers whether there is a need to re-taught lessons,to identify and help student to improve their learning (Plessis et al, 2003 and Marlavikani, Amini, Kani and Panah, 2016). In nutshell, continuous assessment could be 12

phrased as assess as you go (Isaksson, 2008 cited in Heikkinen and Jaako, 2011).

All the views of scholars about continuous assessment enables to conclude that continuous assessment is a very broad concept and practice that involve both formative and summative components, formal and informal aspects of assessment with multiple purpose in the teaching learning process to serve as assessment 'of', 'as' and 'for' learning.

2.3. Purpose and Types of Continuous Assessment

2.3.1. Purpose of Continuous Assessment

In the past, the purpose of assessment was focusing on best student/s identification, promotion and checking accountability of teachers through the use of tests (Plessis et al, 2003; Thomas, 1993 and MoE, 1998). Concerning this, Harmon (1989-1990) as cited in Thomas (1993) argued that tests are not just trivial; they are toxic. The pseudo diagnostic categories in terms of accountability and placement do not provide the kind of information necessary to inform instruction. In addition, the use of final or terminal assessment is not possible for several reasons: when using terminal assessment it is very difficult to accomplish a working feedback system from the student to the teacher and vice versa; following student's progress in his/her learning during the course is difficult; and motivating students is also difficult (Heikkinen and Jaako, 2011).

As a result, now the emphasis of schools almost in all countries, reset on helping all learners to succeed in their learning. Hence, the purpose of assessment shifts from accountability and promotion to enabling all learners to achieve more by informing the instruction. Continuous assessment thus, is the best way to ensure that all learners have opportunities to succeed in school (Plessis et al, 2003). With carful and systematic planning, continuous assessment can serve both accountability purpose as well as informing a variety of audiences about students' growth and the quality of instruction that students receive (Thomas, 1993).

The central purpose of Continuous assessment is to help students to become better learners and producers (Quansah, 2005) and conveying his /her expectation about what is important to learn, providing information about the students' progress and helping students to judge their own learning (Nadia, 2013). In general, continuous assessment has a purpose of informing how well the students are learning and how well the teacher is teaching (Aytaged, 2013). Abera (2012) has confirmed the above idea by stating that the direct purpose of continuous assessment is to identify those who have and have not mastered a particular knowledge and skill and to respond quickly to students' real or perceived

learning problems. In connection to this, MoE (2002), has sought the purpose of continuous assessment used to ensure what student have to learnt, what weaknesses they have and if necessary to repeat lessons for them until they understand well.

Specifically, continuous assessment has multiple purposes which it intends to serve. For instance, according to Sintayehu (2016), continuous assessment has abundant purposes to serve including improvement of the teaching -learning process and motivating students to work harder. Whereas, as to Abera, Kedir and Beyabeyin (2017), continuous assessment is used to serve as a means of giving feedback for both students and teachers, an overall judgment of achievement and checking staff accountability, as a means of monitoring standards and enabling students learning. Similarly, continuous assessment is designed to serve as a means of students learning, teaching improvement, communication, program evaluation, program support and motivation (Abera, 2012).

In sum, from the above explanation of scholars concerning the purpose of continuous assessment, it is possible to deduce that continuous assessment is a multi-purposive process and activity which may serve all assessment 'of', 'for' and 'as' learning.

2.3.2. Types of Continuous Assessment

There is much confusion in the literature concerning the typologies of continuous assessment. Some scholars look the types of continuous assessment from the perspective of formality and informality of the practice it has (Muskin, 2017; De Lisle, 2010 and Abera, 2012). While some others observe the types of continuous as formative and summative components based on the purpose it serves (Aytaged, 2013; Muskin, 2017; Yorke, 2003; Berihu, 2016; De Lisle, 2010 and Tesfom, 2012). Still, other groups of scholars recommend that to look the types of continuous assessment in light of 'assessment of learning', 'assessment as learning' and 'assessment for learning' (Sintayehu, 2016 and Aytaged, 2013). Even in the research works of (Askalemariam, 2015 and Barton, Phillips and Rivers, 2015) the concept of continuous assessment is narrowed down and the term itself is interpreted as equally to mean formative assessment and/ or assessment for learning.

All the above assertions show that there is no one agreed upon classification of continuous assessment rather different scholars come up with their own different typification. Therefore, for the purpose of clarity, it is important to look all of them separately in some detail.

2.3.2.1. Types of Continuous Assessment from Formal and Informal Perspective

2.3.2.1.1. Formal Continuous Assessment

Formal Continuous assessment is one which is fully structured and planned assessment approach usually conducted at regular interval of periods (Muskin, 2017). According to the author, formal continuous assessment is primarily used for summative purposes to generate grades to combine with the scores from the official end-of- year examinations. Similarly, formal continuous assessment is defined as those activities take place with reference to a specific curricular framework (Yorke, 2003; Eshetu, 2015 and Demissie, 2016). Furthermore, according to Azeb (2013), formal continuous assessment is usually standardized and an objective way of assessing students' learning.

2.3.2.1.2. Informal Continuous Assessment

Informal continuous assessment on the other hand, is that which takes place in the course of events, but which is not specifically stipulated in the curriculum design (Yorke, 2003). More importantly, informal continuous assessment is that which is unstructured and even spontaneous assessment method used to identify the comprehension levels of students (Muskin, 2017). This type of assessment is termed as very informal, almost casual (Yorke, 2003; Eshetu, 2015 and Demissie, 2016). The purpose of informal continuous assessment is identifying instructional problems and learning difficulty of students so as to draw solutions including provision of constructive feedback to facilitate students' learning both individually and in groups. According to Azeb (2013), informal continuous assessment is sometimes termed as alternative /authentic assessment often relays on observation.

2.3.2.2. Types of Continuous Assessment as Formative and Summative Component

2.3.2.2.1. Continuous Assessment as Formative Component

Formative assessment or assessment for learning is defined as the "process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" (Assessment Reform Group, 2002, p. 2 as cited in Herman, 2013). The formative component of continuous assessment is at the heart of effective teaching. To this end, Barton, Phillips and Rivers (2015) advocated that continuous assessment can be formative assessment if and only if it produces evidence that is actually used to adapt teaching to meet the needs of students. In line with this, Yorke (2003) conclude that the central purpose of formative continuous

assessment is to contribute to students' learning through the provision of information about performance.

On the other hand, according to Muskin (2017), continuous assessment as formative tool informs feedback, remediation, and /or enrichment targeted to a student, group of students or a whole class. This is supported by Tadesse (2015) who asserts that formative continuous is used to improve the teaching -learning process and student achievement through continuous feedback. In addition, formative continuous assessment provides valuable information about students' learning by indicating some aspects of the teaching and learning processes that need to be strengthened, changed or modified (Aytaged, 2013; Sadler, 1989 and Desalegn, 2012).

2.3.2.2.2. Continuous Assessment as Summative Component

Continuous summative assessment produces a measure which sums up someone's achievement and which has no other real uses except as a description of what has been achieved (Brown and Knight, 1994 as cited in Aytaged, 2013). Similarly, as Muskin (2017), continuous assessment as summative component is central to determine students' achievement. In other words, summative continuous assessment plays a judgmental role in the students learning unlike formative continuous assessment which plays developmental role (Sadler, 1989; Desalegn, 2012 and Sintayehu, 2016). At the same time, Berihu (2016) describes summative continuous assessment as one component of assessment approach which involves systematic collection of marks or grades in to a final score to determine the students' achievement. All in all, the fundamental difference between formative and summative continous assessment lies in how the assessment information is used, not in how it is collected (Balan, 2012).

Despite the distinction has been made between formative and summative continuous assessment, their distinction for many writers however, has become far from sharp. Concerning this, Yorke (2003) presents that some assessment, for instance course assignments are deliberately designed to be simultaneously formative and summative. This type of continuous assessment is considered as formative because the students expected to learn from whatever feedback is provided and summative continuous assessment because the grade awarded contributes to the overall grade at the end of the study unit/course.

2.3.2.3. Types of continuous Assessment as Assessment 'of', 'for' and 'as' learning

2.3.2.3.1. Continuous Assessment as 'Assessment of Learning'

According to Sintayehu (2016), assessment of learning is the predominant type of continuous assessment in schools. It is summative in its nature. The purpose of assessment of learning is intended to certify learning and report to parents and student about students' progress. It is typically done at the end of unit, course or program. 1

2.3.2. Continuous Assessment as 'Assessment for Learning'

Assessment for learning means using assessment to inform next steps in teaching and learning (Hargreaves, 2005). Assessment for learning is also called formative assessment (Askalemariam, 2015; Sintayehu, 2016 and Fisseha, 2010). Assessment for learning involves those activities, whcich undertaken by teachers and by students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities (Black and William as cited in Hargreaves, 2005).

2.3.2.3.3. Continuous Assessment as 'Assessment as Learning'

Assessment as learning emphasis the role of students not only as contributor to the assessment and learning process but also as the critical connector between them (Sintayehu, 2016). In this type of assessment students are expected to be active participant, critical assessors and can make sense of information and relate the information with their prior knowledge so that they can master the issue under the learning process. It allows students to monitor their own learning.

2.4. Importance of Continuous Assessment

Continuous assessment has abundance benefits which are scholarly verified. Knowing such importance for the concerned bodies is thus essential so that they can implement the practice to tap the benefits.

Continuous assessment is a powerful diagnostic tool which serves as a means of increasing students' achievement by enabling them to understand areas of difficulty and to concentrate their effort on those areas (USAID, 2003 and Modus and Kelleghan, 1993 as cited in Shumetie and Wondimu, 2015). Similarly, it is evident that continuous assessment is a powerful instrument for enhancing the attainment of learning outcomes and to ensure academic excellence (Arega, 2014 cited in Sintayehu, 2016). This is due to the fact that continuous assessment enables teachers to adopt their teaching to the needs of all students so that each student has got the chance to learn and succeed (Plessis et al, 2003).

More importantly, continuous assessment plays a vital role in diagnosis of the learners' weakness and facilitating provision of remediation and/or enrichment activity to the student (Anaf and Yamin, 2014 and Alausa, 2004 cited in Nadia, 2013). Moreover, the information collected by continuous assessment helps to plan and monitor the teaching learning process (Aytaged, 2013). Furthermore, MoE (2006) sought the importance of continuous assessment as an instrument to reduce student repetition and to increase transition rate.

2.5. Feedback in Continuous Assessment

If assessment is to be an integral to learning, feedback must be at the heart of the process (Brown, 2005). Hence, feedback in continuous assessment must serve first and foremost to inform actions at the many levels of assessment and teaching – learning practice (Muskin, 2017). The above two assertions clearly show that how feedback is determinant in the process of assessment. Thus, whenever the issue of continuous assessment is discussed, it is apparently important to deal on the issues of feedback as well.

2.5.1. Concept of Feedback

According to Hattie and Timperley (2007), feedback is conceptualized as information provided by an agent (e.g. teachers peer, book, parents, self and experience). This is broad conceptualization of feedback which involves feedback generated from the self, and from experience. On the other hand, feedback is defined as actions taken by an external agent to provide information regarding ones task performance (Kluger and Dexlisi, 1996 cited in Sutton, Hornsey and Douglas, 2011). The second definition excludes self generated feedback by stressing in 'external agent'.

Other definitions of feedback make teachers as the only agent who provides feedback .To this end, feedback refers to the information teachers give to learners about their performance or behavior on assessment (Plessis et al, 2003 and Jones, 2005). On the other hand, the concept feedback is described as information about the gap between the actual and the reference levels of parameter which used to alter the gap in some way (Ramaprasad, 1983 cited in Javid, 2009 and Sadler, 1989). On the whole, feedback in continuous assessment is an important tool that enables teachers to be more involved in teaching and assessing.

2.5.2. Importance of Feedback in Continuous Assessment

Feedback is an important tool for the sustenance of good performance as well as a veritable instrument for the improvement of poor performance (Falaye and Adefisoye, 2016). Feedback provided by teachers during continuums assessment enables students to reflect on their learning (Javid, 2009). However, according to Hattie and Timperley (2007), feedback has no effect on vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed. According to the authors, feedback is most effective when it addresses faulty interpretation, not a total lack of understanding. Feedback in continuous assessment enables to maximize the outcome in the teaching-learning process (Abera, Kedir and Beyabeyin, 2017).

2.5.3. Provision of feedback in Continuous Assessment

The fruit of feedback depends on the way that is followed to provide it. That is, the impact of feedback can be either positive or negative (Muskin, 2017). In order to bring a positive impact in the feedback that is to be provided, implementing the Black and William (1998) four criterions is highly recommended in that feedback must: be on students' actual level of understanding or Performance; clearly communicate the actual learning expectations or outcomes and elucidate the learning expectations which a student meet and do not meet as well as engage the learner directly and fully in understanding the nature of any gaps so as to articulate concrete and realistic actions to diminish or ideally to eliminate the gaps (cited in Muskin, 2017). Similarly, Brown (2005) argue that feedback must enable students to understand not only where they have gone wrong but also what they need to do to improve as well as sustain their success. Thus, the feedback that teachers intended to provide for their students must meet the requirements to be timely, clear and precise, constructive, motivating and linked to actions by others (Sintayehu, 2016 and Muskin, 2017).

2.6. Assessment Strategies in Continuous Assessment

What matters for better practice of continuous assessment is depend on the use of different assessment strategies /tools. This is due to the fact that continuous assessment by its nature is a demanding task that requires using various assessment tools to meet the needs of students and to ensure their better achievement (Abera, 2012; Abera, Kedir and Beyabeyin, 2017). It is scholarly recommended that the practice of continuous assessment should include a range of different assessment strategies and techniques to gather information about students learning and to measure their performance or achievement (Nadia, 2013; Abera, Sersebirhan and Patel 2017; Aytaged, 2013; William 2010 and

Faleye and Adefisoye, 2016). Even though some research findings show that teachers use variety of continuous assessment strategies (Birhanu, 2013; Mwebaza, 2010 and Eshetu, 2015), majority of researchers however; have found out that teachers rarely used a range of assessment strategies (Yidnekachew, 2014; Shumetie and Wondimu, 2015; Dessalegn, 2012; Tefera, 2014; Takele, 2012 and Tesfom, 2012). In connection to this, Azeb (2013) strongly concluded that there is no use of different assessment techniques /strategies and no attention is given to assess students to improve their progress in cognitive, affective and psychomotor domains. But, according to MoE (1994), continuous assessment must be carried out using different assessment tools and strategies. Because, good continuous assessment strategies provide students with opportunities to show what they have learned and what they can do (Nadia, 2013). As a result teachers need to include a wide variety of assessment strategies for the better support of their students and the teaching-learning process as well. For this purpose Aytaged (2013) propose the following continuous assessment formats/strategies (checklists, portfolio, projects, individual and group assignment, presentations, short tests, quizzes, peer and self assessment) to be used during the practice of student assessment. Nadia (2013) had also recommended that oral presentation, written tests, projects and take home assignment are essential continuous assessment strategies that needs to be implemented by teachers.

On her part, Azeb (2013) stressed that peer and self assessment, group assessment, observation sheet, written assignment, oral questioning, portfolio and performance assessment must be included to assess the student progress, learning achievement, to find out the learning difficulties faced by students and to support teaching -learning in general. Javid (2009) strengthen this by declaring that the practice of continuous assessment needs to include the following strategies (portfolios, self assessment, peer assessment, performance based assessment, questioning, interview based assessment, play based assessment and co-operative group assessment) among other things so as to purposefully and meaningfully assist teaching-learning and students achievement. Hence, teachers need to be aware of about the importance of using various assessment strategies (Birhanu, 2013 and Mwebaza, 2010) and be careful enough in selecting a specific assessment strategy to ensure that the strategy is appropriate to measure what is intended to be measured. This is because the appropriateness of an assessment strategy/tool depends on the nature of the task to be performed or the nature of learning behavior to be observed or measured (Aytaged, 2013). 22

2.7. Attitude of Teachers towards Continuous Assessment

Attitude is an important factor that shapes everything in human life. Concerning this, Faleye and Adefisoye (2015) advocate that human attitude is a critical factor of success in every activity in life. If a person develops a positive attitude on his /her job, it will have corresponding positive effect on his/her likelihood of attaining success on the job. According to the authors, the positive attitude will serve as 'a push' factor for an individual to struggle to attain excellence in whatever activity the person is involved in. The opposite is true if a person develops a negative attitude to his/her job. This would be the case for teachers in performing continuous assessment in the teaching and learning process.

