

**THE IMPLEMENTATION OF CONTINUOUS ASSESSMENT IN
SELECTED GOVERNMENT AND PRIVATE SECOND CYCLE
PRIMARY SCHOOLS IN KIRKOS SUB –CITY, ADDIS ABABA.**

YOSEPH MENGIST

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This is certify that the thesis prepared by Yoseph Mengist Alemu entitled the Implementation of Continuous Assessment in Selected Government and Private Primary Second Cycle Schools in Kirkos Sub –City, Addis Ababa and submitted in partial fulfillment of the requirements for the degree of master of the Art (curriculum and teachers professional development) complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

Signed by Examining committee

_____ Examiner	_____ Signature	_____ Date
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_____ Examiner	_____ Signature	_____ Date
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_____ Advisor	_____ Signature	_____ Date
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Chare of Department or Graduate Program Coordinator

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ABSTRACT

The purpose of the study was to assess the current status of the implementation of continuous assessment in the second cycle private and government primary schools in Kirkos sub-city of Addis Ababa. A descriptive research was employed. Six woredas, namely 01, 02, 03, 08, 09, and 10 were addressed by this study through simple random sampling. The respondents in the study were 70 and 57 government and private school teachers respectively. The samples were selected randomly. Five government and five private principals were selected using available sampling technique. Six woreda and three sub-city supervisors were incorporated purposively under the study. Questionnaire, interview and document analysis were used for the purpose of collecting relevant data. Data obtained through questionnaires were analyzed using frequency and percentage. Moreover, data gathered through interview and document analysis were considered to complement the questionnaires in narrative form. The finding of this study revealed that shortage of training in private school than in the government schools, and lack of teachers commitment and less follow up of principals and supervisors towards implementing continuous assessment in government schools have affected the implementation. Government schools did not possess the required experience of recording students mark, and reporting students' achievement to their parents than private once. The conclusion made that Government schools has low follow up, support and immediate feedbacks for teacher, low recording of students' assessment than private school teachers. In line with the above findings and conclusions it was recommended that to equip teachers with necessary knowledge, skill and attitude, sub-city and woreda education officials need to arrange workshops, seminars short and long term training and should follow up in implementing of continuous assessment.

LIST OF ACRONYMS AND ABBREVIATIONS

CA	Continuous assessment
GT	Government teacher
GPR	Government Principal
PT	Private Teacher
PPR	Private Principal
SUPW	Woreda supervisor
SUPS	Sub-city supervisor
MOE	Ministry of education
NIED	National Institute for education and development
TTI	Teachers Training Institute
UNEB	Uganda National Examination Board
USAID-AED	United states Agency for International Development Academy for Educational Development
ICDR	Institute of Curriculum Development and Research
TGE	Transitional Government of Ethiopia

CHAPTER ONE

1. Introduction

The introductory part of this chapter includes background of the study, statement of the problem, objectives of the study, limitation of the study, delimitation of the study, operational definitions of key terms and organization of the study.

1.1 Background of the study

As a component of instruction process, assessment plays an important role to get insight concerning the teaching learning activities. Without assessment, it is difficult to get refined information about the educational practices. In support of the above idea, Airasian (1991), cited in Institute of Curriculum Development and Research ICDR (1999), contends that assessment is the process of collecting, interpreting and synthesizing information to help teachers understand their students, plan and monitor instruction and establish conducive classroom atmosphere. Similarly, Arends (1997) pointed out that assessment is the process of gathering and synthesizing information to make decisions about learners and instruction.

As Curzon (1990:135) describes CA is a comprehensive term, which refers particularly to enquiring into the learners competence, knowledge, attitude and skill through various student profile using different assessment methods to improve learning.

With regard to the role of continuous assessment, according to McCormic and pressley /1997/, some of the important roles that continuous assessment play in the learning process includes providing feedback to students on their progress, giving students an opportunity to demonstrate what they have learned and helping students to prepare themselves, diagnosing learning problems, grading or making judgment planning and conducting of instruction and placement. Madaus and Kallaghan (1993), cited in Institute of Curriculum Development and Research ICDR (1999), also stated that continuous assessment in the classroom is highly based on teacher's observation of students as they go about their normal learning activities. For them, assessment is beyond testing and it involves observational techniques other than testing to collect information on the overall student's performance. The trend that follows giving tests and examinations at the end of semester or a year as the only mode of assessment does not help

teachers to understand the overall talent of his/her students. To overcome this, it will be much more helpful if the assessment is employed on a continuous basis using different strategies.

In many countries, such as Malawi, Ugandan, Nigeria the examination system employed is continuous assessment up to Grade eight. Adoption of such a system will certainly require much preparatory work. As MOE (2010) stated in the conditions of our country, it is at least possible to evaluate the performance of students on weekly or monthly basis and to correct weaknesses by continuous assessment and ensure that they have learnt what they had to. Since this method was not applied before, our experience shows that many children repeated in the first grade. It has already been discussed and pointed out that class repetition and school dropout are great sources of inefficiency in any educational system. Thus, continuous assessment provides students to be tested not only twice a year, but to be continuously assessed and, where necessary, to repeat lessons to them until they understand them. This also enables them not to be terror-stricken by exams, and to have lesson repeated to them when they become problematic.

In Nigeria for example, the main objective of introducing continuous assessment is not only to meet the demand for more comprehensive assessment systems that impact positively on learning achievement but to make it a quality control and assurance tool whose scores should form a substantial percentage of the final certificate examinations. Prior to the institution of continuous assessment in primary and secondary schools in 1977 following the adoption of the National Policy on Education, assessment of students' learning and performance in the pre tertiary institutions in Nigeria was purely based on one-shot examinations usually administered at the end of the term or school year. However, the introduction of CA in Nigerian schools has rendered assessment school-based (Obioma, 2005) and summary judgments usually passed on the child's learning and achievement through the results of one-shot examinations (Atsumbe & Raymond, 2012). This in a bit has led to the improved evaluation of learners' attainment by ensuring that assessment is cumulative, systematic, comprehensive and guidance-oriented (Nneji, Fatade, Awofala & Awofala, 2012; Osokoya, (1996); Obioma, 1984; Ojerinde & Falayajo, 1984). In spite of this, observations continue to show that there are problems of the effective implementation of CA in Nigeria (Atsumbe & Raymond, 2012; Okpala, Onocha & Oyedeji 1993).

The reintroduction of the universal basic education program and the expansion of its scope from six to nine year basic education in 1999 brought a new dimension to continuous assessment in the form of School Based Assessment (SBA) otherwise called Assessment for Learning (AFL) at the primary and junior secondary school levels in Nigeria.

With regard to Ethiopia, According to the Institute of Curriculum Development and Research (ICDR) (1999:122), “assessment is a way of observing, collecting information and making decisions based on information conversely, an overall judgment of students learning based on CA is Evaluation”. Indeed, in schools assessment of learning is usually carried out by teacher on the basis of impressions gained as they observe their pupils at work or by various kinds of tests given periodically. When this practiced as an ongoing process or on a day to–day basis such assessment is known as CA.

As stated in Transitional Government of Ethiopia TGE (1994), the practical task of implementing the new curriculum at school level requires continuous assessment as part of the curriculum in general and the instructional process in particular. The newly designed TESO program has also practiced focus on the employment of continuous assessment in our country believing that it will come up with active learning (Mulu, 2005). These indicate how progress is going to address the issue of continuous assessment at different level of the educational system as part of a shift in paradigm.

1.2 Statement of the Problem

According to Mkhonta (2003), continuous assessment is an essential component of the instructional process which enables the teacher to better use the “assessment-feed back-correlation” learning cycle that is missing from the time limited examination. cognizant this, the Ministry of Education in our country has out lined continuous assessment to be used in every level of educational institution, but striving with different obstacles to be successful and result in producing quality scholars in every level.

It is critical to implementation of continuous assessment; although the policy of the country adheres the implementation of CA at all educational levels, there seems to be problems of

implementation due to various factors. Accordingly, few researches have been conducted regarding the implementation of CA at different educational levels in Ethiopian context such as Dessalage and Daniel(2003), Birhanu (2004), Getchew (2008),Hassen (1998), Muluken (2004), Mulu(2005), and Abera (2009),for instance , revealed that teachers do not use CA in their classrooms. Despite the fact that there is an increased pressure up on teachers to provide evidence of educational activities .This may be due to various reasons. Here, below one highlighted some of the salient points: (a) large class size, (b) lack of commitment, (c) tight schedule, (d) broad course content, (e) attitude of teachers towards CA, (f) absence of good practice to benchmark, (g) absence of CA clear guidelines, (h) pupil absenteeism,(i) inadequate teaching and learning resources , and (j) ethnicity and personality. There are also other challenges that influence the effective implementation of continuous assessment in different educational institutions.

Desalegn and Daniel (2003) stated that teachers do not have clear understanding of the concept of continuous assessment. A teacher, for instance, might interpret continuous assessment as continuous testing and equate it with paper-pencil test, and teachers fear of burden to check each methods of continuous assessment. Due to the class size, attitude of the students towards subject and teacher, atmosphere of the class to do continuous assessment, sitting arrangement of the students and teacher preparation before coming the class affected to the implementation continuous assessment in the primary school.

Although a number of studies which are concerned with the implementation of continuous assessment have been conducted none of them have treated teacher's implementation of continuous assessment through comparing government and private schools. Doing this helps to identify the similarity and difference as well as strength and weakness of each school category. Moreover, according to the 1994 education and training policy, it is stated that private schools are encouraged for involve in the education sector Transitional Government of Ethiopia (TGE, 1994).Consequently a significant numbers of private schools has been engaged in this area. Thus it is important to investigate the status of teacher's implementation of continuous assessment in both private and government schools.

In this study, an effort is made to compare the implementation of continuous assessment with teacher's attitude and knowledge, and practice and also to help pupils learn best. Similarly, Kamangira (2003) pointed out that CA integrated with the current situation that can improve teachers' professional skills and pupils learning though there are challenges. Thus, this study tries to find out the problems related to the implementation of continuous in private as well as government schools.

To this end, the following research questions were proposed.

1. How do teachers understand the contributions of continuous assessment towards improving student's academic achievements?
2. What is the attitude of teachers towards continuous assessment?
3. To what extent is continuous assessment implemented in second cycle primary schools?
4. What are the major challenges that hinder the implementation of continuous assessment in second cycle primary school?

1.3 Objectives of the Study

1.3.1 General Objective

This study tried to comparatively explore the implementation of CA in some selected second cycle primary schools of Kirkos Sub city.

1.3.2 Specific Objectives

- To examine how teachers do in the second cycle primary schools understand continuous assessment.
- To identify the attitude of the second cycle primary schools teachers towards continuous assessment.
- To find out the extent of teachers implementation of continuous assessment in the second cycle primary schools.
- To propose solutions that help to implement continuous assessment effectively.
- To analyze the challenges teachers face in implementing continuous assessment, and to compare the response of teachers based on the basic questions.

1.4 Significances of the Study

The findings of this study are significant to teachers for they will enhance their involvement in the assessment process .It is also important to policy makers and practitioners to be aware of the problems teachers are facing in implementing the continuous assessment at the classroom level. Moreover, the finding is significant to other researchers who undertake further research in the area at national level.

1.5 Delimitations of the Study

The continuous assessment addresses the preparation and readiness of the teacher on the subject he/she teaches, follow up whether the student involve in the activities or not, he/she will measure/observe the day-to-day achievement of the students, and he/she shall evaluate the achievement of the students. In the area of the study kirkos sub-city has 11 woreda, 53 primary second cycle government and private schools,53 principals and 399 teachers in both school category, 11 woreda supervisors, and 3 sub-city supervisors. However, the study is delimited to in six woreda, five government and five private second cycle primary schools, 10 principals, 6 woreda and 3 sub-city supervisors and 127 teachers.

1.6 Limitation of the study

The limitation of this study is that difficulty of getting adequate and relevant locally prepared materials on continuous assessment and its implementation. Thus, this study is not supported with literature on the context of Ethiopia adequately. The other issue was that students of second cycle primary school of the target school were not included in the study. The researcher believes this can be limitation of this study.

1.7 Organization of the Study

This study has five chapters. The first chapter deals with the background of the study as a hole and its approach. In addition, the second chapter presents the related literature review part of the study. The third chapter deals about the research methodology. The fourth chapter treats the analysis, interpretation and presentation part respectively. Finally, the fifth chapter covers the

summary, the conclusion and recommendation parts of the study. Reference materials and appendices were attached at the end.

1.7 Definition of Basic Terms Used in the Research

- **Implementation:** is one of the training phases that teachers apply in the set of activities in their daily task using available resources and a support system.
- **Continuous assessment:** a system of giving a student a final mark/grade based on work done during a course of study rather than on one exam.
- **Sub-city:** - an administrative unit of a city.
- **Challenges:** difficulty in a job or undertaking that is stimulating to one engaged in it.
- **Primary schools:** it is a general school for children which include grade one to eight.
- **Second cycle primary schools:** it is a school for children from grade 5 to 8 in Ethiopian context.

CHAPTER TWO

2. Review of Related Literature

In this chapter all, the necessary reference materials were systematically organized and used further to strengthen the study. The materials used here include books, journals; unpublished materials and internet sources. The major topics including definitions of related literature on continuous assessment, definitions of CA, challenges of implementing CA, advantages of using CA and implementation of CA in the context of Ethiopia etc. were incorporated in this section.

2.1 Continuous Assessment

2.1.1 Definition of Continuous Assessment

One of the reform Agendas in teacher education is introducing new systematic methods of assessment. The reform movement calls for continuous assessment. And assessment of learners is a way of finding out what learners know, Understand and can do. There are different ways to assess learners. But the concern of this paper is on one way of assessing learners by teachers, in the classroom on what has been taught. This is called continuous assessment. Continuous assessment tells teachers if they need to re teach, and what the students need to do order to improve their learning.

There are a lot of terms that can be used to describe continuous assessment in some countries ,people refer to continuous assessment as teacher grading .sometimes it is referred to as running records ,or curriculum based assessment .In all case ,teachers are given the responsibility to find out what students in their classes know and are able to-do .when this is done in a variety of ways over time and used to approve instruction ,then it is done in a variety of ways over time and used to approve instruction ,then it is consider to be continuous assessment (Joy D.p.etal,2003) continuous assessment of learners progress could be defined as mechanism whereby the final grading of learners in cognitive, affective and psychomotor domains of learning systematically takes account of all their performance during a given period of schooling Available on line ,[http://exchange state](http://exchange.state).

Airasian (1991) cited in Alausa (on line) defined continuous assessment as “an assessment approach which should depict the full range of sources and methods teachers use to gather, interpret and synthesize information about learners; information that is used to help teachers understand their learners, plan and monitor instruction and establish available classroom culture”. Such kind of assessment, according to Puhl (1997), is aimed at bringing out a paradigm shift in educational assessment in several ways. The central characteristics of this shift, he pinpointed, is the morning assessment from a judgmental role to a developmental role understood in such way, continuous assessment involves the use of a variety of assessment instruments, assessing various components of learning, not only the thinking process but including behaviors, personality traits and it takes place over a period of time.

From the instructional point of view, continuous assessment acknowledges that one cannot change the instructional process unless there is a change on the assessment process (Puhl, 1997). Puhl argues that the concept of continuous assessment holds rich potential for teachers because it affirms high order, creative and critical thinking and because it embraces not only cognitive outcomes but affective and behavioral outcomes as well. He further argues that continuous assessment puts the learner more in control of his/her own learning and changes the work teachers do so that it reduces instructional drudgery and increases professional satisfaction.

In a similar vein, Livingstone (2001) asserts that the teacher is able to observe, identify and take note of learning as it takes place and of behavior as it manifests itself through the implementation of continuous assessment. Above all, Puhl (1997). Contends, that a continuous assessment approach can help to rectify the problem of mismatches between tests and classroom activities and when assessment is built into the instructional process, the confusion and frustration that the test takers often face is reduced.

Generally, among the claims made for continuous assessment (Puhl, 1997) stated:

More of the intended behavior can be assessed on account that can be taken of students class work and can include such factors as their active participation, critical facilities, motivation and relationships with others. This account can be taken of cognitive factors beyond memory alone and could include such as: the ability to see principles to new

situations the extent of initiative and the degree of independence in learning and also it is guidance –oriented and yields more accurate data reaching the teachers early enough to modify instructions. This enables to integrate assessment and assessment results in to instructional practice.

Nevertheless, as the concept of continuous assessment is relatively a recent phenomenon, it has been subjected to misinterpretation and malpractice. In the Ethiopian context, it was found to be misconceived by most teacher educators and its implementation is impeded by a lot of factors. (Dawit 2005, Mulu 2005). For instance, Mulu (2005) found out that many instructors of AAU as continuous testing interpret continuous assessment.

Among the factors that are identified (Mulu, 2005, Dawit, 2005) to impede the implementation of continuous assessment are large student population, lack of commitment and motivation by instructors and misconception of the beneficial aspects. Shortage of time is also taken as one of the factors..

2.1.2 Characteristics of Continuous Assessment

Teachers are required to understand the following characteristics of continuous assessment, which are outlined by NOE (2004) to implement the system effectively.

Systematic

In using continuous assessment teachers are expected to systematically observe, measure, evaluate and record learning out comes in a planned and periodic manner.