Concerning the attitude of teachers towards the practice of continuous assessment, there are different national and international research findings that reveal teachers have both negative and positive attitude to the practice. For instance, a research conducted by (Eshetu, 2015; Abiy, 2013; Birhanu, 2013 and Nxumalo, 2007) show that teachers have positive attitude for the practice of continuous assessment in the way that they consider continuous assessment as a suitable and important instrument to support their teaching and the students' learning .This is also confirmed by the research works of (Alufohai and Akinolosotu, 2016 and Awofala and Babajied, 2013) who found out that majority of teachers display positive attitude towards the practice of continuous assessment. But, on the other hand, research findings reveal that many teachers have a negative attitude towards continuous assessment by considering the practice as laborious and time consuming event (Faleye and Adefisoye, 2016; William, 2010; Tesfom, 2012 and Azeb, 2013). Consequently, their negative attitude brings negative impact/ failure on the practice of continuous assessment in their respective schools.

2.8. Knowledge and Skills of Teachers to Implement Continuous Assessment

The perception/knowledge and the skill that teachers have had its own influence on the practice of assessment in general and classroom assessment in particular (Susuwele-Band, 2005).

2.8.1. Knowledge/Perception of Teachers about Continuous Assessment 23

Regarding the perception/ knowledge/ of teachers about continuous assessment, different research findings reflect that teachers have both good and poor perception/understanding about continuous assessment. In connection to this, researches (Nxumalo, 2007; Abiy, 2013; Birhanu, 2013 and Eshetu, 2015) found out that teachers have better awareness and good level of knowledge about continuous assessment. However, on the other hand, a number of researchers declare that teachers have inadequate perception/ knowledge/ about continuous assessment (Yidnekachew, 2014 and Alufohai and

Akinolosotu, 2016); incomplete understanding (Dessalegn, 2012 and Tefera, 2014); wrongly perceived the practice of continuous assessment (Demissie, 2016 and Susuwele-Band, 2005) less awareness about continuous assessment(Shumetie and Wondimu, 2015) and they did not totally understands the concept and principles of continuous assessment (Askalemariam, 2015 and Modupe and Sunday, 2015).

As far as the above researchers' findings are concerned, the incomplete ,inadequate, misconception, less awareness and the total lack of understanding that teachers have about continuous assessment negatively affects the practice of assessment to be concentrate on summative types of assessment, tests and unable to support the students' learning.

2.8.2. Required Skills for Teachers to Implement Continuous Assessment

According to (Ezewu and Okoye, 1981; Federal Republic of Nigeria, 2004 and Ughamadu, 1994), the implementation of continuous assessment in secondary schools requires that the teacher should be proficient in a number of skills which include:

i. Skills in Educational Measurement: The teacher should be proficient in the planning, construction and utilization of achievement tests and other assessment tools for the measurement of academic achievement of students. This means that the teacher should be able to carefully define and consider the objectives of the lessons in developing the instruments. These objectives must be stated in measurable terms.

ii. Skills in the assessment of affective and psychomotor behavior: The teacher should be proficient in planning, designing and utilizing tools or instruments for the assessment of personality characteristics and psychomotor behaviors.

iii. Skills in scoring and interpretation: The teacher also should be skillful in the scoring and interpretation of scores from the assessment instruments of various types.

iv. Skills in statistical computation: The teacher should be able to use relevant statistical tests in the continuous assessment practice. This will involve simple tabular and graphical presentation of data, computation of measures of central tendency, measures of variability and computations relating to transformation of scores to standard scores.

v. Skills in recording: The teacher should be able to maintain proper and detailed records of pupils' assessment. He should also prepare and present the pupils' records periodically.

vi. Skills in integration and co-ordination of teaching strategy: The primary school teacher should have a careful planning of well integrated and coordinated teaching strategies compatible with particular subject matter areas.

2.9. Challenges in the Implementation of Continuous Assessment

Research findings show that the practice of continuous assessment is impeded with so many challenging factors. As per different researchers, around 13 factors that hinder the practices of continuous assessment were discussed. These include:

Large class size: this is the major problem which directly related to availability of large number of students within a class that becomes so difficult to conduct continuous assessment (Solomon, 2014; Tefera, 2014; Dessalegn, 2012;Takele, 2012; Demissie, 2016; Nyambe, 2015; Azeb, 2013;Shumtie and Wondimu, 2015; William, 2010 and Yidnekachew, 2014).This shows that almost ten research findings find out that large classic size is a common problem that teachers face during the implementation of continuous assessment. But, surprisingly the research work conducted by Eshetu (2015) reveal that large class size is not a challenge in implementing continuous assessment by stating that most teachers in his study assure that it is possible to implement continuous assessment in large class size.

Problem related to material access: the second major challenge find out by researchers is related to lack of the necessary school facilities, shortage of instructional materials for both teachers and students as well as poor infrastructure of the school system (Solomon, 2014; Dessalegn, 2012; Takele, 2012; Nyambe, 2015; Azeb, 2013; Shumetie and Wondimu, 2015 and William, 2010).

Workload: The third hindering factor of continuous assessment is due to teacher overload so that they face difficult to implement continuous assessment effectively (Dessalgn, 2012; Demssie, 2016; Nyamebe, 2015; Azeb, 2013 and Yidnekachew, 2014).

Lack of knowledge and poor professional capacity: This is the other equally important hindering factor for the practice of continuous assessment (MoE, 2002; Muskin, 2017; Demessie, 2016; Shumetie and Wondimu, 2015 and Takele, 2012).

Time constraint: is the fifth challenging factor in the implementation of continuous assessment as found out by researchers (Tefera, 2014; Demiise, 2016; Takele, 2012 and Shumetie and Wondimu, 2015).

Lack of interest: at the sixth place it was found out that lack of teachers interest (Takele, 2012) and students' interest (Yidnekachew, 2014; Takele, 2012 and Nyambe, 2015) towards continuous assessment becomes another impending factor.

Challenges related to the practice of continuous assessment: It is true that the purpose of continuous assessment is to find out learning difficulty and to support teaching- learning in general and student learning progress in particular. But activities done for this purpose such as remediation, enrichment, monitoring, evaluation, recording, reporting and feedback provision are found to be tedious task for teachers; hence become a challenge for effective implementation of continuous assessment (William, 2010 and Alufohai and Akinolosotu, 2016).

Lack of commitment from teachers and other concerned educators (MoE, 2002 and Takele, 2012) students absenteeism (Nyambe, 2015 and William 2010), and absence of uniform continuous assessment standards and procedures (MoE, 2006 and Alufohai and Akinolosotu, 2016) were also founds as hindering factors in the implementation of continuous assessment. Furthermore, lack of teachers integrity (favoritism and inflation of marks (Alufohai and Akinolosotu, 2016), poor administration support (Takele, 2012) and negative attitude of teachers and students (Tesfom, 2012 and Askalemariam, 2015) were also found as the challenging factors in the implementation of continuous assessment.

2.10. Status and Practice of Continuous Assessment in Ethiopia

The notion of continuous assessment in Ethiopia was introduced since 1994 for the purpose of producing an all rounded profile students at all levels (MoE, 1994). To realize these purpose different efforts were made by the ministry in its ESDP including creaction of cluster systems to strengthen teachers' CPD, provision of capacity building training for teacher to facilitate their implementation of continuous assessment among other things (MoE, 2002 and 2006). But later on, the very purpose of continuous assessment is narrowed down to serving in the reduction of educational wastage, particularly student repetition and in the decision on students' promotion (MoE, 2002). In this connection, MoE (2006) declares that the decrease in repetition rate indicates that more and more

schools are implementing continuous assessment to effect students' transition through the grads. The implication of the ministry declaration asserts that continuous assessment is well implemented in many schools of the country.

However, two contradicting issues were created against the conclusion of Ministry of Education. First, the ministry evaluated the effectiveness of continuous assessment strictly with reduction of repetition and narrow down its purpose as a panacea for the problem of students' repetition. From the beginning the purpose of continuous assessment is to produce all rounded students, but now the purpose is shifted to serve minimizing repetition and maximizing student retention. Even through, continuous assessment has a role in reducing student repetition and increasing their achievement, the mere reduction of repetition rate does not ensure that students become an all rounded in terms of their cognitive, affective and psychomotor domains. As a result, the success of continuous assessment has to be evaluated against such perspectives in addition to its contribution to reduce repetition.

Second, research findings conducted at different parts of the country in different time periods by different individuals strongly confirm that continuous assessment was not implemented as it is expected. This confirmation can be seen from the following four angles:

One, concerning the status and practice of continuous assessment particularly in secondary schools, researchers concluded that the practice of continuous assessment is very poor so that its status becomes beyond the intended objectives (Demessie, 2016; Solomon, 2014;Takele, 2012; Tefera, 2014; Askalemariam, 2015 and Abiy, 2013).To be more specific, let us look, what researchers concluded by their own words. "The status of continuous assessment implementation was far from the standard" (Dessalegn, 2012:65) and "far from what is needed" (Takele, 2012:62. In addition, "assessment for learning (the formative component of continuous assessment) was not implemented effectively to improve students' learning" (Askalemariam, 2015:222). Moreover, "the Ethiopia high schools have experienced heavy use of traditional summative and more judgmental approaches to assessment" (Abiy, 2013:1489) which by implication assert no proper implementation of continuous assessment in secondary schools.

Two, it is scholarly recommended that teachers to use various and different assessment strategies /tools to create a good deal of opportunities for all students to learn. But, this reality is not seen in the Ethiopia secondary schools continuous assessment practice as per the research findings. To this end,

researchers concluded that “teachers did not included varieties of assessment strategies /tools both in their plan and practice to assist the students better learning and to check the students mastery of different learning objectives” (Tesefom, 2012; Takele, 2012; Dessalegn, 2012; Tefera, 2014 and Shumetie and Wondimu, 2015).

Three, with respect to the assessment result, researchers firmly assert that continues assessment result is only used for grading purpose (Azeb, 2015; Tefera, 2014 and Shumeite and Wondimu, 2015) which denies the purpose of continuous assessment for learning and to modify instruction as well.

Four, it is empirically proven that feedback is at the heart of effective continuous assessment. However, research results ensure that secondary school teachers in Ethiopia did not provide timely, constructive and adequate feedback to their students during the practice of continuous assessment (Demissie, 2016: Dessalegn, 2012; Tefera, 2014 and Solomon, 2014).

Hence, from the research evidences treated so far, one can deduce that the status and practice of continuous assessment particularly in secondary school is not found in a satisfactory level.

CHAPTER THREE

METHODOLOGY

3.1 Description of Study Area

The perceived and preplanned geographic location of this study area is Doyogena government secondary school. Doyogena is located at Kambata Zone, which is one of the zones of Central Ethiopia regional states with capital of Durame town. Durame Town is located at 295 km South West of Addis Ababa and at79 km south east of Doyogana town. The population of the Kambata zone was 1.8 million which was drawn from population survey of 20016 EC. (Source: Taken from statistical bureau of Kambata Zone, 2017 EC). Even though Doyogana is located at Kambata zone, Hossana Town Administration is the nearest town for Doyogana town at 24 km north east distance and at 234 km South West of Addis Ababa.

3.2 Research Design

This study purposely would stand to explore current CA practices and challenges in case of Doyogena government secondary school. Accordingly, statistical procedure like data recording, data organizing, data describing, data analyzing and data interpreting were proceed through description by reflecting various statistical method and proper and fit instruments. In order to achieve such statistical procedure, a researcher better see that using descriptive survey design as more fit to take such a quantitative statistics.

3.3 Population of the Study

This study lays to investigate current CA practices and challenges in case of Doyogena government secondary school. As far as explained in delimitation of the study, it is impossible to take a study in broader scope due to financial and other associated limitations including time. Basing on this clear reason, a researcher is mandated to delimit the study for community of Doyogena government secondary school. Accordingly, the target population for this study is grade 9-12 students and school leader staffs. , generally, in Doyogena government secondary school there are 621number of students in 9-12 grades. From this, grade 9 students are 156, out of this 89 females; grade 10 students are 155,

out of this 84 females; grade 11 students are 159, out of this 83females and grade 12 students are 151, out of this 77females.

3.4 Sample Sampling Technique

Since the populations of this study are settled within an institutions in a given town, it is not this much cumbersome to take a simple random sampling. While the target population is having similar role of engagement and live within one geographic area that shows to the presence of homogeneity, the condition allows a researcher to take a simple random sampling which is proportional to their size basing on class strata. There are two rationalities for a researcher to take simple random sampling by subordinating it with stratified sampling technique. One that the institution is one within a given single school, which is not that much difficult to administer, organize and collect the data simply without time and financial wastage. Two, there is availability of the students' list within which makes simple way for a researcher to administer and collect data easily. These are two reasons to take simple random sampling through their natural class strata. In order to take proportional sample from the total population a researcher uses sample size calculator as shown below, which was applied by Naing,Winn& Nordin (2006) for Practical Issues in Calculating the Sample size for Prevalence Studies. By taking this sample size calculation formula, a researcher takes that the numerical value of 621 total sample sizes from the target population. Through the proportionality law from total population of 156 grade 9 students a researcher draws 23 participant samples; from total population of 155 grade 10 students a researcher draws 23 participant samples; from total population of 159 grade11 students a researcher draws 24 participant samples and from total population of 151 grade 12 students a researcher draws 23 participant samples. Accordingly total sample size from all class is 93,

3.5 Instruments of Data Collection

Data collecting is one of the prominent tasks during the progress of research. The instrument which was used in this study is designed to collect the required data from students in Doyogana secondary school.. For this study, the questionnaire and interview was selected as the research instrument. According to Mangkau (2012), the questionnaire is suitable for use of thestudents as they will not face any pressure while answering the questions in the questionnaire, and that they are free to answer the questionnaire during their free time. To take this 30 item self developed close-ended; questionnaires which are anchored in 5 scale likert scale form which is strongly disagree to strongly agree was

administered. And also open ended questionnaires and interviews will be administered for school leading staffs.

3.6 Method of Data Analysis

This is major step to organize, to give the meaning and to interpret the collected data. To accomplish this purpose, a researcher decides to use both descriptive and inferential statistics with in quantitative and qualitative methodology. Descriptive part of this analysis is serve to display the demographic data in organized, summarized and simplified form through the help of percentiles with association to frequency distributions, tables, percentages, measure of central tendency and measure of dispersion. A researcher applies inferential statistics to dress statistical meaning for the three basic research questions. Meanwhile chi-square will be applied to run the basic questions. Finally qualitative explanation will be applied to analysis open- ended questionnaires and interviews.

3.6.1 Questionnaire

Questionnaire was used as a major data collection instrument to collect data from sample teachers and students. The instrument is selected since it enables to ask questions to ascertain people's thoughts about, and feeling towards issues, events, behaviors and so on (Tharenou, Donohue and Cooper, 2007). In addition, questionnaires are instruments completed by respondents themselves and they are relatively easy to use, inexpensive, and are often the most plausible alternative for measuring unobservable constructs such as attitudes, values and preferences, intentions and personalities (Moorman and Podsakoff, 1992). Moreover, questionnaires are most appropriate where the aim of the study is to generate quantitative data from large number of sample to test research questions/hypothesis (Tharenou, Donohue and Coper, 2007). Thus, due to all such convincing facts, the researcher used questionnaire as a major data collection tool from teachers and students. Based on this, 67 close ended and 1 open ended questionnaires were prepared by the researcher in English Language to collect data from sample teachers and students. But, for the sake of better understanding, both the students' and teachers' questionnaires were translated into Amharic Language. Hence, the questionnaire were administered through Amharic Language.