Diagnostic

Continuous assessment gives an opportunity for teachers to identify learners' problems and set programs for remedial actions.

Cumulative

Based on a variety of assessment procedures and techniques, continuous assessment shows overall results of the learners' achievement through time.

Guidance –oriented

The information obtained from continuous assessment needs to be used as a means of providing feedback to learners about their strengths and weaknesses.

Comprehensiveness

Unlike paper and pencil tests, continuous assessment involves measuring the cognitive and non-cognitive aspects of the learner as a whole.

2.1.3 Purposes of Continuous Assessment

It is important to understand that, different purpose of continuous assessment results or teachers and other implements to help their teaching or learning process and other decision making purpose.

According one of the expected advantages of continuous assessment lies in being guidance oriented. Since it will involve data gathering over a long period of time, it will yield more accurate data reaching the teachers early enough to modify instruction this could play vital role in diagnosing and remediation areas of learner weakness if properly anchored in what occurs in a class rooms. Continuous assessment if an approved that the range of learners performance. Teachers and administrators would thus able to assess learner's progress and would have time to correct the problems.

By supporting this idea Murphy (1995) explains that the major purpose of using continuous assessment and continuously follow students learning progress so as to identify those students who have and have not mastered a particular knowledge and skills and respond quickly and effectively to students real or perceived learning problems and hence improve their learning.

Continuous assessment can, therefore, be a means of carrying on assessment formally and informally within the class room, yet, at the same time make valid judgment about a given students' progress within a particular subject area.

Another purpose of continuous assessment is that it places teachers at the center of all performance assessment activities. Continuous assessment encourages more teachers' participation in the overall assessment or grading of his/her learners. As supported by parietal. Teacher must be given opportunities to select and review assessment so that they become involved and knowledge in the process. Through this approach, teachers would be able to integrate assessment and assessment results in to instructional practice teachers will be expected to incorporate assessment in to the larger learning frame work and possible to provide evidence regarding how assessment information is used to inform and guide instruction for individual learners.

According to lewis (1997), with continuous assessment, teachers must embed the assessment in their instructions, score the assessment and discuss standards for good learners" work with colleagues, parents and learners. Eggen and kauchak (1997) are also of the opinion that assessment process and the information gathered through it should enable the teacher among other things to evaluate capability and accomplishments of learners. Measure the outcome of instructionally and socially adjusted children within a particular class room (Broad Foot, 1996).

Continuous assessment is a method of evaluating the progress and achievement of students in educational institution. It's a process of deeming a grade that best signifies the student typical performance at different time. It aims at getting the trust possible picture of each student's ability and helping each student to develop his/her abilities. The process offers a very valuable learning tool. Through continuous assessment, pupils are encouraged to carry valuable investigations and projects, were they will be involved in their own learning and an assessment system that brings teacher and student together in a corporative endeavor to accomplish those critical instructional objectives that need detailed study and practice more over these, if helps to improve learning and to help shape and improve the teaching /learning process in this role continuous assessment provides each leaner with individuals feedback that allows them and their teachers to take

actions best suited to improve their learning. Continuous assessment also allows for the design of assessment tasks, which are in the interest of a group of learners.

Furthermore, continuous assessment focuses on monitoring learning progress and diagnosing learning difficulties while a teaching /learning process is being undertaken. It ensures a healthy acquisition and development of knowledge and skills by learners. It helps to identify learners' needs and problems in order to take appropriate remedial measures in the learning process it also provides ongoing feedback to the learner and the teacher regarding success or failure in which specific learning errors could be corrected, and the learner is motivated for further learning activities.

It is also useful to create ongoing communication and feedback or information sharing between teachers and pupils and between teachers and parents. It helps the learners to know if their performance is satisfactory and if they need to work harder help their parents to be kept informed about their children's progress and must actively support their children's learning at home. Continuous assessment helps the teacher to find out the cause of persistent learning difficulties among his/her pupils and determine what kind of help is needed in each case or to give remedial class teaching.

Assessment is going on in context and use variety of techniques to support instruction and enriches curriculum planning. In general it can and should serve different purposes including the following:

- A. Helps students become more self reflective and in control of their own learning.
- B. Teachers focus their teaching more effectively, and to identify which students need more assistance.
- C. Parents understand more about their children's progress.
- D. Administrators understand how groups of students are progressing,
- E. Educators gauge the level of achievement of students.
- F. Curriculum development see the level of difficulty and the appropriateness of the curriculum and make the necessary improvements and adjustments (Madaus and Kellaghan, 1993)

Various reasons could be cited for using continuous assessment. The very basic reason is the nature of the educational system hence, there came a need to use the comprehend give and systematic mechanism and assessment, which is continuous assessment. The rational for using continuous assessment can be viewed from different direction, i.e. pedagogical, psychological, social and economic point of view.

Continuous assessment process is much more than an examination of pupil achievement. Continuous assessment is also a powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas continuous assessment also allows teachers to monitor the impact of their lessons on pupil understanding. Teachers can modify their pedagogical strategies to include the construction of remediation activities for pupils who are not working at the expected grade level and the creation of enrichment activities for pupils who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self-evaluation and pupils specific activities by both pupils and teachers.

Further explained that frequent interactions between pupils and teachers means that teachers know the strengths and weaknesses of their learners. These exchanges foster a pupils-teacher relationship based on individual interactions pupils learn that the teacher values their achievements and that their assessment out comes have an impact on the instruction that they receive. One-to one communication between the teacher and the pupil can motivate pupils to continue attending school and to work hard to achieve higher levels of mostly. According to US AID, Continuous assessment, teachers assess the curriculum as implemented in the classroom. It also allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their pupils. In addition, continuous assessments provide information on achievement of particular levels of skills, understanding and knowledge rather than achievement of certain marks or scores. Thus, continuous assessment enables pupils to monitor their achievement of grade level goals and to visualize their progress towards those goals before it is too late to achieve them.

Finally, teachers can share assessment results with important education stakeholders including parents, other teachers, community members, and the learners themselves parents especially want to know how their children are doing in school. Regular reports from the teacher based on continuous assessments allow the parents to know about their children's progress with this knowledge in hand, parents can assist and support children with their studies during the school year before opportunities for grade level achievement have passed (USAID, UNICEF, and WB 2003).

One of the expected advantages of continuous assessment lies in its being guidance oriented. Since it will involve data gathering over a long period of time, it will yield more accurate data reaching the teachers early enough to modify instruction. This could play a vital role in diagnosing and remediation areas of learners' weaknesses if properly anchored in what occurs in classrooms. Continuous assessment is an approach that would capture the full range of learners' performance. Teachers and administrators would thus be able to assess learners' progress and would have time to correct the problems.

Another advantage of continuous assessment is that it places teachers at the center of all performance assessment activities. It encourages more teacher participation in the overall assessment or grading of his/her learners. As suggested by Paris et al. (1991), cited in Alausa teachers must be given opportunities to select and review assessments so that they become involved and knowledgeable in the process.

Through this approach, teachers would be able to integrate assessment and assessment results into instructional practice. Teachers will be expected to incorporate assessment into the larger learning framework and possibly to provide evidence regarding how assessment information is used to inform and guide instruction for individual learners. According to Lewis (1997), with continuous assessment teachers must embed the assessment in their instructions, score the assessments and discuss standards for good learners' work with colleagues, parents and learners.

2.1.4 Types of Continuous Assessment

There are a number of types of continuous assessment, each of which is appropriate for different assessment purposes or goals. When deciding the type of assessment to use, first consider the purpose of assessment as indicated under the table the purpose of continuous assessment, by differentiating that:

- A. It is for diagnostic or placement purpose?
- B. Is it to provide feedback throughout the learning process?
- C. Is it to determine at the end of a course of study if a student's has a mastered skills defined in a set of standards?
- D. Is it to determine student's opinions? And the like then after, depending on the purpose different types of assessments may be utilized.

The following table lists the types of continuous assessment, their definition and their related purpose.

Table 1: Assessment types, their definition and their related purposes.

Types of assessment	Definition	Purpose	Example
Performance	A stimulus or prompt designed to elicit it a performance from a student to demonstrate knowledge, skills and abilities related to specific problem –solving activities in specific context	Needs diagnostic formative summative	Use appropriate tools in an automotive skills class to fix a mechanical problem with in an engine Class assignment Tutorial Interview Peer reviews
Portfolio	Systematic collection of work product that are typically collected over time. May contain assessment scores. Work artifact, student journals or notes.	Formative summative	Course portfolio College portfolio Student portfolio Journals
Production	A stimulus or prompt designed to have a student produce work artifacts to demonstrate knowledge, skill and abilities related to a specific problem – solving activities in specific context.	Need diagnostic formative Summative	Produce an excel spread sheet in and accounting class to demonstrate mastery of accounting practice Class assessment Tutorial Essay test Speaking test
Survey	A set of question designed to elicit student opinions about the learning environment.	Reaction need	Course or instruction evaluation Survey of students services Survey of students services Focus group satisfaction
Quiz	A set of question used to measure a students' knowledge skill for the purpose of providing feed back to inform the students and teacher of the current level of knowledge or skill.	Formative	Class assessment Tutorial Cases study
Test	a method for determining study learning at defined intervals before, within or after course of study to determining if students are ready for the next stage of instruction.	Need diagnostic summative	I placement test or pretest before the case Mid term Final test in a course Case study Certification exam where a cut-score must be archived before the student may be certified. job placement before a job will be offered
Exam	A method for determining whether students leaning by an external	Summative	

2.2 Basic Requirements for Continuous Assessment

Assessment must be a planned activity based on the actual condition, time, place and social factors of the class; pupils' level of knowledge and the nature of instruction with variety of items and assessment techniques should be selected and applied. The item should be prepared in clear, readable and precise language as well results must record, documented and also reported. The teacher must be equipped with an adequate knowledge and capability about assessment techniques, like reliability, validity, objectivity and discriminating power of assessment must be considered and checked.

Furthermore, Jarolienk and Parker (1997), and Ruddell (1997) suggested the principle of good assessment saying Assessment should focuses on learning as an integral part of curriculum and instruction its goal is to encourage, assist and enhance learning, not to punish students who perform poorly rather reward students who struggle to take risk for their learning this facilitate students learning through looking in to students' ability to apply knowledge and skills successfully in meaningful tasks to find out how well and in what ways students are able to do what we want them to do. Thus, cooperation among the students is needed. Assessment should build feelings of self worth and competence.

In light of many requirements of effective, implementation of continuous assessment some of the requirements curriculum, class size and teachers preparation.

In the early days national curriculum implementation many schools began to use some continuous assessment strategies, particularly to help them assess the 'process' areas of the curriculum pupils became used to continuous assessment performs that asked them to rate their performance in a given task against criteria derived from the process attainment targets of national curriculum. Some schools found these useful, although there was tendency for their completion to become rather routine and for pupils to lack real understanding of what was being asked.

Similarly over the last 15 years, records of achievement have given pupils an opportunity to reflect on their own learning and to record their views of their achievements. The broader view

of achievement, which these records allow, is an important feature as it supports motivation through recognition of otherwise possibly unvalued achievements of pupils.

Both these continuous-assessment strategies are a step towards pupil understanding their own progress and being able to see how to move their learning forward. They also provide an important mechanism for the learners' first steps towards lifelong learning to be recorded. If school life is the first experience in a continuing program of learning, the pupil's responsibility for contributing to the record of achievement is an important recognition of their role.

The class size is as requirement for implementation of continuous assessment effectively because to each our limited resources, cost effective and pedagogically sound method that can be managed, to enable improve the performance of students.

Teachers who are aware of the importance of continuous assessment and of the potential for gathering evidence from every day classroom activities should be able to focus the tasks so that pupil actions and performance reveal what they know, can do understand. The teacher's skill lies in setting tasks that are appropriate and accessible for all the pupils but which also highlight what particular pupils have learned. Sometimes pupils understanding can best checked by the use of 'trick' questions that expose pupil misconceptions.

Using everyday tasks for assessment purposes means that the opportunities are frequent and routing and the validity is likely to be high. Since the task is embedded in every day classroom processes, it should provide a rich source of insights about pupil learning strategies and attainments, which can be used continuously.

2.3 Why should teachers Use Continuous Assessment?

Continuous assessment plays significant role in making out learners to be what we want them to be concerning this, Puhl (1997) underlined that continuous assessment contributes largely to the full development of the learner potential if handled properly. In other words, continuous assessment affirms higher order and critical thinking because it enables teachers to assess the cognitive, affective and behavioral outcomes of learners. Regarding this Stiggins, R.J (1998)

asserted that continuous assessment could promote students' learning by building their confidence and their understanding if it is effectively planned and monitored.

Continuous assessment is important as it provides regular information about teaching, learning and the achievement of learning objectives and competencies. It allow the teacher to assess performance-based activities in a class room environment that are difficult to assess in examinations out lined the fact that continuous assessment involves data gathering over a longer period of time enables teachers to get more accurate data to modify instruction also helpful for diagnosing and remediating areas of learners' weaknesses.

2.3.1 Role of Continuous Assessment for the Classroom Teachers

The range of abilities of the learner in the class room is greater. In the past, tests were used to find the best student and pass them to the next grade or level. Now in many countries the emphasis is on helping all learners succeed in school. By helping all learners succeed, the country will benefit because of the increased skills and knowledge of the people.

Continuous assessment is away to ensure that all learners have opportunities to succeed in school. In most classrooms, the range varies from slow to average to fast learners. By using continuous assessment, the teacher can adapt his or her instruction to the needs of all the learners so that all of them will have the chance to learn and succeed. By continually observing the learners to see what they know and can do, the teacher can make sure no learner fails. Everyone is giving a chance to succeed when continuous assessment is used well or well implemented.

There are many reason for using continuous assessment in the class room in summary, Stiggins (1998), Popham, W.J (1999) concluded the use of continuous assessment for teachers in the class room by the following nine points.

1. To find out what students know and can do.
2. To gain confidence in what we say our students know and can do.
3. To provide all children with opportunities to show what they know.
4. To promote learning for understand.
5. To improve teaching.

6. To help determine what kind of remediation and enrichment activities to provide, and to identify which students needs assistance.
7. To let the students know how well they are progressing in their own learning.
8. To let parents know how their children are progressing.
9. To lead over all evaluation.

Moreover, continuous assessment enables teacher to have a holistic outlook in assessing student's performance and progress this is because continuous assessment is based on the composite result of measurement obtained from test, project work, home work laboratory work, observation, report etc.

2.3.2 Role of Continuous Assessment for the Learner

Research findings in South Africa national educational document in 1996 concluded the following role of continuous assessment in developing abilities of learners. As MoE of South Africa (1996) cited in Albert et.al(2008).

- A. Reflect on and use variety of learning strategies and enhance lifelong learning.
- B. Solve problems and make responsible decision using critical and creative thinking.
- C. Work with other as a member of a team/group/ organization community.
- D. Deal with information critically.
- E. Communicate effectively using visual mathematical, and language skills.
- F. Use science and technology critically, showing responsibility towards the environment and the health of others.
- G. Participate as responsible citizens locally, nationally and globally.
- H. Show culture and esthetic sensitivity.
- I. Make wise and safe choices for health living.
- J. Explore education and career opportunities.
- K. Appreciate the links between mental conception of knowledge and manual task informed by such knowledge.
- L. Act in a way that reflects justice, democratic values and respect for human dignity (national education ministry, 1996)

In conclusion, the role of continuous assessment is to support data driven decision making and measure knowledge, skill or abilities against defined competencies or learning out comes.

2.4 Requirement of Teachers in the Implementation of Continuous Assessment

In implementing continuous assessment, teachers are required to be provincial in certain skills. Such skills as summarized by Albert et.al (2008). Can be highlighted as follows.

1. Teacher require skills in the planning, construction and utilization of achievement test and other assessment tools for measuring learning attainment of students. Their will involve them in the definition and careful consider action of course objectives which of course most be stated in measurable terms, and also demand of them sound knowledge of relevant subject matter.
2. Teachers require skills statistical operations /computations applicable in continuous assessment practice this will involve tabular and graphic presentation of data, computation of measures of central tendency, measures of variability and also computation relating to transformation of scores. In to some more meaning forms or standard scores.
3. Teachers should combine all the score attained by each pupil. In class work, assignments, home work, test, examination and any other source used during instruction to obtain an overall score for a given period.
4. Advance to this teacher should plan, for example, at the beginning of the year the number of class tests, assignments, home work, etc and their timing they should also decide how many marks are to be assigned to each. For example, a term's pass may be as follows.

Total mark available =100

Class test each 10 marks =30

Home work assignment each 15 marks 30

Student's participation in class activities 5 marks 1 end term examination

5 The score form each test or assignment, etc used in two ways

- A. To identify each student's difficulties and help he or she to learn the things not mastered in the examination before the next lesson. a students can be helped by giving him or he appropriate reading assignment, or by asking another students who has mastered the topic to help after school hours. If many students have the same difficulty the teacher should spend some time re-teaching the topic to the entire class.
- B. To helps teachers as their own performance and the effectives of their teaching approach so as to end improved ways of teaching.
- C. Teacher requires skills in effective planning, designed and utilization of tools or instruments for the assessment of personality. Characteristics. They should keep a close watch on the personality development of each student's performance on measure of personality development of each student personality includes (I) character (II) temperament (III) attitude and (V) adjustment students performance on measure of personality should contribute to their final assessment.