3.6.2 Interview

An interview was also used as data collection tool for the five school principals and the two education experts. This instrument is preferred as the result of its ability in yielding both quantitative and qualitative data. Interviews are well suited when the researcher wants to see the topic from the perspective of the interviewee and understand how and why he/she comes to have this particular perspective (King, 1994). On top of this, interviews are preferable to collect data from small sample sizes. As the result, it was selected as the second data gathering tool for this study. Hence, four Semi structured interview items were also prepared to collect data from principals and education experts. However, since the working language of the administration staff is Amharic, the interview items were translated into Amharic Language and the interview was held in the same language

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1. Data analysis

In this section, the quantitative data were analyzed using descriptive statistics (such as frequency, percentage, mean and standard deviation) and inferential statistics (such as independent t-test and one way ANOVA), whereas, the qualitative data were analyzed through verbal narration.

4.1.1. Background Information of Respondents

Table 2: Background Information of Teachers

Demographic variables	Category	Frequency	Percentage
Sex of Respondents	Male	15	62.5
	Female	9	37.5
	Total	24	100
Educational Qualification	First Degree	19	79.2
	Second Degree	5	20.8
	Total	24	100
Teaching Experience in Years	1-20 years	17	70.8
	21years and above	7	29.2
	Total	24	100
Area of Specialization	Language Teachers	6	25
	Social Science Teachers	8	33.3
	Natural Science Teachers	10	41.7
	Total	24	100
Grade Levels in which Teachers Taught	9th	5	20.8
	10th	7	29.2
	11th	7	29.2
	12th	5	20.8
	Total	24	100

According to the data in Table 2, from the total of 24 teacher participants, 62.5% were males and the rest 37.5% were females. Concerning the qualification level, 79.2% teachers were first degree holders whereas, the rest of 20.8% them were second degree graduates

The data in the same Table also showed that the majority of teachers 70.8% were serving in teaching for 20 years and below whereas, 29.2% teachers were served for 21 years and above. Concerning areas of specialization, participants were categorized as language, social science and natural science teachers. Based on this, the data in table 2 indicated that 25%, 33.3% and

41.7% teachers were from language, social science and natural science streams respectively. In relation to the grade level in which teachers taught, the data in the same table revealed that 20.8%, 29.2% ,29.2% and20.8% teachers have taught in 9^{th}, 10^{th} 11^{th} and 12^{th} grades respectively.

Table 3: Background Information

Demographic variables	Category	Frequency	Percentage{% }
Sex of Student Respondents	Male	55	59.1
	Female	38	40.9
	Total	93	100
Grade level of Students	9th	23	24.7
	10th	23	24.7
	11th	24	25.8
	12th	23	24.7
	Total	93	100

As can be seen Table 3, from the total of 93 student participants, 55(59.1%) were males whereas, 38(40.9%) of them were females. The data in the same table, also depicted that from 93 participants, 23(24.7%) students were attending their education at grade 9^{th} ,23(24.7%) were attending there educatuon at grade 10th, 24(25.8) were grade 11thand the rest 23(24.7%) were grade 12^{th} students.

4.1.2.The practice (Implementation Status) of Continuous Assessment

In this study, the practice of CA or the overall implementation status of continuous assessment was examined from five perspectives. That is, the implementation of CA in the studied school was examined in terms of frequency, the purpose to which CA is implemented, students' involvement in the implementation, feedback provision and the use of various types of assessment strategies. Hence, the collected quantitative and qualitative data were presented in the order of the above themes

Table 4: Teachers and Students Mean Response on Frequency of CA Implementation

Items	Teacher(N=24)		Student(N=93)	
	M	SD	M	SD
Frequently implement CA to check students	3.8	0.85	3.55	0.88
Conduct CA in specified period	1.84	.601	2.77	1.331
Implement CA only when necessary	2.95	1.343	2.98	1.351
Assessments are only mid tests and final exams	2.32	1.219	2.86	1.399

As per the data shown in Table 4, for item 1, the mean score of teachers (*M* =3.58; SD =0.88) and students (*M*=3.55; SD =0.88) showed that the majority "teachers agreed to show that CA was frequently implemented in their schools while students were neutral on the issue. For item 2, which seems the opposite of item1, the teachers` mean score (*M*=1.84; SD =.601) confirmed that teachers were disagreed to indicate that their schools CA was not conducted in specified periods of times. This inversely strengthens the conclusion from item 1 i.e. CA was frequently implemented in the studied school. But, for the same item, students mean score (*M* =2.77; SD =1.331) indicated that students were

neutral which is to mean that the majority of them were unable to show their agreement or disagreement whether CA is implemented /conducted in specified periods or not.

Concerning item 3, the mean scores of teachers' and students' are nearly equal i.e. *M*=2.95; SD=1.351 for teachers and *M*=2.98; SD=1.343 for students. The mean scores for both teachers' and students' revealed that both of them were neutral in a sense that majority of them did not able to show their agreement or disagreement whether CA was implemented in the schools only when it is necessary or not. But, with regard to item 4, teachers' mean score (*M*= 2.32; SD=1.219) indicated that teachers were disagreed to show that their schools assessments were not only mid test and final exams. However, like the other three items the students' mean score (*M*=2.86; SD=1.399) for item 4, showed that students were neutral which means majority of them were failed to show their agreement or disagreement for the specified item. However, the data obtained from interview In general, the teachers' mean scores except the third item indicated that CA was frequently implemented in the selected secondary school whereas the students' mean scores for all the four items were near to 3 which stands to reflect that students were neutral. This happens due to the fact that majority of the students were not able to show their agreement or disagreement On the other hand, the interview data CA was not implemented frequently in those schools under the study. Concerning this, the majority of principals including the two education experts assured that continuous assessment in the studied secondary school is not implemented frequently mainly teachers were not interested to do consecutive assessments believing that doing so is too tedious and time consuming for them.

Table 5: Teachers and Students Mean Response on the Purpose of CA Implementation

Table5:Teachers and StudentsMeanResponseon thePurposeofCAImplementation

Items	Teachers(N=24)		Students (N=93)	
	M	SD	*M*	SD
ConductCA to identifylearningdifficulties	3.72	1.134	3.16	1.461
UseCA resultto modifythe teachingmethod	3.46	1.264	3.10	1.411
Usethe resultof CAtogive score/grades	3.53	1.264	3.31	1.438
UseCA result toseethe learningprogress	3.67	1.010	3.53	1.310

According to the data in Table 5, the teachers' mean scores for items 5,7 and 8 respectively were 3.72, 3. 53 and 3.67 that showed teachers agreement on that CA was conducted to identify the learning difficulties of students; the result from CA implementation was used to give score/s to students and to see their learning progress. But, for item 6, teachers' mean score (*M*=3.46, SD=1.264) indicated that teachers were almost neutral in which majority of them were not show their agreement or disagreement whether the result from CA was used to modify the teaching strategies or not.

On the other hand, for the items, 5, 6 and 7 the students' mean scores (*M*=3.16, 3.10 and3.31 respectively) revealed that students were neutral which is to mean that majority of them did not show their agreement or disagreement for the above items. But, for item 8, their mean score (*M*=3.53; SD=1.310) indicated that students agreed that teachers use the result of CA to see learning progress of students.

On the whole, concerning the purpose to which CA was implemented, the teachers' mean scores depicted that CA was implemented in the selected schools to serve both formative and summative assessment purposes. Nevertheless, the students' mean scores did not reveal to which purpose that CA was implemented.

clearly showed that CA was practically implemented for the sake of giving scores to students. That is, the school' CA practice was mainly focused on summative purpose of assessment. Concerning this, one of the interviewed education expert confirmed that:

"Except primary schools, the formative aspect of CA was not implemented in Doyogena secondary school of Doyogena Town Administrative". The informant added that "even if teachers, principals and supervisors were fully awarded about formative CA, they did not practiced it in Doyogena secondary school yet due to different factors, of which teachers' negative attitude was the major one"

Majority of the interviewed principals also ensured that the formative component of CA was not effectively implemented in their school. According the informants, all assessments that were done by teachers were a meant to collect scores for the final decision on students' grades.

Table 6: Teachers and Students Mean Response on the Involvement of Students in CA Implementation

Items	Teachers(N=24)		Students(N=93)	
	M	SD	*M*	SD
Enablestudentstoevaluatetheirlearning	3.29	1.02	2.59	1.481
Selfassessmentontheir learning	3.24	1.01	2.59	1.497
Peerassessmentpractice	3.07	1.01	2.67	1.379

Concerning students involvement in CA implementation, the data in table 6, displayed that both teachers' mean scores (*M*=3.29, 3.24 and 3.07) and students' mean scores (*M*=2.59, 2.59 and 2.67 for items 9, 10 and 11 respectively) indicated that both teachers and students were neutral. That is, the data revealed that both the majority of teachers and students were unable to show their agreement or disagreement about the involvement of students in the implementation of CA like on the issues such as self and peer assessment.

However, the interview data obtained from the majority of informants proved that students were not adequately involved in CA particularly, in those self and peer assessment activities. Moreover, majority of the interviewed principals explained that students' involvement in assessment practices other than mid test and final exams was very low. In other words, according to the informants, the CA practice in the selected school was dominated only by teachers.

Table 7: Teachers and Students Mean Response on Integration of Feedback with CA

Implementation

Items	Teachers(N=24		Students(N=93)	
	M	SD	*M*	SD
ConstructivefeedbackduringCA implementation	3.61	1.038	2.93	1.388
Timelyfeedback in everyassessmentpractice	3.38	1.210	3.16	1.378
Feedbackfor thepurpose of fillinggaps	3.64	.909	3.22	1.351
Writtenfeedback toindividual students	2.26	1.065	2.54	1.397
Feedback onlyon examtimes	2.55	1.272	2.65	1.451

The data in Table 7, demonstrated that the teachers' mean scores (*M*=3.61 and 3.64 for items 12 and 14 respectively) indicated that teachers were agreed to show that constructive feedback was given to students during CA implementation mainly for the purpose of filling the learning gaps of students. But for items 15, teachers were disagreed that they did not provided written feedback to individual students (*M*=2.26).

On the other hand, for items 13 and 16, teachers' mean scores (*M*=3.38 and 2.55 respectively) indicated that teachers were neutral on whether timely feedback in each assessment practice was given or not; and whether feedback was given only on final exams or not. The students' mean scores (*M*=2.93, 3.16, 3.22 2.54 and 2.65 for all the given items respectively)did not clearly showed that whether feedback is properly practiced in the studied schools or not since the mean scores were rounded to neutral that showed majority of the students did not show their agreement or disagreement for the items presented to them.

However, the qualitative data obtained through interview from education experts and principals exposed that appropriate feedback was not given to students during CA implementation expect returning corrected papers to students at the times of mid tests and final exams .Concerning the issue, one of the interviewed principal explained that:

"Teachers did not conduct formative assessment nor did they provide constructive and timely feedback to their students". The informant added that "if it is called feedback, what teachers implemented was that they show corrected scores to students at the time of mid test and final exam".

Table 8: Teachers and Students Mean Response on the Use of assessment Strategies in CA Implementation

Items	TeachersN=24		Students N=93	
	M	SD	*M*	SD
Class works	3.77	.879	3.71	.930
Homework	3.90	.920	3.85	1.067
Short tests	3.62	.911	2.39	1.035

Quiz	3.08	1.027	3.62	.979
Projectworks	2.96	1.049	2.89	1.266
Groupwork/assignments	3.58	.870	3.71	.937
Individualassignments	3.05	1.014	2.87	1.276
Oralquestioning	3.45	1.311	2.59	1.386
Peerassessment	2.30	.963	2.06	1.315
Selfassessment	2.44	.917	1.93	1.180
Observationchecklist	2.26	.910	2.32	1.312
Playbasedassessment	2.02	1.059	1.86	1.200
Performancebasedassessment	2.85	.993	2.49	1.291
Student portfolio	2.27	1.300	2.59	1.368
Examinations	4.35	.787	4.00	1.126

According to the data in Table 8, the teachers' mean scores (*M*=3.77, 3.90, 3.58, and 4.35) and the students' mean scores (*M*=3.71, 3.85, 3.71 and 4.00) showed that class works, homework, group works/assignment and examination respectively were used 'often' by teachers as assessment strategies of CA. In addition, as the teachers' mean scores (*M*=3.62; SD=.911) indicated that short tests were also used 'often' for assessing students whereas the mean score for students (*M*=3.62; SD=.979) revealed that quiz as an assessment strategy was "often" used by teachers during CA implementation.

On the other hand, the teachers' mean scores (*M*=2.96, 3.05 and 3.45) and the students' mean scores (M=2.89, 2.87 and 2.59) for the same items showed that those assessment strategies such as: project works, individual assignments and oral questioning respectively were used 'sometimes' by teachers during the implementation of CA. Similarly, teachers' mean scores (*M*=3.08 and 2.85) indicated that quiz and performance based assessment strategies were used 'sometimes' in the practice of CA implementation. But, for students, as their mean score (*M*=2.59) showed students' portfolio was used 'sometimes' in the implementation of CA.

However, assessment strategies such as peer assessment, self assessment, observation checklist and play based assessment were used 'rarely' by teachers during CA implementation as the mean scores both for teachers (*M*=2.30, 2.44, 2.26 and 2.02 respectively) and students (*M*=2.06, 1.93,

2.32 and 1.86 respectively) shown.

The qualitative data obtained from the interview also showed that the most commonly used assessment strategies during CA implementation were few which include quiz, tests, final exam, projects, group/individual assignment and performance based assessment. Similarly, the data from document review revealed that very few assessment strategies were utilized by teachers at the time of CA implementation. As it was observed from 15 mark books of students' final exam and mid tests account 80% of students score (60% for final exam and 20% for mid tests).The rest 20% of students' assessments were covered by consecutive quizzes and class room participation including group work and assignments. However, the document review also showed that most teachers did not clearly show the assessment strategies even though they had put scores in different categories /breakdowns/. The scenario is supported by the evidence from education experts' interview. According to the experts "when students' marks books were examined, except mid test and final exam scores, other scores were not clearly indicated by which assessment strategies that students were evaluated. In addition, no assessment strategies other than mid test and final exam were indicated in the 15 reviewed lesson plans of teachers.

In general, the data from the questionnaire, interview and document review showed that many different varieties of assessment strategies were not used as expected to be used by teachers to evaluate students in CA practice.

Table 9: Independent Samples t-test on the Implementation of CA Across Sex and Teaching Experience

Demographicvariables	Category	N	*M*	SD	t	df	
Sexof respondents	Male	15	3.0340	.35465	2.860	97	.005
	Female	9	3.2312	.31654			
Teachingexperience in years	1-20years	17	3.0886	.34231			
	21Years				1.000	97	

andabove	7	3.1605	.36419

As indicated in Table 9, there was statistically significant mean difference between male and female teachers about the implementation of CA with t (18.5)=0.75; p<0.4. This showed that females agreed that CA was implemented in their schools. But, concerning the teaching experience t(97)=1.000; p>0.05 indicated that there was no statistically significant mean difference between teachers who served in teaching from 1-20 years and those who had served 21 years and above.

Table 10: One way ANOVA on Implementation of CA across Area of Specialization and Grade Levels

Demographicvariables	Category	N	*M*	SD	F	df	P-value
Areaof specialization	Language	6	3.2826	.32721		2	
	SocialScience	8	3.0955	.37514	3.152	96	.047
	NaturalScience	10	3.0620	.33395			
	Total	24	3.1176	.35127		98	
Gradelevelsinwhich teachers taught	9th	5 7	3.15863	.36815.		2	
	10	7	.08173.	30415.3	.421		
	11	5	1072	8190		96	.657
	12th total	24	3.1176	.35127		98	

The F (b2, w96) =3.152 and P<0.05 in table 10, indicated that there was statistically significant mean difference among teachers with respect to their areas of specialization concerning the implementation

of CA. But the data in table 10, did not show where the difference lies among those three groups. Hence, the *LSDpost hoc* test was conducted for this purpose and the data in table11 clearly depicted that the mean difference was between language and natural science teachers. Therefore, concerning the implementation of CA, the *post hoc* test result in table 11, revealed that there was statistically significant mean difference between language and natural science teachers with $p<0.05$. But, the *post hoc* result in the same table also indicated that there was no statistically significant mean difference between language and social teachers as well as between social science and natural science teachers (sees Table 11 below).

With respect to the grade level that teachers had taught, the one way ANOVA result with $F(b2,w96)=.421$ and $P>0.05$ demonstrated that there was no statistically significant mean difference about the implementation of CA among teachers who taught in grade 9^{th} ,10^{th} and in both 9^{th} and 10^{th} grades.

Table 11: *Post Hoc Test on Area of Specialization*

(I) Area of Specialization	(J) Area of Specialization	Mean Difference(I-J)	Sig.
Language teachers	Social Science teachers	Natural.18711	.067
	Science teachers	.22061*	.015
Social Science teachers	Language teachers	-.18711	.03350 .067
	Natural Science teachers		.686
Natural Science teachers	Language teachers	-.22061*	-.03350 .015
	Social Science teachers		.686

4.1.3.Levels of challenges that affect the implementation of CA

Table 12: Levels of Challenges of CA

Items	Teachers(N=24)		Students(N=93)	
	M	SD	*M*	SD
Large class size	4.60	.653	3.72	1.060
Lack of resources	3.77	1.105	2.83	1.283

Shortage of time	3.36	1.336	3.01	1.244
Work overload of teachers	3.63	1.139	2.83	1.239
Lack of support from administrators	3.03	1.147	2.80	1.379
Lack of adequate skill to implement CA	2.49	1.207	2.75	1.267
Students' low interest to CA	3.00	1.443	3.14	1.318
Teachers' negative attitude to CA	2.86	1.204	2.33	.997
Students' absenteeism	3.67	1.286	2.90	1.447
Lack of teachers commitment	3.06	1.420	2.83	1.415
Absence of uniform CA procedures	3.57	1.472	3.09	1.412

According to the data in Table 12, the teachers' mean scores showed challenges that negatively affect the implementation of CA were grouped in to three as; 'high', 'medium' and 'low'. That is, the mean scores of teachers' (*M*=4.60, 3.77, 3.63, 3.67 and 3.57) indicated that those challenges like: large class size, lack of resources, workload of teachers, students absenteeism and lack of uniform CA procedures respectively were the major challenges that 'highly' affected implementation of CA.

On the other hand, as teachers' mean scores (*M*=3.36, 303, 3.00, 2.86 and 3.06), challenges such as: shortage of time, lack of support from school administrators, students' low interest to CA practices, teachers' negative attitude, and lack of their commitment were rated as 'medium' level challenges in the practice of CA. But, lack of adequate knowledge and skill from teachers to implement CA was rated as 'low' level challenge with mean score (*M*=2.49; SD=1.207). However, according to students' mean scores(except for item l and 8 which were rated as 'high' and 'low' level challenges with mean scores (*M*=3.77and 2.33 respectively),all the rest items were rated as "medium" challenges in the practice of CA.

The qualitative data from the interview on the other hand revealed that large class size ,teaches' negative attitude, and students' low interest and low involvement in the implementations of CA were identified as the major challenges that highly hindered the practice of CA implementation.

Table 13: Independent Samples Test on Levels of Challenges of CA across Sex and Teaching Experience

Demographic variables	Category	N	*M*	SD	t	df	P-value
Sex of respondents	Male	15	3.3939	.57786	.585	97	.560
	Female	9	3.3290	.49831			
Teaching experience in years	1-20 years	17	3.3143	.48907	1.159	97	.249
	21 years and above	7	3.4432	.61423			

The data in Table 13, t (97) = .585; p> 0.05 revealed that there was no statistically significant mean difference between male and female teachers concerning the effect levels of challenges in the implementation of CA. Similarly, the data within the same table with respect to teaching experience, t(97)=1.159; p>0.05) depicted that there was no statistically significant mean difference between teachers who served 20 years and below and those who worked for 21 years and above.

Table 14: One Way ANOVA on Levels of Challenges of CA across Areas of Specializations and Grade Levels

Demographic variables	Category	N	*M*	SD	F	df	P-value
Area of specialization	Language teachers	6	3.5498	.53742	1.882	2	.158
	Social Science teachers	8	3.3881	.55896		96	
	Natural Science teachers	10	3.2815	.52955			
	Total	5				98	
Grade levels in which teachers taught	9th 10th	7		.58686	1.048	2	.355
	11th and 12th	7	3.4489	.48372		96	
	Total	5	3.3988	.54382		98	
		24	3.3664				

As it is clearly observed the result of one way ANOVA, F(b2,w96)=1.882 ; P>0.05) concerning areas of specialization showed that there was no statistically significant mean difference among teachers

from language, social science and natural science streams regarding the levels of challenges that affect CA implementation. At the same time, the one way ANOVA result F(b2,w96) =1.048; p>0.05) with respect to grade levels in which teachers taught, indicated that there was no statistically significant mean difference concerning the effect levels of challenges among teachers who taught in 9th, 10th, 11th and 12th grades.

4.1.4. Knowledge and Skills of Teachers for the Implementation of CA

Table 15: Teachers and Students Mean Response on the Knowledge and Skills that Teachers had to Implement CA

Items	Teachers(N=24)		Students (N=93)	
	M	SD	*M*	SD
Clear understanding about the concept of CA	4.22	.663	3.92	.939
Adequate knowledge about the importance of CA	3.86	.969	3.54	1.310
Fully recognize the purpose of CA	3.65	1.033	1.80	.703
Took ample trainings on how to implement CA	2.90	1.208	2.50	1.357
Enough skills on how to implement CA	3.61	.998	2.05	1.173
Skill to measure the students learning progress	3.78	1.036	3.96	.980
The skill to integrate different assessment strategies	3.58	.959	2.15	1.127
Adequate skill to record/scoring the students' result	3.85	.952	3.56	1.314
Enough skill to analysis the score of students'	3.93	1.033	3.96	1.136
Skill to measure affective & psychomotor behaviors	3.55	1.145	3.50	1.446

As the data in Table 15, shown that teachers' mean scores (except item 4 with mean =2.90, SD=1.208) clearly indicated that teachers were agreed to show that they had appropriate and adequate knowledge

and skills to implement CA. Similarly, the students' mean scores for the majority of items (i.e. for items 1, 2, 6, 8, 9 and 10) with mean score results (*M*=3.92, 3.54, 3.96, 3.56, 3.96 and 3.50 respectively) showed that students agreed to reveal that teachers had enough knowledge and skills to implement CA. However, the students' mean scores (*M*=1.80, 2.05 and 2.15 for items 3, 5 and 7 respectively) depicted that students disagreed to indicate that teachers did not fully recognize the purpose of CA nor did they had enough skills on how to integrate different assessment strategies.

Likewise, for the interview data, all the interviewees proved that teachers had a good deal of knowledge and skills to implement CA since they were regularly updated through short term training provided by principals, supervisors and education experts. Concerning this, one of the education experts strongly explained that:

"Secondary school teachers did not have knowledge and skill gaps particularly, concerning the implementation of CA. But said the expert, despite the knowledge and the skills that teachers had, the real practice of CA was poor, out of its purposes and its procedures due to the negative attitude that teachers exhibited towards it".

Generally, both the quantitative and the qualitative data confirmed that teachers in studied schools had enough and appropriate knowledge and skills concerning implementation of CA.

Table 16 Independent Samples t-test on Knowledge and Skills of Teachers to Implement

CA Across Sex and Teaching Experience

Demographic variables	Category	N	*M*	SD	t	df	P-value
Sex of respondents	Male	15	3.6351	.65288	.948	97	.345
	Female	9	3.7667	.72032			
Teaching experience in years	1-20 years	17	3.5780	.66981	2.033	97	.045
	21years and above	7	3.8575	.67326			

The t-test result t(97)=.948; p>0.05 in table 16, with respect to sex of respondents, indicated that there was no statistically significant mean difference between male and female teachers about the knowledge and the skills that teachers had to implement CA. But, the data in the same table, in relation to teaching experience, with the t-test score t (97) =2.053; p<0.05) revealed that there was statistically significant mean difference between teachers who had served 20 years and below and those. This showed that teachers who had served 21 years and above had better knowledgeand the skills to implement CA.

Table 17: One Way ANOVA on Knowledge and Skills of Teachers to Implement CA Across Areas of Specialization and Grade Levels

Demographicvariables	Category	N	*M*	SD	F	df	P-value
Areaof specialization	Languageteachers	6	3.6476	.79914	.368		.693
	SocialScienceteachers	8	3.6154	.65342			
	NaturalScienceteachers	10	3.7462	.65334			
	Total	24	3.6909	.68185			

Grade levels teachers taught	9th	10th 5						Total
	11th	and7	73.7312	.66742	1.130	96	.327	
	12th	Total	5 3.5419	.72882				
			24 3.6909	.68185		98		

According to the data in table 17, the one way ANOVA result F(b2,w96)=.368 and P>0.05) with respect to areas of specialization, revealed that there was no statistically significant mean difference among language, social science and natural science teachers with regard to the knowledge and skills that teachers had to implement CA. Similarly, the result of one way ANOVA F (b2, w96) =1.130; P>0.05) indicated that there was no statistically significant mean difference among teachers who had taught in 9th, 10th , 11th and 12th grades on the same issue.

4.1.5.Attitude of Teachers towards the Implementation of CA

Table 18: Teachers and Students mean Response on the Attitude of Teachers towards the Implementation of CA

Items	Teachers N=24		Students N=93	
	M	SD	*M*	SD
CA is an important to support learning	4.48	.612	4.34	.602
CA makes teachers too busy	3.21	1.319	2.42	1.162
CA is worthless activity in large class size	1.73	.667	2.22	1.086
CA is practical in large class size	1.52	.560	1.84	.990
CA is practical in small class size	4.66	.498	3.92	1.174
CA facilitates students' learning	3.88	1.223	3.93	1.031
CA is a political agenda since 1994	1.97	.191	2.19	1.286
CA promotes free score gift to students	2.52	1.424	2.28	1.424
CA helps teachers in their teaching	4.33	.623	3.66	1.212
Implementation of CA does not require special skills	2.31	1.267	2.04	1.200

The data in Table 18, indicated that teachers' mean scores(*M*=4. 48, 4.66, 3.88 and 4.33) and students' mean scores (*M*=4.34, 3.92, 3.93 and 3.66) for the same items i.e. for items 1,5,6 and 9 respectively revealed that both teachers and students were almost equally agreed to show that teachers had positive attitude towards CA. That is, the result showed teachers believed that CA is important to support and to facilitate students learning; it helps teachers in their teaching and it can be best practical in small class sizes. on the other hand, for items 3, 4, 7 and 10 the mean scores for teachers (*M*=1.73, 1.52, 1.97 and 2.31) and for students (*M*=2.22 1.84, 2.19 and 2.04) respectively indicated that both teachers and students were disagreed to reveal that teachers did not believe in the that CA is worthless activity; it can be best practical in large class size; it is a political agenda as well as it does not require special skill. Here, the result (except item 4) also indicated that teachers had positive attitude towards the implementation of CA.

But, teachers mean scores' (*M*=3.21 and 2.52 for items 2 and 8 respectively) showed that teachers were neutral which means they were unable to decide on that whether CA makes them too busy and/or whether it promotes free score gift for students or not. However, for the same items students' mean

scores (*M*=2.42 and 2.28) respectively revealed that students disagreed to show that teachers did not believe that CA makes them too busy and it promotes free scores gift to students that again showed that teachers had positive attitude towards the implementation of CA.

In general, the result for the quantitative data collected from teachers and students revealed that teachers had positive attitude towards the implementation of CA.

But, the qualitative data obtained through interview from principals and experts confirmed that teachers had negative attitude towards the implementation of CA. According to the informants, teachers consider the practice of CA as more demanding, time consuming and tedious process. The majority of the school principals including education experts conclude that the failure of secondary schools to implement formative assessment was mainly attributed to the negative attitude of teachers in those schools.

Table: 19 Independent Samples t-test on Attitude of Teachers towards the Implementation of CA Across Sex and Teaching Experience

Demographic variables	Category	N	Mean	SD	t	df	P-value
Sex of respondents	Male	15	3.0912	.39018	.908	97	.366
	Female	9	3.0190	.39152			
Teaching experience in years	1-20 years	2117	2.9915	.37568			
	years and above	7	3.1625	.39399	2.179	97	.032

According to the independent t-test result t (97) =.908; p>0.05) with respect to sex of respondents, revealed that there was no statistically significant mean difference between male and female teachers about the attitude that teachers had towards the implementation of CA. But, with respect to teaching experience the t-test result t(97)=2.179;

Table 20:One way ANOVA on Attitude of Teachers towards the Implementation of CA Across areas of Specialization and Grade levels

Demographicvariables	Category	N	*M*	SD	F	df	P-value
Areaof specialization	Languageteachers	6	3.0810	.37897	.248	2	.781
	SocialScienceteachers	8	3.0962	.40544		96	
	NaturalScienceteachers	10	3.0346	.39302			
	Total	24	3.0606	.39040		98	
Gradelevelsteachers taught	9th 10 11 12 tota	5 7 7 5 24	3.0028 3.1250 3.0613 3.0606	.37833. 35921.4 3488.39 040	.827	2 96 98	.440

The result in table 20, F(b2,w96)=.248 and P>0.05) with respect to areas of specialization, demonstrated that there was no statistically significant mean difference among language, social science and natural science teachers concerning the attitude towards CA implementation. at the same time, the one way ANOVA result F(b2,w96)=.827; P>0.05) in the same table in relation to grade levels, indicated that there was no statistically significant mean difference on teachers attitude towards the implementation of CA among teachers who had taught in 9^{th}, 10^{th}, 11^{th} and 12^{th} grades.

4.2. Discussion

In this part, the result of the quantitative and qualitative data analysis is discussed in the order of the basic research questions.

Basic Research Question 1: To what extent CA is implemented in the selected secondary school of Doyogena Town Administration?

This basic research question has five sub parts that show the implementation status of CA in the selected school. Thus, the discussion for the above basic research question is made separately based on the data analysis result for each part.

Frequency status of CA implementation

Even though, the teachers' mean score with respect to frequency status of CA implementation

(table 4) showed that CA was frequently implemented in the selected school; the qualitative data clearly showed that the implementation of CA could not be considered as frequent enough. Because, the majority of students' scores (80%) were covered with one mid test (20%) and one final exam (60%). The rest 20% of their scores can be done either through two or three assessment activities throughout a semester i.e. within the five months. The implication is that one assessment was averagely conducted in a month. Thus, it is not fair to conclude that the school CA assessment was frequent.

Thus, the finding showed that the implementation of CA in the selected school was in contrast with the theoretical assumption concerning the frequency status of CA implementation. Concerning this, scholars recommended that the practice of CA has to be regular, ongoing and strictly focused on the day-to-day performance of students (which necessities frequent implementation of CA (Ibrahim, 2011; Obimba, 1989; William, 2010 and Muskin, 2017). From the very beginning, the central idea of continuous assessment itself requires continuously checking on learners' attainment or competence in knowledge, skill and attitude (Nadia, 2013). Concerning the necessity of frequent CA implementation, Muskin (2017) advised that the practice of CA to be unstructured and even spontaneous methods used to identify students' comprehension of a concept, content or technique during instruction in order to make immediate adjustment and to provide prompt precise feedback to strengthen the learning of students. But, unfortunately the implementation of CA in the target schools lacks the expected frequency level as a result; students missed the benefits mentioned so far.

Purpose to which CA was implemented

According to teachers' mean scores the result in Tables 5, revealed that CA in the selected secondary school was implemented to serve both the formative and summative purposes of continuous assessment. But, the qualitative data obtained through interview from principals and education experts ensure that the formative component of CA was not implemented in that school. According to all the informants, all the assessments that were made by teachers were served as a means to collect scores for the final decision on students' grades. According to experts and principals explanation, none of the assessment results were used to evaluate students' learning progress, their learning difficulty and to inform the teaching strategies of teachers. This clearly showed that the formative aspect of continuous assessment was not properly (if not totally) implemented in the selected secondary school of Doyogena Town Administration.