Teacher requires skills in the maintenance of detailed and preparation of students report.

2.4.1 Teachers' Attitudes towards Continuous Assessment and Its Effect on Their Work

Research and education share the idea that teacher's low interest or negative attitude towards assessment has contributed to poor assessment practice. In light of this, Brookhart(2002) reviewed that teachers have negative attitude towards tests used in such away as to have what they perceive as negative consequences for their students . In contexts where traditional means of summative assessment are the norm, teaching methods are also often highly traditional.

In sub-Saharan Africa, for example, teachers are authoritarians "who expect students to listen and memorize correct answers or procedures rather than construct knowledge themselves" Mkhonta,L.A (2003). Indeed, it has been argued that teachers working in such contexts have challenged student-centered approaches out of insecurity, rejecting moves towards student autonomy as they would need to review their own traditional methods of teaching and assessing.

Yet, student-centered approaches, focusing on the process of learning rather than the product and considering attitudes, values, beliefs and motivation are central to the effective use of CA, as teachers need to facilitate both learning and self-assessment. For CA to be successful, both teachers and learners have to understand that knowledge is not merely given but is discovered through interaction, discussion, reflection and effective feedback (Obinna, 1997).

Feedback is central to CA, unlike with formal testing, when a grade provides little indication which skills students “have mastered and which they have not. Feedback in CA aims to improve “the quality and process of learning” encouraging self-reflection, and peer and self-feedback as strategies to support effective learning so that students can measure their performances against assessment criteria

Students’ progress in this regard can provide teachers with the opportunity to assess the suitability of their teaching techniques and consider changes according to students’. However, being asked to reflect on their own performances can be challenging for students (Bruner, 1986, cited in Pryor, (1998), and teachers thus need to provide detailed feedback to support learners through the process of learning to reflect and self-assess Pryor, (1998).Integral to the concept of CA is explicit objectives-setting. Students will be better motivated if they have an idea what they are going to learn and consequently are going to be assessed on (Obinna, 1997).

Indeed, teachers who discuss course objectives may achieve greater student involvement. Unfortunately, if learners have little knowledge about the criteria on which assessment is based, they may produce work according to their own internal criteria, which may contradict those prescribed by the course or syllabus. For example, in project work, there may be objectives relating to teamwork and co-operation, which students are unaware of doing together. If teachers are to adopt continuous assessment, though, they need to have a positive attitude towards this particular innovation, for imposed change in education is often unsuccessful. As Fullan (1993, p. 22) argues: “you cannot make people change; you cannot force individuals to think differently or compel them to develop new skills.

There is a limited impact of a new innovation unless a deeper change in thinking occurs”. Results of imposing change can include superficial claims that implementation has occurred, apparent but not actual replication and even implementation that may run counter to the goals of the innovation concerned. Helping teachers change needs time and efforts, involving a successful of individual transformations, as individuals gradually become committed to the change through experiencing it Fullan, (1993). “To be able to achieve even a modified version of the expected outcomes, language teachers will need to make considerable adjustments to their existing professional beliefs and behaviors”. Change can be supported in the following ways:

- A. By involving stakeholders when planning innovation.
- B. By planning innovation in harmony with the syllabus, materials, teacher education and examination system.
- C. By helping teachers articulates beliefs and perceptions about the innovation, either in the planning phase or during implementation. The importance of this is to ‘‘determine whether change is desirable and whether the educational system is ready and able to take on the burden of implementation’’.

Table 2: Differences between Traditional Assessment and Continuous Assessment as identified by Puhl (1997)

Traditional assessment	Continuous assessment
<p>Mainly consists of written examinations that take place informal settings</p> <p>Helps educators to make decisions on whether or not the learner is promoted to the next grade.</p> <p>Occurs at the end of the learning process at predetermined dates and times.</p> <p>Is mainly norm referenced</p> <p>Provides isolated marks or percentages to show learners’ development.</p>	<p>Consists of a variety of assessment methods that can be formal and informal</p> <p>Informs the learning process through which learning outcomes are acquired</p> <p>Occurs during the learning process when it is considered necessary.</p> <p>Is mainly criterion referenced</p> <p>Provides information in context as feedback on learners’ development.</p>

The need for continuous assessment play important role to make learners and provide regular information about teaching and learning process this idea is supported each other by Puhl (1997), and Stiggins (1990), Teachers Practice on Continuous Assessment and the Problems They Face

2.4.2 Teachers Practice on Continuous Assessment and the Problem they face

Teachers face a challenge while they asses students work in educational setting where they have not enough access to the type of assessment information that will enable them carry out the assessment accurately and fairly. Teachers are not enriched with the basic skills of record keeping as part of continuous assessment of students work, there is a danger that scores are to be misplaced and they might be made difficult to retrieve teachers feel unprepared. To assess in the way institution or the department requires to done they further stated that most teachers use the same type of assessment techniques especially those that they were being assessed while they were in schools.

Successful implementation of continuous assessment demands more work time and responsibility on the part of teachers, if the teachers is not adequately prepared for operations the system, it may lead to a tendency to cook up in the name of continuous assessment. The study carried out that teacher has not adequate understanding of continuous assessment and this leads to the weak practice. The implementation of continuous assessment calls deep changes both in teachers perception of their own rule in relation to their students and their classroom practices.

2.5 Challenges in Implementing Continuous Assessment

As quansha (2005, P. 2-3) some of the problems that arise out of the rather extensive number of continuous assessment assignments are as follows.

High level stress in test taking and test marking the first problem is the large number of assessment pupils have to go through, and the large number of mark recordings teachers have to make reduction in teachers/pupils contact hours. The large number of assessments also tends to reduce the number of contact hours for instruction in many public schools. In a number of schools, the two weeks before the vacation are used for marking outstanding tests and for

completing the continuous assessment record books. Very little instruction I carried out lack of emphasis on project works, teachers have not been trained on “project undertaking” and “project marking” and they therefore concentrate mainly on “home work”. In effect, the current continuous assessment system involves class test class exercise and homework. No attention is given project work, which is the most important learning medium that allows pupils to take active part in their own learning. Tests are used to collect data on pupils learning in the continuous assessment process. Tests by themselves do not lead to improved learning. Projects, by their nature, lead to greater learning.

Quansha (2005) additionally addressed the issues of using simple questions that help for simple marking, the lack of similarity between teachers while assessment as major challenges of implementation of continuous assessment he also added the problem of controlling those assessment question prepared by the teachers for assessment Kapambwe (2010) on his side stressed on the following factors as the challenges of implementing continuous assessment.

Staffing

The high pupil to teacher ratio was another challenge. Due to lack of adequate staffing levels, some teachers were found to handle more than one class. Coupled with the low staffing level is the constant change in the staffing levels at the schools.

Remediation and Enrichment

Although continuous assessment should be well integrated with teaching and learning processes, a good number of teachers still felt that the continuous assessment took a lot of time for teacher as a result, teachers got concerned that the time spent on remediation, enrichment was excessive and many teachers did not believe that they would finish the syllabus with continuous assessment. this means before the implementation of continuous assessment a considerable number of teachers develop resistance to the proper implementation of continuous assessment. as can be seen above they through there is time constraints before really practicing it.

Pupil's absenteeism

Absenteeism also posed an obstacle to the smooth management of pupil performance continuous assessment records, as some pupils' attendance was irregular. This was worse in the rural areas where some pupils stayed away from schools due to the fear of very challenging work.

Some absenteeism eventually leads to pupils dropping out of schools completely.

Teachers networking

It was found difficult to implement on the ground the collaboration of groups of schools in the districts work together to develop common end of term tests. The findings from the monitoring visits and the formative evaluation study revealed that schools had trouble in coming together due to various reasons. Some of the reasons were due to lack of materials coordination.

2.6 Strategies to Improve Continuous Assessment

Because of the wide variety of forms that continuous assessments can take, it is difficult to provide detailed guidelines on how to plan and organize such assessment. However, Bob Purvis (1997) provided a number of general principles on how plan and organize continuous assessment in CISED booklet on continuous assessment. Here under are some of the guidelines: Ensure that it is progressive and properly integrated clearly define to your students. The objective of continuous assessment are what you expect from the other members should also have clear knowledge of continuous assessment. Don't set assignments early in the course; and begin with simple assignment. You have to make sure that your students are sufficient time.

2.7 Continuous Assessment in Ethiopian Context

In many countries, the examination system employed is continuous assessment up to grade 8. Adoption of such a system would certainly require much preparatory work. In the conditions of our country, it is at least possible to evaluate the performance of students on weekly or monthly basis and to correct weakness by continuous assessment and ensure that they have learnt what they had to, at least, in the first four years of schooling. Since this method was not applied before, our experience shows that many children repeated in the first grade.

It has already been discussed and pointed out that class repetition and school interruption are great source of inefficiency in any educational system. Thus, continuous assessment provides for students to be tested not only twice a year, but to be continuously assessed and, where necessary, to repeat lessons to them until they understand them. This way, students can be automatically promoted from class to class.

This enables them not to be terror-stricken by exams and to have lessons repeated to them when they become problematic. Even after automatic promotion, the self-contained teacher who knows the students' characters and problems can use their weak points as the basis of rectification. In this manner, students go through the first four years of schooling without any class repetition, and yet with mastery of the basic skills of reading, writing and arithmetic-consequently, the inefficiency of the educational system is reduced significantly (The education and training policy and its implementation, ministry of education, February 2002)

CHAPTER THREE

This chapter is expected to address those issues related to the research method, sources of information and the total population of the study and the sample of the study with the selection mechanisms. Additionally, instruments and procedures of the data collection were also addressed. Finally, the instrument and data analysis techniques were discussed in this chapter.

3. The Research Design and Methodology

3.1 Research Method

To carry out the investigation on the implementation of continuous assessment in second cycle primary school of Kirkos Sub-City in Addis Ababa, descriptive study was employed. This method was appropriate to gather variety of data related to the subject under investigation. In relation to this, Koul (1996) stated that descriptive method helps to general understanding of the problem by studying the current status, nature of prevailing condition, practices and trends through relevant and precise information. Strengthening this assumption, Sharma (2000:186) states that “descriptive research method makes objective description of the status of a phenomenon at a particular time without value judgment and without efforts to describe with underlines to happen that way”. In this connection Seyoum and Ayalew (1989) express that the descriptive methods of the research is more appropriate to gather several kinds of data of such broad size. This justification made the descriptive methods more appropriate.

3.2 Sources of Data

The researcher used both primary and secondary sources of data. Principals, teachers, sub-city and woreda education supervisors were categorized under primary sources. Whereas, secondary sources of data were collected from various school documents mainly focused on records concerning the implementation of continuous assessment in primary second cycle government and private schools. The data from secondary sources were reviewed to know whether the data obtained from respondents is relevant or not.

3.3 The Population, the sample and Sampling Techniques

The total population of the study was 53 government and private second cycle primary schools in Kirkos sub-city. out of these 22 schools are government where as 31 are private primary second cycle schools with a total number of 219 government second cycle primary teachers and 180 private second cycle primary teachers. The study focused on five government and five private schools selected by using Simple random sampling technique as a representative of each school category. The researcher used 80% of the teachers from the total number of 168 teachers in both categories of the school to collect information using simple random sampling technique from teacher respondents. On the other hand, five government and five private second cycle primary school principals were selected by available sampling technique to collect information from respondents. All representative school of 6 woreda educational supervisors and 3 Kirkos sub-city supervisors were selected purposively because their number is manageable for the researcher and their relevancy to get important information about the study. The total population included under study was 146 individuals.

3.4 Instruments of Data Collection

In an attempt to collect data the researcher used questionnaire, interview, and document analysis. Questionnaires were constructed as the main source of data gathering instrument.

3.4.1 Questionnaires

Questionnaire is less expensive, offer greater anonymity of respondents and appropriate for collecting factual information (Kumar, 1999). The questionnaire was distributed to teachers. Items in the questionnaire were made up of both open-ended and close-ended questions. “Close-ended questionnaires were used for their ease in tabulation, objectively and suitability to keep respondents’ on the subject of discussion. Moreover, properly set, close ended questionnaires are preferred for they provide uniform set of responses easy for analysis and interpretation” (Cohn and Manion, 1995:94).

To check how far the prepared questionnaire was relevant to collect information 4 professionals' from the department of Curriculum and Educational Development and Management (EDPM) gave their valuable suggestions on this questionnaire and interview questions. Based on their suggestion the researcher was used to avoid ambiguous terms, two items of the questionnaire, and making corrections like boxing and choices that were not clear and not added data were included in the main question.

3.4.2 Interview

Well constructed interview questions were prepared and administered to sub-city and woreda supervisors, principals and teachers to collect depth data not possible with questionnaire. The researcher used structured interviews for the advantages of uniform information.

The importance of interview was discussed by (pferifer, 2000, Mahar, 1995) in Sarantakos (2005). Interview has flexibility, high response rate easy to administrate, easy to control over the environment of the interviewer, capacity for correcting misunderstanding by respondents and has opportunity to control over time, date and place of the interview. The open ended interview questions were prepared and presented to gather the relevant information from 5 government and 5 private primary second cycle teachers, 5 government and 5 private primary second cycle principals, 6 woreda supervisors and 3 sub-city supervisors. The minimum numbers of interview questions were 7 and the maximum were 8.

3.4.3 Review of School Document

Documents regarding continuous assessment including mark list and students portfolios were properly analyzed and important notes were taken from five government and five private second cycle primary schools. In document analysis the mark lists of CA contains variety of assessment techniques like reading, writing, class work, home work, group work, project work, fieldtrip report, assessment etc. What was analyzed her was that, even as the researcher seen the mark lists have difference between the government schools. For instance in Birehan international school of private and grand school has different mark list format and the schools have different schedule for testing in using the Varity of assessment techniques. On the other hand incomplete portfolios of the learner that simply contain a semester and a year grade reports of the student were available. Due to this, Document review was made to validate or identify consistency of

questionnaire of response with actual supervisory practice given for the subject included in the study. The review focused on records and minutes of the school implementation of continuous assessment.

3.5 Procedures of Data Collection

Before distributing the questionnaire and conducting interview, the researcher made contact with Kirkos Sub-City education office to get necessary data and letters of permission and recognition. Secondly, the principals in the respective school were communicated and giving the recognition letters, how distributed the questionnaire in their school. Thirdly, after necessary clarification of the research, information about the objectives of the study was made to the target group of the study by the researcher. The questionnaires were distributed, for teachers. With regard to interview, the researcher contacted the participants' to obtain permission to participate in the interview and it was held in the participants' office and stuff. Later on, when the interview was over, the researcher re-arranged what has been collected for the use of research activity.

3.6 Method of Data Analysis

The data from the selected schools and offices were analyzed and interpreted using both quantitative and qualitative/mixed approach/ method of data analysis. This is because to have opportunity of critically examining the target school problems related to continuous assessment and suggest the possible recommendation. To analyze quantitatively percentage and frequency was used. Finally, the qualitative data that collected through interviews and document reviews were reported through narrative description to complement the quantitative data.

Regarding the importance of this method as (Creswell and plano Clark 2007) cited in Creswell (2003: 4) that “mixed method research is an approach to inquiry that combines both qualitative and quantitative forms. So that the overall Strength of study greater than either qualitative or quantitative research”. Based on the above fact the interview and document analysis were analyzed qualitatively. The closed ended questionnaire responses were analyzed quantitatively using frequency and percentage.

CHAPTER FOUR

4. Data Presentation, Interpretation and Analysis

This part of the study deals with presentation, interpretation and analysis of data gathered from respondents through questionnaires, interview, and analysis of document on the implementation of continuous assessment.

4.1 Characteristics of the Respondents

Government and private second cycle primary school teachers, principals and supervisors were the first data source. The Second data sources were different documents of the school understudy. To get clear picture about the implementation on continuous assessment in both categories of the school.

The data were gathered and organized in this section. Some features or characteristics of the data source of respondent also presented. Therefore, the next table I and II deal with the Characteristics of the respondents that had taken part in the study.

Items involved in the questionnaires were classified in to two major categories. The first category deals with general Characteristics information gathered from the respondents. The second treated specific items of the study. Hence the approaches used in treating the data were used frequency and Percentage for the analysis of characteristics of respondents and specific items. In analyzing the findings of the study, The collected information were organized and the two percentages were compared and the interpretation was made by the help of Percentage and frequency for all five points scale measurement ranging from strongly agree to strongly disagree.

Table 3: Characteristics of respondents

For clear information about the study group respondents characteristics related to sex, responsibilities and their frequency and percentage of teachers, supervisors and directors by categories of school, woreda and sub city were examined in the table.

No	Characteristic	Category		Frequency	%	Total	
		Identity	Sex			Frequency	%
1	Teachers	Government	Male	43	61.4	70	55.1
			Female	27	38.6		
		Private	Male	37	64.9	57	44.9
			Female	20	35.1		
2	Supervisors	Sub-city	Male	3	100	3	100
			Female	-	-		
		Woreda	Male	6	100	6	100
			Female	-	-		
3	Principal	Government	Male	5	62.5	8	61.5
			Female	3	37.5		
		Private	Male	4	80	5	38.5
			Female	1	20		

As it can be seen from table 3, 61.4% of government primary second cycle school teachers were males and 38.6% of them were females. 64.9% of a private primary second cycle school teachers were males and the remaining 35.1% were females.