Hence, the result indicated that the formative component of continuous assessment which is at the heart of effective teaching was missed by the selected school. According to Muskin (2017) and Taddesse (2015), the main purpose of formative continuous assessment is to inform feedback, to improve teaching -learning process and to decide on remediation and/or enrichment targeted to a student, group of students or a whole class. But, these did not happen in the studied secondary school since the formative component of CA was not implemented.

The finding is thus, in congruent with the research result by (Azeb, 2013; Tefera, 2014 and Shumetie and Wondimu, 2015) who firmly assert that CA result isonly used for grading purposes which denies implementation of the formative purposes of CA as means for learning and modify instruction. In relation to this, Quansah (2005) and Aytaged (2013) declare that the central purpose of formative continuous assessment is to help students to become better learners and producers in general and to inform how well the students are learning and how well the teacher is teaching in particular. In other words, the central purpose of formative CA is seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" (Assessment Reform Group, 2002, p. 2 as cited in Herman, 2013). However, this was unlikely in the studied school since, the formative aspect of CA was not implemented.

Students involvement in CA Implementation

The students' and teachers' mean scores under table 6, did not show that whether students were involved in the CA practice or not. However, the qualitative data from interviewed informants revealed that students were not adequately and actively involved in the CA practice of secondary school. According to the informants, teachers were the only assessors. That is, students were not clearly and purposefully encouraged to conduct peer and self assessment.

The purpose of CA is helping all learners to succeed in their learning (Plessis et al., 2003). As a result, Azeb (2013) recommend that any continuous assessment practice to be participatory for the main beneficiaries i.e. students in this case. According to her, in order to bring real change on students' learning progress, students must be involved and should play their own role by assessing themselves and their peers as well (Azeb, 2013). Sintayehu (2016) adds more about the involvement of students in CA by stating that students are expected to be active participants, critical assessors and can make sense of information and relate the information with their prior knowledge so that they can master the issue

under the learning process. According to him, students meaningful involvement in CA implementation, allows them to monitor their own learning. However, the finding of this study concerning the involvement of students in CA did not meet the expectation. That is, students were not involved in implementation of CA.

Integration of feedback with continuous Assessment

The result in table 7 clearly revealed that feedback provision was not properly integrated with the practice of CA. According to both the qualitative and quantitative data analysis result, during the implementation of CA constructive, timely and written feedback were not given to students in that studied secondary school. According to the informants, the only thing that teachers did in the practice of CA was showing the corrected final exam and mid test scores.

According to Javid (2009), feedback provided by teachers during CA enables students to reflect on their learning. At the same time, a feedback from CA helps teachers to asses, check and rechecks the effectiveness of their teaching (MoE, 1998). As researchers, feedback that is provided by teachers to their students must meet the requirements to be timely, clear, precise, constructive and motivating (Sintaytu, 2016 and Muskin, 2017). The feedback given in such a way is thus an important tool for the sustenance of good performance as well as a veritable instrument for the improvement of poor performance (Falaye and Adefisoye, 2016). But, as it was outlined above, feedback was not implemented in such a way in the targeted school of Doyogena Town Administration which in turn showed that the practice of CA did not integrated with meaningful feedback practice.

This finding is thus in line with the finding of other researchers (Demisse, 2016; Dessalegn, 2012 and Tefera, 2014) who found out that secondary school teachers did not provide timely, constructive and adequate feedback to their students during the practice of CA.

Assessment strategies used in CA implementation

The quantitative data in table 8 and the qualitative description that followed it revealed that wide range varieties of assessment strategies were not used by teachers during the implementation of

CA. As the finding from both questionnaire and interview data analysis, the most frequently used assessment strategies, were few which includes class works, homework, projects, assignment quiz, mid test and final exam. Out of the fifteen different assessment strategies presented in table 8, most of them

were not frequently /often/ used by teachers to assess students. For instance, assessment strategies such as peer assessment, self assessment, student portfolio, play based assessment and the like were rarely used by teachers during the implementation of CA.

Surprisingly, even those assessment strategies which were rated as used 'often' by teachers and students and explained by informants as the most applicable assessment strategies, they were not clearly indicated in the mark books of students nor did they appeared in the lesson plans of the observed teachers. Except one secondary school, in most of the studied school ,it was observed that even though the students mark book had some breakdowns filled different scores, it did not indicate that the specific score is obtained by which type of the assessment strategies (except mid tests and final exams).

From this, it is possible to conclude that teachers did not bother let alone how to use wide varieties of assessment strategies but for the one that they even used. Because, they did not indicate the specific assessment strategies that they used practically nor did they show it in their lesson plan. Hence, the finding reveals that the practice of CA in those studied school was implemented without the inclusion and use of wide range assessment strategies.

The finding is thus, in agreement with the finding of other researches who concluded that teachers in secondary schools did not include varieties of assessment strategies /tools/ both in their plan and in their practice of CA to assist the students in their learning (Tesfom, 2012; Takele, 2012; Desalegn, 2012; Tesfera, 2014; Shumetie and Wondimu, 2015; Yidnekachew, 2014 and Azeb, 2013).

However, it is scholarly recommended that the practice of CA should include a range of different assessment strategies and techniques to gather information about students' learning and to measure their performance or achievement (Nadia, 2013; Abera, Sersebrihan and Patel, 2017; Aytaged, 2013; William, 2010 and Faleye and Adefisoye, 2016).

Concerning the necessity of using varieties of CA strategies, MoE (1994) stipulated that CA must be carried out using different assessment tools and strategies. This, is because, it is believed that the use of wide varieties of assessment strategies in CA provides students with opportunities to show what they have learned and what they can do (Nadia, 2013). In this regard, researchers (Aytaged, 2013; Nadia, 2013; Azeb, 2013 and Javid, 2009) stressed that the practice of CA has to be performed with the maximum inclusion of the key assessment strategies such as: checklist, portfolio, projects,

group/individual assessment, presentation, quiz, short test, peer and self assessments, oral questioning, performance based assessment, interview based assessment, play based assessment, cooperative group assessment and so forth. But, most of these were unlikely in the case of the studied secondary school in Doyogena Town Administration.

Generally, with respect to basic research question 1, concerning the implementation status of CA, the findings (in relation to frequency, purpose, student involvement, feedback provision and use of wide varieties of assessment strategies) revealed that CA was not implemented in its real sense in the selected secondary school of Doyogena Town Administration. The finding thus, agreed with the research results that conclude the status and practice of CA practically, in secondary school is very poor so that its status becomes out of the intended objectives (Demessie, 2016; Takele, 2012; Tefera, 2014; Abiy, 2013 and Askalemariam, 2015).

Basic research question2: what are the magnitudes of challenges that teachers encounter during the implementation of CA?

The quantitative data result by teachers in table 12, showed that the challenges that faced teachers during CA implementation were grouped as 'high', 'medium' and 'low' level challenges. Out of the 11 challenges presented to teachers in order to rate them based on the given alternatives, five of the challenging factors (large classic size, lack of adequate resource, work load of teachers, students absenteeism and absence of uniform CA procedures were indicated as the most critical challenges in the process of CA implementation. On the other hand, the qualitative data result revealed that large class size, negative attitude of teachers towards CA, and students less interest and low involvement were the other major challenges that hinder the practice of CA. From all other factors, the negative attitude of teachers towards CA has been mentioned repeatedly by all the informants the major and key challenging factors of CA implementation.

However, majority of the rest challenging factors were rated both by teachers and students as 'medium' level challenges (i.e. shortage of time, lack of support, students' low interest, and lack of commitment from teachers) with medium level adverse effect on the implementation of CA. The finding is in congruent with the finding of many researchers who prove that large class size, workload of teachers and shortage of appropriate educational resource were the major challenges in the real practice of CA (Tefera, 2014; Dessalegn, 2012; Takele, 2012; Demissie 2016; Azeb, 2015; Shumetie and Wondimu,

2015; William, 2010 and Nyambe, 2015). Large class size was particularly found the first and the most chronic challenge in the findings of many researchers for the implementation of CA.

On the other hand, teachers negative attitude towards the implementation of CA was considered as sever challenging factor by those education experts and principals. This finding is again in agreement with the research results of (Tesfom, 2012 and Askalemariam, 2015) who found out that teachers negative attitude as the major challenge in the implementation of CA.

Basic Research Question 3: Do teachers have the required knowledge and skills to implement CA?

Concerning the knowledge and the skills that teachers had to implement CA, the finding for both the qualitative and quantitative data revealed that teachers had complete understanding about issues related to CA and adequate skills how to implement it. This finding is similar with the findings of (Nxumalo, 2007; Abiy, 2013; Birhanu, 2013; and Eshetu, 2015) who found out that teachers have better awareness and good level of knowledge about CA. However, the finding of this study is in contrast with the findings of many researchers who declare that teachers have inadequate knowledge, incomplete understanding, less awareness and wrongly held perception about CA (Yidnekachew, 2014; Alufahai and Akinolosotu, 2016; Dessalegn, 2012; Tefera, 2014; Demissie, 2016; Askalemariam, 2015; Mudupe and Sunday, 2015 and Shumetie and Wondimu, 2015).

Besides the knowledge that teachers had, the research finding also ensures that teachers had adequate skills in the implementation of CA such as the skill how to implement CA, how to measure students learning progress; how to integrate different assessment strategies, how to score /record students result; how to analyze those scores and how to measure affective and psychomotor behaviors of students. This showed that the criteria set as basic skills to be fulfilled by teachers to implement CA have been ensured (Ezewu and Okoye, 1981; Federal Republic of Nigeria, 2004 and Ughamandu, 1994).

Basic Research Question4: what is the attitude of teachers towards the implementation of CA?

Concerning this basic research question, two equally competing findings were obtained. That is, the quantitative data obtained through questionnaire from both teachers and students revealed that teachers had positive attitude towards the implementation of CA. This finding therefore matches with the findings found out by (Eshetu, 2015, Abiy, 2013; Birhanu, 2013 and Nxumalo, 2017) that showed teachers have positive attitude for the practice of CA in the way that they consider CA as suitable and

important instrument to support their teaching and the students' learning. This is also confirmed by the research works of (Alufohai and Akinolosotu, 2016 and Awofala and Babajied, 2013) who found out that majority of teachers display positive attitude towards the practice of CA.

However, the qualitative data obtained through interview from principals and experts ensured that teachers had a negative attitude towards the implementation of CA and even seen as the major obstacle in the implementation of CA too. The justification for this condition presented by principals and experts was that teachers had good deal of knowledge and adequate skills on the issue related to CA implementation. Besides the knowledge and the skill that teachers already had, they were regularly and continuously updated through short term trainings, meetings, seminars and workshops focusing on continuous assessment and its implementation. But, when it comes to implementation, teachers failed to implement CA properly. Particularly, they missed /totally ignored / formative CA to implement by considering it as much more laborious, time consuming and more demanding effort. Hence, unless this is problem is because of the teachers' negative attitude, what it could be? For this question, the informants conclude that it was teachers' negative attitude that mainly plays a role for the failure to implement CA specifically the formative component of it.

This finding is therefore in line with the findings of (Tesfom, 2012; Azeb, 2013; Faleye and Adefisoye, 2016; William, 2010 and Shumetie and Wondimu, 2015) who confirmed that many teachers in secondary school have negative attitude towards CA by considering the practice as more laborious and time consuming events. The above researchers further conclude that teachers' negative attitude consequently brings negative impact /failure on the practice of CA in the studied school.

This becomes true in the case of Doyogena Town Administration secondary school which was under this study since the research findings for basic research question 1 that showed CA was not implemented in the expected manner (*see* the conclusion).

Basic Research Questions 5: Is there a significant difference among teachers on the practice and challenges of CA based on their sex, qualification, experience, areas of specialization and grade levels that teachers taught?

Based on this guiding question, inferential data analysis was made on the four demographic variables (qualification was excluded). Thus, the findings for the fifth research question were discussed under the four themes / basic research questions of this study.

Concerning the implementation of CA in that selected secondary school, (i.e. the implementation of CA in relation to (frequency, purpose, student involvement, feedback provision and use of different assessment strategies) it was found that there was a statistically significance mean difference between/among teachers based on their sex and specialization. With respect to sex, it is obvious that the difference was between male and female teachers. But concerning specialization, according to the *post hoc* result (see table 11), the significance difference was seen between language and natural science teachers. In other words, there was no significance difference between language and social science as well as between social science and natural science teachers. However, there was no significance mean difference among teachers about the implementation of CA based on their teaching experience and grade levels in which they had taught.

With regarded to levels of CA challenges, there was no significance mean difference among teachers based on their sex, experience, areas of specialization and grade levels they taught.

In relation to the knowledge and skill that teachers had to implement CA, there was statistically significance difference between teachers based on their teaching experience specifically, between those teachers who served 20 years and below and those who worked for 21 years and above. However, on the same case, there was no significance difference among/between teachers based on their sex, areas of specialization and grade levels.

With respect to the attitude that teachers had towards the implementation of CA, there was significance difference between teachers based on their experience i.e. between teachers who taught for 20 years and below and those who had taught 21 years and above. But, on similar case, there was no significance difference among teachers based on their sex, areas of specialization and grade levels that they had taught.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The purpose of this descriptive survey study was to investigate the practice and challenges of CA in Doyogena secondary school. In order to get the relevant data for the basic research questions set out in chapter1, (24 teachers and 93 student), 2 education experts and 3 principals were selected as samples of the study through stratified random sampling, purposive sampling and comprehensive sampling techniques respectively from the total of 621 target population. The required data were collected through questionnaire, interview and document review. It was analyzed using both descriptive statistics (frequency, percentage, mean and standard deviation) .Inferential statistics (independent samples t-test and one way ANOVA). Based on the analysis made in chapter 4, the following were major findings of the study:

Continuous assessment was not implemented in the expected manner in the Doyogena secondary school. More specifically, it was found out that:

The practice of CA implementation was not frequent enough and ongoing.

The practice of CA implementation was not meeting its full purposes i.e. the implementation was only focused on the summative component which in turn dined the implementation of the formative purpose of CA.

Students were not meaningfully and purposefully involved in the practice of CA.

The practice of feedback was not well integrated with the practice of CA; particularly, timely, constructive and purposeful feedback was not provided for students during CA implementation.

Various assessment strategies were not used by teachers during CA implementation.

The practice of CA was challenged by many factors of which large class size, teachers negative attitude, lack of resource, workload of teachers, students less interest and absence of uniform CA implementation procedures were found as the most serious factors that hinder the implementation of CA.

Teachers had appropriate and enough knowledge and skills to implement CA.

According to the quantitative data teachers had a positive attitude but, as the qualitative data they had negative attitude towards the implementation of CA.

There was statistically difference among teachers based on their teaching experience about the knowledge and skills as well as the attitude that teachers had.

There was also statically difference among teachers based on their sex and areas of specialization with respect to implementation of CA.

5.2. Conclusions

Based on the above research findings, the following conclusions were made:

In the studied secondary school of Doyogena, CA was not implemented fully in the expected manner. That is, the implementation of CA in Doyogena secondary school was not frequent enough; it did not include the formative purpose of CA; students were not involved in the practice and proper feedback was not given to them. In addition, different assessment strategies were not used in the implementation. Thus, the causes for this failure might be either the teachers' negative attitude or the challenges that teachers faced during the implementation of CA. The teachers' knowledge and skills could not be reasons since the research result revealed that teachers had appropriate and enough knowledge and skills to implement CA.

The finding showed that large class size, teachers' workload, shortage of educational resources etc were found as the most serious factors that hinder the implementation of CA. this implies that measures related to CA challenges are not taken by the concerned bodies. That is, if measures were taken, similar challenges (large class size, teachers workload, shortage of educational resources etc.) Particularly, large class size was reported as the first and the most challenging factor by many researchers including this study. This clearly shows that the class room standard for secondary school was not maintained yet.

Additionaly, teachers had a good deal of knowledge and appropriate skills that enable them to implement CA. But, based on the research finding pertaining to basic research question one, it can be deduced that teachers did not use their knowledge and skills to properly implement CA. That is, if they were used it at the maximum level, it would be possible at least to observe some better practice of

CA implementation in terms of frequency, purpose, student involvement, feedback provision and/or use of various assessment strategies.