62.5% government and 80% of private directors were males and 37.5% of government and 20% of private school directors were females' respondents. All 6 of woreda and 3 sub city supervisors were males. As seen from the table males were dominant. So less attention was given in capacitating females to come to power.

Table 4: The table includes Respondents age, qualification, service year and getting training on continuous assessment.

For clear information about the study group respondents characteristics related to respondents' age, qualification, service year and the number of teachers taking training on continuous assessment in both government and private school teachers were examined in the following table.

No	Respondents age					Qualification					Service year					Training on CA							
	Age range	Government		Private		Level	Government		Private		Government			Private		Government				Private			
		No	%	No	%		No	%	No	%	year	No	%	No	%	Yes		No		yes		No	
																	No	%	No	%	No	%	No
1	Below25	14	20	20	35	TTI	-		1	1.8	Below5	34	48.6	23	40.4	64	91.4	6	8.6	39	68.4	18	31.6
2	25-35	38	54.3	33	58	Diploma	32	45.7	15	26.4	6-10	20	28.6	33	57.8								
3	36-50	10	14.3	4	7	BA/BSC	38	54.3	39	68.4	11-15	1	1.4	1	1.8								
4	Above51	8	11.4			M.A/M.SC			2	3.5	16-20	2	2.9										
5						PHD					21-25	9											
6											Above 25	4											
	Total	70		57			70		57			70		57		64		6		39		18	

The data in table 4, the qualification indicates that none of the government schools have not TTI holders, 1(1.8%) of the private school teacher have TTI holders, 32(45.7%) of government teachers were diploma holder; 15(26.4%) of private teachers were diploma holders, 38(54.3%) of government and 39(68.4%) of private teachers had first degree holder, 2(3.5%) of private school teachers had masters degree.

The information under teachers' qualification in table 4 shows that almost the same in government and private schools. In table 4, service year, evident that the government school teachers have more service years than the private school teachers.

As the information in table 4 shows that 64(91.4%) of the government and 39(68.4%) of private teachers were taking training on the implementation of continuous assessment. The remaining respondents in both categories of the schools were not accepted the idea of taking training on continuous assessment because some teachers were newly employed. From gathered information in table 4, many of government school teachers got training related to continuous assessment than private ones.

4.2 Presentation, Interpretation and Analysis of Gathered information through Questionnaires, Interview and Document Analysis.

To investigate the difference and similarities of the implementation of continuous assessment in government and private primary second cycle schools, different instruments were used to gather information about the subject under study. In addition to questionnaire and document analysis, interview was conducted for school teachers, directors and supervisors.

4.2.1 Teachers Understanding About the Implementation of Continuous Assessment

This table of summary tries to present the understanding level of teachers' implementation of continuous assessment in both government and private schools to improve students' academic achievement. In which to measure the understanding of teachers on the implementation of continuous assessment 9 questions with 3 choices were asked for the teacher. All the questions asked were facts about continuous assessment. The responses given by a teacher also calculated with frequency and percentage to know the status of understanding on continuous assessment in each school categories. The choices yes=1 no=2 and do not know=3

Table 5: Teachers understanding about continuous assessment

No	Items	Respondents				
		Choice	Government		Private	
			No	%	No	%
1	Continuous assessment is used to evaluate all the activities of the student?	Yes	63	90	54	94.7
		No	3	4.3	3	5.3
		Don't know	4	5.7		
2	Continuous assessment is a continuous paper and pencil test.	Yes	20	28.6	15	26.3
		No	45	64.3	42	73.7
		Don't know	5	7.1		
3	To implement continuous assessment teachers should need good skill?	Yes	65	92.9	57	100
		No	3	4.3		
		Don't know	2	2.8		
4	Continuous assessment is implemented easily ?	Yes	47	67.1	49	86
		No	19	27.1	8	14
		Don't know	4	5.8		
5	Class size can determine for the implementation of continuous assessment?	Yes	58	82.8	49	86
		No	9	12.9	8	14
		Don't know	3	4.3		
6	Did you take any training related to continuous assessment?	Yes	48	68.57	34	59.65
		No	12	17.14	20	35.08
		Don't know	10	14.28	3	5.26
7	Infrastructure influences continuous assessment?	Yes	59	84.28	50	87.71
		No	6	8.57	3	5.26
		Don't know	5	7.14	4	7.01
8	Commitment of parent one factor on the implementation of continuous assessment?	Yes	62	88.57	52	91.22
		No	2	2.85	2	3.50
		Don't know	6	8.57	3	5.26
9	Continues assessment improves learning?	Yes	54	77.14	51	89.47
		No	6	8.57	2	3.50
		Don't know	10	14.28	4	7.01

Regarding the understanding of teachers in implementing continuous assessment which is used to evaluate all the activities of the students, teachers of 63(90%) of government and 54(94.7%) of private teachers were answered yes while the remaining 3(4.3%) of government and 3(5.3%) of private school teachers answered no, and 4(5.7%) of government primary second cycle school teachers were do not know how to evaluate the activates of students using continuous assessment. From the information, 63(90%) of the government second cycle primary school teachers and 54(94.7%) private second cycle primary school teachers were accepted that evaluation should with regard to all the activities the student. While some teachers in both categories of private and government teachers have still a problem of understanding about continuous assessment implementation.

The data in table 5 of item 2, depicts that 20(28.6%) of government school teachers and 15(26.3%) of private school teachers believed that continuous assessment is continuous paper and pencil test. But 45(64.3%) of government and 42(73.7%) of private school teachers were not believed that continuous assessment is paper and pencil test. Whereas, 5(7.1%) of government teachers do not know whether continuous assessment is paper pencil test or not.

From the information in the table 5, it is evident that 35 of 127 teachers in both government and private school teachers clearly understand that paper pencil test is a continuous assessment. While 87 of 127 teachers do not believe that paper pencil test is not the only means for continuous assessment and 5 of 127 government teachers had not clear decision about the issue. Regarding this fact Puhl(1997) mentioned tests are only one face of CA. This implies that it is possible to use paper panicle tests as one components of CA. within paper pencil test. Based on the above finding, the conclusion is that, still there is misunderstanding to differentiate students' continuous assessment and students continuous testing and this is directly or indirectly influences the implementation of continuous assessment.

As item no 3, 65(92.9%) of government and 57(100%) of private school teachers agreed that teachers need good understanding to implement continuous assessment. Whereas, 3(4.3%) of government school teachers believed that teachers do not need good skill of implementing

continuous assessment 2(2.8%) of government school teachers do not decide whether teachers need good skill to implementing continuous assessment or not.

In the table indicated that 100% private teachers believed that to implementing continuous assessment teachers need good skill to implementing continuous assessment. As we seen from the table all teachers in private second cycle primary school believed that to implement continuous assessment teachers need good skill. Whereas from a total number of teachers about 7.1% of government school teachers were not believed the skill of teachers only a means to implement continuous assessment.

The data of item 4, indicates that 47(67.1%) of government and 49(86%) of private school teachers were confidently answered continuous assessment is easily implemented, and 19(27.1%) of government and 8(14%) of private teachers believed that it is difficult to implement continuous assessment practically. Whereas, 4(5.8%) of government teachers were still in dilemma whether continuous assessment easily implemented or not.

In item 5, 58(82.8%) of government and 49(86%) of private school teachers believed that class size determine to implement continuous assessment, 9(12.9) of government and 8(14%) of private school teachers agreed that class size is not determine to implement continuous assessment and 3(4.3%) of government school teachers do not decide about the issue.

The items in table 5, the percentage of government teachers' respondent are 82.8%) and the private are 86% which shows that most of government and private school teachers understand implementation of continuous assessment influenced by class size.

In item 6, 48(68.57%) of government and 34(59.65%) of private school teachers said that teachers take training related to continuous assessment, 12(17.14%) of government and 20(35.08%) of private school teachers don't taking training related to implement continuous assessment and 10(14.28%) of government school teachers and 3(5.26%) do not decide about the issue.

Generally, as indicated in table 5, teachers asked the general fact questions and they gave apposite response as the fact of the theory said how to implement continuous assessment in both government and private school teachers. As a result, both school teachers rated all the items in the same understanding. And the information gathered through interview show that teachers have no much difference in understating continuous assessment between government and private schools except changing into action.

For instance, one of the informants of government teacher said training were getting from the school, woreda, sub-city and education bureau on the implementation of continuous assessment. But teachers didn't change in to practice. (GT1, 22/3/2014)

Private teacher said that teachers' in the school didn't get training from woreda, sub-city and education bureau but in the school, principals control how to be implemented in the class and teachers have discussion on the issue and students parent also have good understanding on the implementation of continuous assessment. The parents help the students in doing their home work, project work and others (PT1 23/3/2014).