With respect to the attitude of teachers towards the implementation of CA, there was contradiction between the quantitative and qualitative data. That is, the quantitative data from both teachers and students revealed that teachers had positive attitude towards the implementation of CA whereas, the qualitative data by education experts and principals indicated that teachers had negative attitude for it. By inferring evidences from the collected data, it is possible to conclude that teachers did not have positive attitude towards the implementation of CA. The following two justifications can support the conclusion. One, teachers had, positive attitude towards CA implementation, some good performance of CA would be at least observed despite the challenges that teachers had faced since it is strongly believed that positive attitude is a deriving /push/ factor for success regardless of any challenges. Two, concerning the level of challenges in CA implementation, teachers themselves put the negative attitude of teachers as "medium level" challenge. This showed that teachers had negative attitude towards the implementation of CA.

5.3. Recommendations

Based on the findings, the following points were forwarded as a solution to the problems:

In the studied secondary school of Doyogena town , CA was not implemented fully inthe expected manner particularly, in terms of frequency, formative purpose of CA, students' involvement, provision of feedback and use of various assessment strategies. That, Doyogena secondary school have to establish a strong and functional supervision and monitoring (comprised of teachers and students representatives, administrators, the supervisor and the principal in this case) that regularly check and recheck the implementation of CA with the integration of the desired elements.

Trainings which will be designed by different individuals in relation to CA hereafter should focus and give due attention to the attitudinal elements of teachers since the attitude of teachers was considered as the major obstacle in the implementation of CA.

Meaningful efforts have to be made by the concerned individuals such as the Regional Education Bureau, Education Department of Doyogena Town Administration, the studied school and the surrounding community to create conducive environment in the school to facilitate the implementation

of CA. This will start from minimizing or avoiding the challenges of CA implementation such as large class size, unreasonable teacher workload, shortage of adequate school resources etc.

Support and reward mechanisms have to be created by the school to motivate those who implement CA in the desired way. But, the motivation mechanism should be based on real and measurable performance results and in an intrinsic manner (through promotion and recognition etc) which is helpful to sustain the observimplementation of CA seriously.

It is better if further specific studies will be conducted on the attitudes of teachers towards the implementation of CA, on the roles of supervisors and principals in facilitation and supporting the implementation of CA and on the role, attitude and perception of students in the implementation of CA.

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Appendix A

Teachers' Questionnaire in English and Amharic Language

University of Addis Ababa

Education and Language Studies

Department Educational Planning and Management

Questionnaire for Teachers

Purpose of the Questionnaire:

Dear Teachers, I am MA student at Addis Ababa. Now, I am conducting my Thesis entitled "Practice and Challenges of Continuous Assessment in Government Secondary

School of Doyogena Town Administration". Thus, the purpose of the questionnaire is to gather the relevant data from professionals like you in order to examine the practice and challenges that hinder the proper implementation of continuous assessment. That is why I am requesting you to participate in this research. I strongly believe that your genuine responses to the items in this questionnaire are invaluable to get genuine research finding. The questionnaire will be completed anonymously, and it may take approximately 30 minutes to complete the questionnaire. The evidences that you provide are keep fully confidential. Therefore, you are kindly requested to fill in your responses to the questionnaire on the basis of the given instructions.

Thank you in advance for your real dedication and cooperation!

Part One: Background Information of the Respondents: please put (□) to the following items to show your response.

Sex Male ☐ Female ☐

Educational qualification 1st Degree ☐ 2nd Degree ☐ If any other

Teaching experience in years 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐

21-25 ☐ 26-30 ☐ 31 and above ☐

Area of Specialization Language ☐ Social Studies ☐ Natural Science ☐

Grade level you taught 9th ☐ 10th ☐ 11th ☐ 12th ☐

Part Two: Implementation of Continuous Assessment: For items (1-16), please use the given choices as your response.

1=Strongly Disagree (SD) 2= Disagree (D) 3= Neutral 4= Agree (A) 5= Strongly Agree (SA)

A.Frequency of the assessment practice					
1.Teachers frequently implement continuous assessment to check students' acquisition of learning	1	2	3	4	5
2.Teachers conduct continuous assessment in specified periods of interval	1	2	3	4	5
3.Teachers implement continuous assessment only when necessary	1	2	3	4	5
4.The assessment of teachers are only mid tests and final exams	1	2	3	4	5
B.Purpose of the assessment result is used					
5.Teachers conduct continuous assessment to identify the learning difficulties of students	1	2	3	4	5
6.Teachers use the result of continuous assessment to modify their teaching method to the needs of students	1	2	3	4	5
7.Teachers use the result of continuous assessment to give score/grades to the students	1	2	3	4	5
8.Teachers use the result of continuous assessment to see the learning progress of students	1	2	3	4	5
C.How students be made part of the assessment					
9.Teachers provide support for students to enable them to evaluate their learning progress	1	2	3	4	5
10.Teachers help students to conduct self assessment on their learning	1	2	3	4	5
11.Teachers facilitate students' peer assessment practice	1	2	3	4	5

D.How feedback is integrated with continuous assessment					
12.Teachers provide constructive feedback to students during the implementation of continuous assessment	1	2	3	4	5
13.Teachers provide timely feedback to students in every assessment practice	1	2	3	4	5
14.Teachers give feedback to students for the purpose of filling their gaps	1	2	3	4	5
15.Teachers give written feedback to individual students	1	2	3	4	5
16.Teachers give feedback to students only on exam times	1	2	3	4	5

E.How different assessment strategies are used in continuous assessment implementation: For items (17-31), please use the given choices as your response.

1= Never (N) 2= Rarely (R) 3= Sometimes (S) 4= Often (O) 5= Always (A)

List of assessment strategies: Teachers use……	Choices				
17.Class works	1	2	3	4	5
18.Homework	1	2	3	4	5
19.Short tests	1	2	3	4	5
20.Quiz	1	2	3	4	5
21.Project works	1	2	3	4	5
22.Group work/assignments	1	2	3	4	5
23.Individual assignments	1	2	3	4	5
24.Oral questioning	1	2	3	4	5
25.Peer assessment	1	2	3	4	5
26.Self assessment	1	2	3	4	5
27.Observation checklist	1	2	3	4	5
28.Play based assessment	1	2	3	4	5
29.Performance based assessment	1	2	3	4	5
30.Student portfolio	1	2	3	4	5
31.Examinations	1	2	3	4	5

32.If you use other assessment strategies, please mention them here under

_____

_____

_____

Part Three: please indicate the effect of level (rating) challenges in the implementation of continuous assessment by using the choices as your response.

1= Very Low (VL) 2= Low (L) 3= Medium (M) 4= High (H) 5= Very High (VH)

List of challenging factors	Level of Effect				
1.Large class size	1	2	3	4	5
2.Lack of resources	1	2	3	4	5
3.Shortage of time	1	2	3	4	5
4.Work overload of teachers	1	2	3	4	5
5.Lack of support from school administrators	1	2	3	4	5
6.Teachers' lack of adequate skill to implement continuous assessment	1	2	3	4	5
7.Students' low interest to continuous assessment	1	2	3	4	5
8.Teachers' negative attitude to continuous assessment	1	2	3	4	5
9.Students' absenteeism	1	2	3	4	5
10.Lack of teachers commitment	1	2	3	4	5
11.Absence of uniform continuous assessment procedures or standards	1	2	3	4	5

Part Four: Please indicate your level agreement or disagreement by choosing one of the given alternatives

1=Strongly Disagree (SD) 2= Disagree (D) 3= Neutral 4= Agree (A) 5= Strongly Agree (SA)

Description about knowledge and skills of teachers	Choice				
1.Teachers have clear understanding about the concept of continuous assessment	1	2	3	4	5
2.Teachers have an adequate knowledge about the importance of continuous assessment	1	2	3	4	5
3.Teachers fully recognize the purpose of continuous assessment	1	2	3	4	5
4.Teachers took ample trainings on how to implement continuous assessment	1	2	3	4	5

5.Teachers have enough skills on how to implement continuous assessment	1	2	3	4	5
6.Teachers have the skill on how to measure the students learning progress	1	2	3	4	5
7.Teachers have the skill to integrate different assessment strategies	1	2	3	4	5
8.Teachers have adequate skill on how to record/scoring the students' result	1	2	3	4	5
9.Teachers have enough skill on how to analysis the score of students'	1	2	3	4	5
10.Teachers have the ability to measure both the affective and psychomotor behavior of students	1	2	3	4	5

Part Five: Please indicate your level agreement or disagreement by choosing one of the given alternatives.

1=Strongly Disagree (SD) 2= Disagree (D) 3= Neutral 4= Agree (A) 5= Strongly Agree (SA)

Teachers believe that…….	Choice				
1.Continuous assessment is an important practice to support learning	1	2	3	4	5
2.Continuous assessment makes teachers too busy	1	2	3	4	5
3.Continuous assessment is worthless activity other than making teachers to be burdened	1	2	3	4	5
4.Continuous assessment is practical in large class size	1	2	3	4	5
5.Continuous assessment is practical in small class size	1	2	3	4	5
6.Continuous assessment facilitates students learning	1	2	3	4	5
7.Continuous assessment is a political agenda	1	2	3	4	5
8.Continuous assessment promotes free score gift to students	1	2	3	4	5
9.Continuous assessment helps teachers in their teaching	1	2	3	4	5
10.The implementation of continuous assessment does not require special skills	1	2	3	4	5

Thank you once again for your real dedication and cooperation!

አበባ ዩኒቨርሲቲ

ሥነ-ትምህርትፋካሊቲ

የትምህርትእቅድናሥራአመራርትምህርትክፍል

የመምህራንመጠይቅ

የመጠይቁ አላማ:-

ውደ መምህራን፣እኔ አዲስአበባዩኒቨርሲቲ የሁለተኛ ዲግሪ ተማሪ ስሆን በአሁኑ ስዓት በ የገና ዶክተማ አስተዳደር ስር በሚገኝየመንግስት 2ኛደረጃ ትምህርት ቤ ትላይ "የተከታታይ ምዘና ትግበራ እና ተግዳሮቶች" በሚል ርዕስ ምርምር እያከናወነኩ ነው፡፡ የዚህ መጠይቅ አላማም ለምርምሩ ተገቢነት ያላቸውን መረጃዎች እንደናንተ ካሉለመረጃው ቅርብ ከሆኑ ወሳኝ አካላት መሰብሰብ ነው፡፡ለዚህነው የዚህ ጥናት ተሳታፊ እንዲሆኑ የምጠይቅዎት፡፡ እርስዎ የሚሰጡት ትክክለኛ መረጃ ለምርምሩ ግኝት መሳካት ወሳኝ የሆነ አስተዋፅኦ እንደሚኖረው በሙሉ ልብ እተማመናለሁ፡፡መጠይቁን ለመሙላት 30 ደቂቃዎችን ሊወስድ ይችላል፡፡ መጠይቁን ሲሞሉ ስምዎትን መፃፍ አያስፈልግዎትም፡፡ የሰጡት መረጃምም ስጢራዊነቱ የተጠበቀነው፡፡ ስለሆነም ይህን መጠይቅ የቀረቡትን ትዕዛዛት መሰረት በማድረግ በጥናቃቄና በትኩረት እንዲሞሉልኝ ስልመልካም ትብብርዎን እጠይቃለሁ፡፡

ለሚያደርጉልኝ መልካም ትብብር አስቀድሜ አመሰግናለሁ!!!

ክፍልአንድ:- **የተሳታፊዎችግለሰባዊመረጃ:-** **እባክዎለቀረቡትጥያቄዎች** **(የ)** **ምልክትንበመጠቀምምላሽዎንይስጡ፡፡**

ፆታ **ወንድ** **ሴት** **የትምህርትደረጃ** **የመጀመሪያ** **ሁለተኛ** **ዲግሪዲግሪ**

የማስተማርልምድበአመት 1-10 11-20 21-30 31

እናበላይየትምህርትዝግጅትዘርፍቋንቋማህበራዊየተፈጥሮሳይንስሳይንስ

የሚያስተምሩትየክፍልደረጃ **9ኛ** **10ኛ**

11ኛ 12ኛ

ክፍልሁለት:-aqየተከታታይምዘናአተገባበር:- **እባክዎከተራቁጥር** (1-16) **ለቀረቡትጥያቄዎችየእርስዎንየስምምነትሁኔታበሚገልፀው** **(የ)** **ምልክትንያስቀምጡወይምያክብቡ፡፡**

=በፍፁምአልስማማም 2= **አልስማማም** 3= **ገለልተኛነኝ** 4= **እስማማለሁ** 5= **በጣምእስማማለሁ**

ሀ. የተከታታይምዘናድግግሞሽ አማራጮች

መምህራንየተማሪዎችንየመማርሂድትለመፈተሽተከታታይምዘናንበተደጋጋሚ 1 2 3 4 5 **ይተገብራሉ፡፡**

መምህራንተከታታይምዘናንበተወሰነየጊዜገደብውስጥይተገብራሉ፡፡ 1 2 3 4 5

መምህራንተከታታይምዘናንአስፈላጊነውብለውሲያስቡብቻይተገብራሉ፡፡ 1 2 3 4 5

የመምህራንምዘናአማካይናማጠቃለያፈተናዎችላይብቻያተኮረነው፡፡ 1 2 3 4 5

ለ. የምዘናውውጤትጥቅምላይየሚውልበትአላማ

መምህራንየተማሪዎችንየመማርችግሮችለመለየትሲሉተከታታይምዘናንያካሂዳሉ፡፡ 1 2 3 4 5

የተከታታይምዘናውንውጤትመምህራንየማስተማርስነ-ዘዴያቸውንከተማሪዎችፍላጎት 1 2 3 4 5 ጋርልማጣጣምይጠቀሙበታል።

መምህራንየተከታታይምዘናንለተማሪዎችነጥብ/የማለፊያውጤትለመስጠት 1 2 3 4 5 ይጠቀሙበታል።

መምህራንየተከታታይምዘናውጤትንየተማሪዎችንየመማርእድገትለማረጋገጥ 1 2 3 4 5 ጥቅምላይያውሉታል።

ሐ. ተማሪዎችየምዘናአካልስለመሆናቸው

መምህራንተማሪዎችየራሳቸውንየመማርሂደትበየጊዜውእንዲገመግሙያደርጋሉ። 1 2 3 4 5

መምህራንተማሪዎችራሳቸውንበራሳቸውእንዲመዝኑእገዛያደርጋሉ። 1 2 3 4 5

መምህራንተማሪዎችየአቻግምግማን/ምዘናንእንዲያከናውኑያደረጋሉ። 1 2 3 4 5

መ. ግብረ-መልስየተከታታይምዘናአካልስለመደረጉ

መምህራንበተከታታይምዘናትግበራወቅትገንቢየሆነግብረ-መልስለተማሪዎች 1 2 3 4 5 ይሰጣሉ።

በእያንዳንዱየምዘናተግባርላይመምህራንወዲያውኑለተማሪዎችግብረ-ምልስይሰጣሉ። 1 2 3 4 5

የተማሪዎችንየመማርክፍተትለመሙላትየሚያስችልግብረ-መልስበመምህራን 1 2 3 4 5 ይሰጣል።

መምህራንለእያንዳንዱተማሪበጽሁፍየተደገፈግብረ-መልስይሰጣሉ። 1 2 3 4 5

16. መምህራንለተማሪዎችግብረ-መልስየሚሰጡትበማጠቃለያፈተናጊዜብቻነው። 1 2 3 4 5

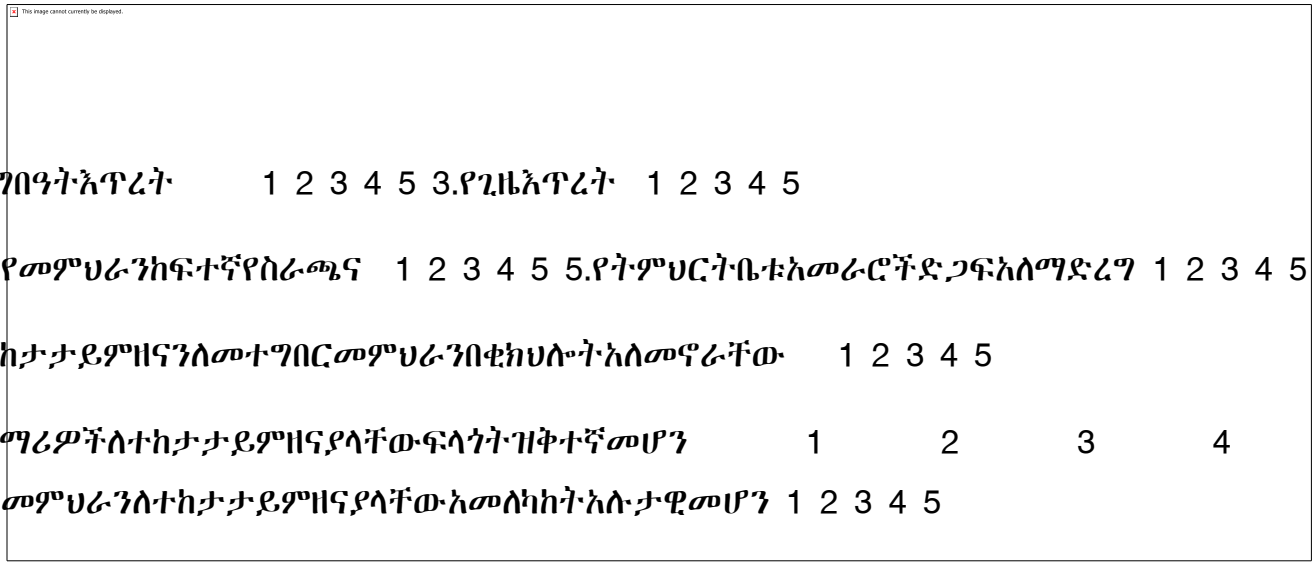
ሠ. በተከታታይምዘናትግበራላይየተለያዩየምዘናስልቶችጥቅምላይስለመዋላቸው: እባክዎከተራቁጥር (1731) ለቀረቡትጥያቄዎችየእርስዎንምላሽበሚገልፀውአማራጭላይ(የ) ምልክትንያስቀምጡወይምያክብቡ።

1= ፈጽሞአይጠቀሙም 2= እምብዛም 3= አልፎአልፎ 4= አብዛኛውንጊዜ 5= ሁልጊዜ

መምህራንከዚህበታችየቀረቡየምዘናስልቶችን……..……ይጠቀማሉ፡፡	አማራጮች				
17.የክፍልሥራ	1	2	3	4	5
18.የቤትሥራ	1	2	3	4	5
19.አጫጭርመከራዎች	1	2	3	4	5
20.ድንገቴፈተና(Quiz)	1	2	3	4	5
21.የፕሮጀክትሥራ	1	2	3	4	5
22.የቡድንሥራ/አሳይመንት)	1	2	3	4	5
23.የግልአሳይመንት	1	2	3	4	5
24.የቃልጥያቄ	1	2	3	4	5
25.የአቻምዘና/ግምግማ	1	2	3	4	5
26.የግልምዘና/ግምግማ	1	2	3	4	5
27.የምልከታቸክሊስት	1	2	3	4	5
28.ጨዋታተኮርየምዘናስልት	1	2	3	4	5
29.ተግባርተኮርየምዘናስልት	1	2	3	4	5
30.የተማሪማህደር	1	2	3	4	5
31.የማጠቃለያፈተናዎች	1	2	3	4	5
32.ከላይከቀረቡትየተለዩየምዘናስልቶችየሚተገበሩከሆነ፣እባክዎበተሰጠውቦታላይይዘርዝሩልኝ፡፡					

ክፍልሦስት: እባክዎከዚህበታችየቀረቡየተከታታይምዘናተግዳሮቶች/እንቅፋቶች/ በትግበራሥርዓቱላይያላቸውንየተፅዕኖደረጃከቀረቡትአማራጮችአንዱንበመምረጥምላሽይስጡ፡፡=በጣምዝቅተኛ 2= ዝቅተኛ3= መካከለኛ 4= ከፍተኛ 5= በጣምከፍተኛ

1	የተከታታይምዘናተግዳሮቶች/እንቅፋቶችዝርዝር	የተፅዕኖደረጃ
	በአንድክፍልውስጥብዙየተማሪቁጥርመኖሩ	1 2 3 4 5



የግበዓትእጥረት 1 2 3 4 5 3.የጊዜእጥረት 1 2 3 4 5

4.የመምህራንከፍተኛየስራጫና 1 2 3 4 5 5.የትምህርትቤቱአመራሮችድጋፍአለማድረግ 1 2 3 4 5

ተከታታይምዘናንለመተግበርመምህራንበቂክህሎትአለመኖራቸው 1 2 3 4 5

ተማሪዎችለተከታታይምዘናያላቸውፍላጎትዝቅተኛመሆን 1 2 3 4 5

8.መምህራንለተከታታይምዘናያላቸውአመለካከትአሉታዊመሆን 1 2 3 4 5

9.የተማሪዎችበተደጋጋሚክፍልመቅረት 1 2 3 4 5 10.የመምህራንቁርጠኝነትማነስ 1 2 3 4 5

11.ወጥየሆነየተከታታይምዘናማስተግበሪያስታንዳርድአለመኖር 1 2 3 4 5

ክፍልአራት: ተከታታይምዘናንለመተግበርየመምህራንእውቀትናክህሎት፡-

እባክዎከቀረቡትአማራጮችውስጥአንዱንበመምረጥምላሽዎንያመላክቱ.

1=በፍፁምአልስማማም 2= አልስማማም 3= ገለልተኛነኝ 4= እስማማለሁ 5= በጣምእስማማለሁ

መምህራን.....	አማራጮች				
1.ስለተከታታይምዘናፅንሰ-ሀሳብግልፅግንዛቤአላቸው፡፡	1	2	3	4	5
2.ስለተከታታይምዘናጠቀሜታበቂእውቀትአላቸው፡፡	1	2	3	4	5
3.የተከታታይምዘናንአላማመ.ሉበመ.ሉተረድተውታል፡፡	1	2	3	4	5
4.በተከታታይምዘናዙሪያበቂሥልጠናወስደዋል፡፡	1	2	3	4	5
5.ተከታታይምዘናንለመተግበርየሚያስችልበቂክህሎትአላቸው፡፡	1	2	3	4	5
6.የተማሪዎችንየመማርሂድትየመለካትብቃትአላቸው፡፡	1	2	3	4	5
7.የተለያዩየምዘናስልቶችንአቀናጅቶየመጠቀምችሎታአላቸው፡፡	1	2	3	4	5
8.የተማሪዎችንውጤትበአግባቡየመመዝገብክህሎትአላቸው፡፡	1	2	3	4	5
9.የተማሪዎችንውጤትየመተንተንብቃትአላቸው፡፡	1	2	3	4	5
10.የተማሪዎችንአመለካከታዊናክህሎታዊየባህርይለውጥመለካትይችላሉ፡፡	1	2	3	4	5

ክፍልአምስት: **መምህራንለተከታታይምዘናያላቸውአመለካከት፡-**

እባክዎከቀረቡትአማራጮችውስጥአንዱንበመምረጥምላሽዎንያመላክቱ.

1=በፍፁምአልስማማም 2= አልስማማም 3= ገለልተኛነኝ 4= እስማማለሁ 5= በጣምእስማማለሁ

እንደመምህራንእምነትተከታታይምዘና……..	አማራጮች				
1.የተማሪዎችንየመማርሂደትለመደገፍጠቃሚተግባርነው፡፡	1	2	3	4	5
2.መምህራንንበጣምባተሌያደርጋል፡፡	1	2	3	4	5
3.ለመምህራንጫናከመሆንውጭረብ/ጥቅም/ የለሽነው፡፡	1	2	3	4	5
4.ተግባራዊመሆንየሚችለውብዙየተማሪቁጥርባለበትክፍልውስጥነው፡፡	1	2	3	4	5
5.ተግባራዊመሆንየሚችለውትንሽየተማሪቁጥርባለበትክፍልውስጥነው፡፡	1	2	3	4	5
6.የተማሪዎችንየመማርሂደትያፋጥናል፡፡	1	2	3	4	5
7.ፖ`ለቲካዊአጀንዳነው፡፡	1	2	3	4	5
8.ለተማሪያልሰራበትን(ነፃ) ውጤትመስጫአንዱመንገድነው፡፡	1	2	3	4	5
9.የመምህራንንየማስተማርስራይደግፋል፡፡	1	2	3	4	5
10.የተለየየትግበራክህሎትአይጠይቅም፡፡	1	2	3	4	5

ላደረጉልኝመልካምትብብርበድጋሜአመሰግናለሁ!!

Appendix B

Students' Questionnaire in English and Amharic Language

University of Addis Ababa

Education and Language Studies

Department Educational Planning and Management

Questionnaire for Students

Purpose of the Questionnaire:

Dear students, I am MA student at University of Addis Ababa. Now, I am conducting my Thesis entitled " Practice and Challenges of Continuous Assessment in Government Secondary School of Doyogena Town Administration". Thus, the purpose of the questionnaire is to gather the relevant data from you in order to examine the practice and challenges that hinder the proper implementation of continuous assessment. That is why I am requiring you to participate in this research. I strongly believe that your genuine responses to the items in this questionnaire are invaluable to get genuine research finding. The questionnaire will be completed anonymously, and it may take approximately 30 minutes to complete the questionnaire. The evidences that you provide are keep fully confidential. Therefore, you are kindly requested to fill in your responses to the questionnaire on the basis of the given instructions.

Thank you in advance for your real dedication and cooperation!

Part One: Background Information of the Respondents: please put (□) to the following items to show your response.

Sex ☐ Male ☐ Female

Grade level 9th ☐ 10th 11th 12th

Part Two: Implementation of Continuous Assessment: For items (1-16), please use the given choices as your response.

1=Strongly Disagree (SD) 2= Disagree (D) 3= Neutral 4= Agree (A) 5= Strongly Agree (SA)

A.Frequency of the assessment practice					
1.Teachers frequently implement continuous assessment to check students' acquisition of learning	1	2	3	4	5
2.Teachers conduct continuous assessment in specified periods of interval	1	2	3	4	5
3.Teachers implement continuous assessment only when necessary	1	2	3	4	5
4.The assessment of teachers are only mid tests and final exams	1	2	3	4	5
B.Purpose of the assessment result is used					
5.Teachers conduct continuous assessment to identify the learning difficulties of students	1	2	3	4	5

6.Teachers use the result of continuous assessment to modify their teaching method to the needs of students	1	2	3	4	5
7.Teachers use the result of continuous assessment to give score/grades to the students	1	2	3	4	5
8.Teachers use the result of continuous assessment to see the learning progress of students	1	2	3	4	5
C.How students be made part of the assessment					
9.Teachers provide support for students to enable them to evaluate their learning progress	1	2	3	4	5
10.Teachers help students to conduct self assessment on their learning	1	2	3	4	5
11.Teachers facilitate students' peer assessment practice	1	2	3	4	5
D.How feedback is integrated with continuous assessment					
12.Teachers provide constructive feedback to students during the implementation of continuous assessment	1	2	3	4	5
13.Teachers provide timely feedback to students in every assessment practice	1	2	3	4	5
14.Teachers give feedback to students for the purpose of filling their gaps	1	2	3	4	5
15.Teachers give written feedback to individual students	1	2	3	4	5
16.Teachers give feedback to students only on exam times	1	2	3	4	5

E.How different assessment strategies are used in continuous assessment implementation: For items (17-31), please use the given choices as your response.

1= Never (N) 2= Rarely (R) 3= Sometimes (S) 4= Often (O) 5= Always (A)

List of assessment strategies: Teachers use……	Choices				
17.Class works	1	2	3	4	5
18.Homework	1	2	3	4	5

19.Short tests	1	2	3	4	5
20.Quiz	1	2	3	4	5
21.Project works	1	2	3	4	5
22.Group work/assignments	1	2	3	4	5
23.Individual assignments	1	2	3	4	5
24.Oral questioning	1	2	3	4	5
25.Peer assessment	1	2	3	4	5
26.Self assessment	1	2	3	4	5
27.Observation checklist	1	2	3	4	5
28.Play based assessment	1	2	3	4	5
29.Performance based assessment	1	2	3	4	5
30.Student portfolio	1	2	3	4	5
31.Examinations	1	2	3	4	5
32.If you use other assessment strategies, please mention them here under _____ _____ _____					

Part Three: please indicate the effect of level (rating) challenges in the implementation of continuous assessment by using the choices as your response.

1= Very Low (VL) 2= Low (L) 3= Medium (M) 4= High (H) 5= Very High (VH)

List of challenging factors	Level of Effect				
1.Large class size	1	2	3	4	5
2.Lack of resources	1	2	3	4	5
3.Shortage of time	1	2	3	4	5
4.Work overload of teachers	1	2	3	4	5
5.Lack of support from school administrators	1	2	3	4	5
6.Teachers' lack of adequate skill to implement continuous assessment	1	2	3	4	5
7.Students' low interest to continuous assessment	1	2	3	4	5
8.Teachers' negative attitude to continuous assessment	1	2	3	4	5

9.Students' absenteeism	1	2	3	4	5
10.Lack of teachers commitment	1	2	3	4	5
11.Absence of uniform continuous assessment procedures or standards	1	2	3	4	5

Part Four: Please indicate your level agreement or disagreement by choosing one of the given alternatives

1=Strongly Disagree (SD) 2= Disagree (D) 3= Neutral 4= Agree (A) 5= Strongly Agree (SA)

Description about knowledge and skills of teachers	Choice				
1.Teachers have clear understanding about the concept of continuous assessment	1	2	3	4	5
2.Teachers have an adequate knowledge about the importance of continuous assessment	1	2	3	4	5
3.Teachers fully recognize the purpose of continuous assessment	1	2	3	4	5
4.Teachers took ample trainings on how to implement continuous assessment	1	2	3	4	5
5.Teachers have enough skills on how to implement continuous assessment	1	2	3	4	5
6.Teachers have the skill on how to measure the students learning progress	1	2	3	4	5
7.Teachers have the skill to integrate different assessment strategies	1	2	3	4	5
8.Teachers have adequate skill on how to record/scoring the students' result	1	2	3	4	5
9.Teachers have enough skill on how to analysis the score of students'	1	2	3	4	5
10.Teachers have the ability to measure both the affective and psychomotor behavior of students	1	2	3	4	5

Part Five: Please indicate your level agreement or disagreement by choosing one of the given alternatives.

1=Strongly Disagree (SD) 2= Disagree (D) 3= Neutral 4= Agree (A) 5= Strongly Agree (SA)

Teachers believe that…….	Choice				
1.Continuous assessment is an important practice to support learning	1	2	3	4	5
2.Continuous assessment makes teachers too busy	1	2	3	4	5
3.Continuous assessment is worthless activity other than making teachers to be	1	2	3	4	5

burdened					
4.Continuous assessment is practical in large class size	1	2	3	4	5
5.Continuous assessment is practical in small class size	1	2	3	4	5
6.Continuous assessment facilitates students learning	1	2	3	4	5
7.Continuous assessment is a political agenda	1	2	3	4	5
8.Continuous assessment promotes free score gift to students	1	2	3	4	5
9.Continuous assessment helps teachers in their teaching	1	2	3	4	5
10.The implementation of continuous assessment does not require special skills	1	2	3	4	5

Thank you once again for your real dedication and cooperation!

አዲስ አበባዩኒቨርሲቲ

ሥነ-ትምህርትፋካሊቲ

የትምህርትእቅድናሥራአመራርትምህርትክፍል

የተማሪዎችመጠይቅ

የመጠይቁአላማ:-

ውደተማሪዎች፣እኔበአዲስአበባዩኒቨርሲቲየሁለተኛዲግሪተማሪስሆንበአሁኑስዓትበዶክተናከተማአስተዳደርስር በሚገኙየመንግስት
2ኛደረጃትምህርትቤቶችላይየተከታታይምዘናትግበራእናተግዳሮቶችበሚልርዕስምርምርእያከናወነኩነው፡፡የዚህ መጠይቅአላማምለምርምሩተገቢነትያላቸውንመረጃዎችእንደናንተካሉለመረጃውቅርብከሆኑአካላትመሰብሰብነ ው፡፡ለዚህነውየዚህጥናትተሳታፊእንድትሆኑየጋበዝኳችሁ፡፡እናንተየምትሰጡትትክክለኛመረጃለምርምሩመሳካ ትወሳኝየሆነአስተዋፅኦእንደሚኖረውበሙሉልብእተማመናለሁ፡፡መጠይቁንለመሙላት 30
ደቂቃዎችንሊወስድይችላል፡፡መጠይቁሲሞላስምመፃፍአያስፈልግም፡፡የምትሰጡትመረጃምምስጢሩየተጠበቀነ ው፡፡ስለሆነምይህንመጠይቅየቀረቡትንትዕዛዝትመሰረትበማድረግበጥናቃቄናበትኩረትእንዲሞሉልኝስልመልካ ምትብብርዎንእጠይቃለሁ፡፡

ለሚያደርጉልኝመልካምትብብርአስቀድሜአመሰግናለሁ!!!

ክፍልአንድ:- **የተሳታፊዎችግለሰባዊመረጃ:-** **እባክዎለቀረቡትጥያቄዎች** **(የ)**

ምልክትንበመጠቀምምላሽዎንይስጡ፡፡

ፆታ **ወንድ** **ሴት**

የክፍልደረጃ **9ኛ** **10ኛ** **11ኛ** **12ኛ**

ክፍልሁለት:- **የተከታታይምዘናአተገባበር:-** **እባክዎከተራቁጥር** (1-16)

ለቀረቡትጥያቄዎችየእርስዎንየስምምነትሁኔታበሚገልፀው **(የ)** **ምልክትንያስቀምጡወይምያክብቡ፡፡**

=በፍፁምአልስማማም 2= **አልስማማም** 3= **ገለልተኛነኝ** 4= **እስማማለሁ** 5= **በጣምእስማማለሁ**

1

ሀ. የተከታታይምዘናድግግሞሽ	**አማራጮች**				
1.**መምህራንየተማሪዎችንየመማርሂድትለመፈተሽተከታታይምዘናንበተደጋጋሚይተገብራሉ፡፡**	1	2	3	4	5
2.**መምህራንተከታታይምዘናንበተወሰነየጊዜገደብውስጥይተገብራሉ፡፡**	1	2	3	4	5
3.**መምህራንተከታታይምዘናንአስፈላጊነውብለውሲያስቡብቻይተገብራሉ፡፡**	1	2	3	4	5
4.**የመምህራንምዘናአማካይናማጠቃለያፈተናዎችላይብቻያተኮረነው፡፡**	1	2	3	4	5
ለ. የምዘናውውጤትጥቅምላይየሚውልበትአላማ					
5.**መምህራንየተማሪዎችንየመማርችግሮችለመለየትሲሉተከታታይምዘናንያካሂዳሉ፡፡**	1	2	3	4	5
6.**የተከታታይምዘናውንውጤትመምህራንየማስተማርስነ-ዘዴያቸውንከተማሪዎችፍላጎትጋርልማጣጣምይጠቀሙበታል፡፡**	1	2	3	4	5
7.**መምህራንየተከታታይምዘናንለተማሪዎችነጥብ/የማለፊያውጤትለመስጠትይጠቀሙበታል፡፡**	1	2	3	4	5
8.**መምህራንየተከታታይምዘናውጤትንየተማሪዎችንየመማርእድገትለማረጋገጥጥቅምላይያውሉታል፡፡**	1	2	3	4	5
ሐ. ተማሪዎችየምዘናአካልስለመሆናቸው					

9.መምህራንተማሪዎችየራሳቸውንየመማርሂደትበየጊዜውእንዲገመግሙያደርጋሉ፡፡	1	2	3	4	5
10.መምህራንተማሪዎችራሳቸውንበራሳቸውእንዲመዝኑእገዛያደርጋሉ፡፡	1	2	3	4	5
11.መምህራንተማሪዎችየአቻምዘናንእንዲያከናውኑያደረጋሉ፡፡	1	2	3	4	5
መ. ግብረ-መልስየተከታታይምዘናአካልስለመደረጉ					
12.መምህራንበተከታታይምዘናትግበራወቅትገንቢየሆነግብረ-መልስለተማሪዎችይሰጣሉ፡፡	1	2	3	4	5
13.በእያንዳንዱየምዘናተግባርላይመምህራንወዲያውኑለተማሪዎችግብረ-ምልስይሰጣሉ፡፡	1	2	3	4	5
14.የተማሪዎችንየመማርክፍተትለመሙላትየሚያስችልግብረ-መልስበመምህራንይሰጣል፡፡	1	2	3	4	5
15.መምህራንለእያንዳንዱተማሪበጽሁፍየተደገፈግብረ-መልስይሰጣሉ፡፡	1	2	3	4	5
16.መምህራንለተማሪዎችግብረ-መልስየሚሰጡትበማጠቃለያፈተናጊዜብቻነው፡፡	1	2	3	4	5

ሠ. በተከታታይምዘናትግበራላይየተለያዩየምዘናስልቶችጥቅምላይስለመዋላቸው: እባክዎከተራቁጥር (17-31) ለቀረቡትጥያቄዎችየእርስዎንምላሽበሚገልፀውአማራጭላይ(የ) ምልክትንያስቀምጡወይምያክብቡ፡፡

1= ፈጽሞአይጠቀሙም 2= እምብዛም 3= አልፎአልፎ 4= አብዛኛውንጊዜ 5= ሁልጊዜ

መምህራንከዚህበታችየቀረቡየምዘናስልቶችን……..……ይጠቀማሉ፡፡	አማራጮች				
17.የክፍልሥራ	1	2	3	4	5
18.የቤትሥራ	1	2	3	4	5
19.አጫጭርመከራዎች	1	2	3	4	5
20.ድንገቴፈተና(Quiz)	1	2	3	4	5
21.የፕሮጀክትሥራ	1	2	3	4	5
22.የቡድንሥራ/አሳይመንት)	1	2	3	4	5
23.የግልአሳይመንት	1	2	3	4	5
24.የቃልጥያቄ	1	2	3	4	5
25.የአቻምዘና/ግምግማ	1	2	3	4	5

26.የግልምዘና/ግምግማ	1	2	3	4	5
27.የምልከታቸክሊስት	1	2	3	4	5
28.ጨዋታተኮርየምዘናስልት	1	2	3	4	5
29.ተግባርተኮርየምዘናስልት	1	2	3	4	5
30.የተማሪማህደር	1	2	3	4	5
31.የማጠቃለያፈተናዎች	1	2	3	4	5
32.ከላይከቀረቡትየተለዩየምዘናስልቶችየሚተገበሩከሆነ፣እባክዎበተሰጠውቦታላይይዘርዝሩልኝ፡፡ _____ _____ _____					

ክፍልሦስት: **እባክዎከዚህበታችየቀረቡየተከታታይምዘናተግዳሮቶች/እንቅፋቶች/ በትግበራሥርዓቱላይያላቸውንየተፅዕኖደረጃከቀረቡትአማራጮችአንዱንበመምረጥምላሽይስጡ፡፡**

=በጣምዝቅተኛ 2= ዝቅተኛ3= መካከለኛ 4= ከፍተኛ 5= በጣምከፍተኛ

1

የተከታታይ ምዘና ተግዳሮቶች/እንቅፋቶች ዝርዝር የተፅዕኖደረጃ

በአንድ ክፍል ውስጥ ብዙ የተማሪ ቁጥር መኖሩ 1 2 3 4 5

የግበዓት እጥረት 1 2 3 4 5

የጊዜ እጥረት 1 2 3 4 5

የመምህራን ከፍተ የስራጫና 1 2 3 4 5

የትምህርት ቤቱአመራሮች ድጋፍ አለማድረግ 1 2 3 4 5

ተከታታይ ምዘናን ለመተግበር መምህራን በቂ ክህሎት አለመኖራቸው 1 2 3 4 5

ተማሪዎች ለተከታታይ ምዘና ያላቸው ፍላጎት ዝቅተኛ መሆን 1 2 3 4 5

መምህራን ለተከታታይ ምዘና ያላቸው አመለካከት አሉታዊ መሆን 1 2 3 4 5

የተማሪዎች በተደጋጋሚ ከክፍል መቅረት 1 2 3 4 5

የመምህራንቁርጠኝነትማነስ 1 2 3 4 5

ወጥየሆነየተከታታይምዘናማስተግበሪያስታንዳርድአለመኖር 1 2 3 4 5 ክፍልአራት: ተከታታይምዘናንለመተግበርየመምህራንእውቀትናክህሎት፡-

እባክዎከቀረቡትአማራጮችውስጥአንዱንበመምረጥምላሽዎንያመላክቱ.

1=በፍፁምአልስማማም 2= አልስማማም 3= ገለልተኛነኝ 4= እስማማለሁ 5= በጣምእስማማለሁ

መምህራን.....	አማራጮች				
1.ስለተከታታይምዘናዕንሰ-ሀሳብግልፅግንዛቤአላቸው፡፡	1	2	3	4	5
2.ስለተከታታይምዘናጠቀሜታበቂእውቀትአላቸው፡፡	1	2	3	4	5
3.የተከታታይምዘናንአላማመ-ሉበመ-ሉተረድተውታል፡፡	1	2	3	4	5
4.በተከታታይምዘናዙሪያበቂሥልጠናወስደዋል፡፡	1	2	3	4	5
5.ተከታታይምዘናንለመተግበርየሚያስችልበቂክህሎትአላቸው፡፡	1	2	3	4	5
6.የተማሪዎቸንየመማርሂድትየመለካትብቃትአላቸው፡፡	1	2	3	4	5
7.የተለያዩየምዘናስልቶችንአቀናጅቶየመጠቀምችሎታአላቸው፡፡	1	2	3	4	5
8.የተማሪዎችንውጤትበአግባቡየመመዝገብክህሎትአላቸው፡፡	1	2	3	4	5
9.የተማሪዎችንውጤትየመተንትንብቃትአላቸው፡፡	1	2	3	4	5
10.የተማሪዎችንአመለካከታዊናክህሎታዊየባህርይለውጥመለካትይችላሉ፡፡	1	2	3	4	5

ክፍልአምስት: መምህራንለተከታታይምዘናያላቸውአመለካከት፡-

እባክዎከቀረቡትአማራጮችውስጥአንዱንበመምረጥምላሽዎንያመላክቱ.

1=በፍፁምአልስማማም 2= አልስማማም 3= ገለልተኛነኝ 4= እስማማለሁ 5= በጣምእስማማለሁ

እንደመምህራንእምነትተከታታይምዘና.....	አማራጮች				
1.የተማሪዎችንየመማርሂደትለመደገፍጠቃሚተግባርነው፡፡	1	2	3	4	5

2.መምህራንንበጣምባተሌያደርጋል	1	2	3	4	5
3.ለመምህራንጫናከመሆንውጭረብ/ጥቅም/ የለሽነው፡፡	1	2	3	4	5
4.ተግባራዊመሆንየሚችለውብዙየተማሪቁጥርባለበትክፍልውስጥነው፡፡	1	2	3	4	5
5.ተግባራዊመሆንየሚችለውትንሽየተማሪቁጥርባለበትክፍልውስጥነው፡፡	1	2	3	4	5
6.የተማሪዎችንየመማርሂደትያፋጥናል፡፡	1	2	3	4	5
7.ፖ`ለቲካዊአጀንዳነው፡፡	1	2	3	4	5
8.ለተማሪያልሰራበትን(ነፃ) ውጤትመስጫአንዱመንገድነው፡፡	1	2	3	4	5
9.የመምህራንንየማስተማርስራይደግፋል፡፡	1	2	3	4	5
10.የተለየየትግበራክህሎትአይጠይቅም፡፡	1	2	3	4	5

ላደረጉልኝመልካምትብብርበድጋሜአመሰግናለሁ!!!

Appendix C

Principals' Interview in English and Amharic Language

University of Addis Ababa

Education and Language Studies

Department Educational Planning and Management

Semi-Structured Interview for Principals

How do you explain the implementation of continuous assessment in your school?(in terms frequency, purpose of assessment, students involvement, feedback and applied assessment strategies)

What are the challenging factors in continuous assessment implementation as to your school? How do you rate the extent of challenges?

How the knowledge and skills of teachers with respect to continuous assessment is evaluated?

How do you see the attitudes of teachers towards continuous assessment?

Thank you very much for your cooperation!!!

አዲስአበባዩኒቨርሲቲ

ሥነ-ትምህርትፋካሊቲ

የትምህርትእቅድናሥራአመራርትምህርትክፍል

በከፊልየተደራጀየርዕሰመምህራንቃለ- መጠይቅ

የትምህርትቤታችሁየተከታታይምዘናአፈፃፀምእንዴትይገለፃል?(
ከድግግሞሽ፣ከምዘናአላማ/ዎች፣ከተማሪዎችተሳትፎ፣ከግብረመልስእናጥቀምላይከሚውሉየምዘናስልቶችአኳያ
)

የተከታታይምዘናአፈፃፀምላይያሉተግዳሮቶች/ፈተናዎችምንምንናቸው? ተገዳሮቶቹ/
ፈታኝሁኔታዎቹበደረጃእንዴትይቀመጣሉ?

በተከታታይምዘናዙሪያመምህራንያላቸውእውቀትናክህሎትምንይመስላል?

መምህራንተከታታይምዘናንበተመልከተያላቸውአመለካከትእንዴትይገለፃል?

ለሰጡኝማብራሪያከልብአመሰግናለሁ!!!

Appendix D

Experts' Interview in English and Amharic Language

University of Addis Ababa

Faculty of Education

Department Educational Planning and Management

Semi-Structured Interview for Education Experts

How the implementation of continuous assessment looks like in government secondary schools of your education department?

What are the challenges that hinder the schools' continuous assessment implementation? To what extent the challenges affect the process?

How the knowledge and skills of teachers with respect to continuous assessment is evaluated?

How do you see the attitudes of teachers towards continuous assessment?

Thank you very much for your cooperation

አበባአዲስዩኒቨርሲቲ

ሥነ-ትምህርትፋካሊቲ

የትምህርትእቅድናሥራአመራርትምህርትክፍል

በከፊልየተደራጀየትምህርትባለሙያዎችቃለ- መጠይቅ

በትምህርትመምሪያውሥርየሚገኙየመንግስትሁለተኛደረጃትምህርትቤቶችየተከታታይምዘናአፈፃፀምምንይ መስላል?ይገለፃል?(

ከድግግሞሽ፣ከምዘናአላማ/ዎች፣ከተማሪዎችተሳትፎ፣ከግብረመልስእናጥቀምላይከሚውሉየምዘናስልቶችአኳያ ሲታይ)

በተከታታይምዘናትግበራጊዜለመምህራንፈታኝየሆኑጉዳዮችምንምንናቸው? የተገዳሮቶቹደረጃስ?

በተከታታይምዘናዙሪያመምህራንያላቸውእውቀትናክህሎትምንይመስላል?

መምህራንተከታታይምዘናንበተመለከተያላቸውአመለካከትእንዴትይታያል?

ለሰጡኝማብራሪያከልብአመሰግናለሁ!!!

Appendix E

Questions to Guide Document Review

University of Addis Ababa

Faculty of Education

Department Educational Planning and Management

What types of assessment strategies are used by teachers to evaluate students during the implementation of CA? Do these assessment strategies appear/indicated in students' mark book?

Do assessment strategies are found in the lesson plans of teachers? Are they different varieties?

Appendix F

Reliability Coefficients of the Pilot Study

Summary of Participants in the Pilot Study

		N	%
Cases	Valid	45	100.0

	Excluded[a]	0	.0
	Total	45	100.0

Reliability Statistics for items of CA Implementation

Cronbach's Alpha	N of Items
.768	32

Reliability Statistics for items of CA Challenges

Cronbach's Alpha	N of Items
.694	11

Reliability Statistics for items of the knowledge and skills of teacher to implement CA

Cronbach's Alpha	N of Items
.879	10

Reliability Statistics for items of teachers attitude

Cronbach's Alpha	N of Items
.596	10