4.2.2 Teachers Attitude on Continuous Assessment

To measure the attitude of teachers on the implementation of continuous assessment 14 questions were provided with five scales of measurement having condensed in to three for more clarity and easy analysis and interpretation. Strongly agree and agree are condensed in to agree, strongly disagree and disagree condensed in to disagree. Frequency and percentage was used to analyze the information.

Table 6: Teachers Attitude on continuous assessment

No	Items	School category	Responses					
			agree		undecided		disagree	
			No	%	No	%	No	%
1	I feel that employing continuous assessment improve pupils learning	Government	64	91.5	3	4.2	3	4.3
		Private	53	93	2	3.5	2	3.5
2	For me, continuous assessment is serving as a teaching strategy using variety of assessment techniques.	Government	64	91.4	3	4.3	3	4.3
		Private	53	93	3	5.2	1	1.8
3	Continuous assessment enables me to look into the performance of pupils which I couldn't do it in tests.	Government	52	74.3	15	21.4	3	4.3
		Private	42	73.7	11	19.3	4	7.1
4	I believe continuous assessment generally provides a more natural assessment environment for pupils.	Government	37	52.9	23	32.9	10	14.3
		Private	32	56	23	40.4	2	3.6
5	I consider continuous assessment as merely giving series of paper and pencil tests to measure pupils' performance.	Government	16	22.8	22	31.4	32	45.8
		Private	6	10.6	18	31.6	33	57.9
6	I feel that I am well trained to put into practice continuous assessment in the class room.	Government	43	61.4	15	21.4	12	17.1
		Private	25	43.8	13	22.8	19	33.3
7	I dislike using continuous assessment because it requires me to do more work that demands more time.	Government	9	12.9	10	14.3	51	72.9
		Private	4	7	8	14	45	79
8	I believe continuous assessment is beyond testing.	Government	36	51.4	12	17.2	22	31.5
		Private	37	64.9	10	17.5	10	17.5
9	It seems to me that continuous assessment is impractical in our situation for it demands highly trained manpower and a lot of resources.	Government	16	22.9	14	20	40	57.2
		Private	6	10.6	7	12.3	44	77.2
10	I don't see the relevance of continuous assessment for pupils learning.	Government	11	15.7	4	5.7	55	78.6
		Private			8	14	49	86
11	I feel that students have sufficient time to prepare and carry out each element of continuous assessment program.	Government	40	57.2	13	18.6	17	24.3
		Private	46	80.6	3	5.3	8	14.1
12	It is difficult to infer that teachers have the required understanding about continuous assessment in our case.	Government	27	38.6	22	31.4	19	30.1
		Private	17	39.8	19	33.3	21	36.8
13	Since there is a clear guideline developed by MOE about continuous assessment, teachers find it simple to manage.	Government	23	32.8	22	31.4	25	35.7
		Private	10	17.5	19	33.3	28	49.1
14	I used a variety of CA methods to assess students academic performance	Government	62	88.6	1	1.4	7	10
		Private	53	93	1	1.8	3	5.3

As the data seen in table 6 item 1, 64(91.5%) of the government primary second cycle school teachers and 53(93%) of private primary second cycle school teachers believe that implementation of continuous assessment improves pupils learning. 3(4.2%) and 2(3.5%) of government and private school teachers respectively undecided, the remaining 3(4.3%) government and 2(3.5%) of private schools are disagreed.

And in item no 2, as the teacher asked that continuous assessment serving as a teaching strategy using variety of assessment techniques. The responses implied that 64(91.5%) of the government primary second cycle school teachers and 53(93%) of private primary second cycle school teachers were agreed. 3(4.2%) and 3(5.2%) of government and private school teachers respectively undecided, the remaining 1(1.4%) government and 1(1.8%) of private schools are disagreed.

One of the woreda supervisors (SUPW) said that in our woreda schools after assessing the learners, teachers don't use the result as feedback for their teaching learning process. Based on the result of interview and analyzed documents teachers don't used students achievement as a feedback for their teaching learning process. Therefore, attention has to be given to achieve the result. Thus it can be concluded that the system of using students' achievement as a feedback was less recognized.

In item 3 52(74.3%) of the government primary second cycle school teachers and 42(73.3%) of private primary second cycle school teachers believe that the performance of students ability clearly seen by using continuous assessment. 15(21.4%) and 11(19.3%) of government and private school teachers respectively undecided, the remaining 3(4.3%) government and 4(7.1%) of private schools are disagreed. In both school category teachers response were similar their attitude were more of the students performance were measured by using continuous assessment.

Item 4, 37(52.9%) of government and 32(56%) of private teachers believed continuous assessment generally provides a more natural assessment environment for pupils. but 23(32.9) of government and 23(40%) of private teachers were not decided continuous assessment provides a

more natural assessment environment for pupils' the remaining 10(14.3) government and 2(3.6) of private primary second cycle teachers were not agreed.

Item 5, 32(45.8%) 33(57.9%) of the teachers in primary second cycle school government and private school respectively believed that continuous assessment is not a paper and pencil test 22(31.4%) of government and 18(31.6) were undecided. The remaining 5(7.1) and 1(1.8) were agreed that continuous assessment is a paper and pencil test. Though half of the teachers believed that continuous assessment were not paper pencil test half were still in dilama.

As the data seen in table 6 of item 6, 43(61.4%) of government, 25(43.8%) of private primary second cycle school teachers were well trained to put in to practice the continuous assessment 15(21.4%), 13(22.8%) of government and private primary second cycle school teachers were still undecided, 4(5.7%), and 2(3.5%) of the teachers in government and private schools respectively refused that teachers were well trained.

According to A, Olaniyan(2008), the main objectives of staff training and development are to improve the quality of the trainee, formulation of objectives for different needs and ways of achieving this.

Regarding to item 6, one of the interview participants of a teacher said that Training is updating skill or knowledge of teachers. Then facilitating training opportunity for teacher on the implementation of continuous assessment could make attract teachers' attitude (TG4). And supervisors and principals were also agreed with this opinion. Thus the training opportunity for teachers and concerned bodies related to the implementation of continuous assessment is to week especially in private schools. So the school principals and supervisors should facilitate the training opportunity.

Item 7, 51(72.9%) of government and 45(79%) of private school primary second cycle teachers like using continuous assessment. However, 9(12.9%) government and 4(7%) private teachers do not accept this idea. While, the rest 10(14.3%) government and 8(14%) of private school primary

second cycle teachers do not agreed or refused. From the collected information more of the teachers as we seen accepted to use continuous assessment.

The result from item 8 shows that 36(51.4%) of government and 37(64.9%) of private school teachers believe that continuous assessment is beyond testing. While, 22(31.5%) government and 10(17.5%) of private teachers do not believe with this idea and the rest 12(17.2%) government and 10(17.5%) of private primary second cycle teachers were undecided. More than half of the teachers know that continuous assessment is beyond testing. Some teachers were confused that continuous assessment is beyond testing.

Item 9, 40(57.2%) government and 44(77.2%) of private school teachers were disagreed that continuous assessment is practical in our situation, 16(22.9%) government and 6(10.6%) were agreed to impractical in our situation since it demands highly trained man power and a lot of resources 14 (20%) government and 7(12.3%) private were undecided.

Teachers in both school categories believed that continuous assessment is not practical in our situation it shows that teachers' attitude to implement continuous assessment is less.

Item 10, 55(78.5%) of government school teachers and 49(86%) of private school teachers believed that the relevance of continuous assessment for pupils learning while 11(15.7%) of government teachers do not see the relevance of learning through continuous assessment 4(5.7%) government and 8(14%) of private teachers were undecided.

On the other hand, both school teachers agreed that MoE have clear guidelines, which having to show the implementation of continuous assessment in government school and private schools also believe that there is MOE guidelines. Schools in both category didn't use variety method of continuous assessment as rated in percentage and frequency of 23(32.7%) of government and 10(17.5%) of private teachers responses.

The interview made with supervisors, principals and teachers and the report of document analysis supported that the majority of the responses said that teachers cannot use the guideline MOE, even though government teachers taking a lot of training to implement continuous

assessment they don't change in to action because of students' behavior, extra works and less commitment.

Overall view of the whole dimension revealed that both government and private school teachers agreed that items of the question like employing continuous assessment, improve pupils learning, continuous assessment serve as teaching strategy, clear guideline developed by MoE for the implementation of continuous assessment rated high percentage of the respondents in both categories of the school. However, the percentage of private school less than the government school in item 4, 6 and 11. And from the percentage teachers' attitude in private low in practicing continuous assessment, assessment in natural environment and the time taking on practically implement each element of continuous assessment in related with government schools.

The data gathering from different documents, private schools have better lesson plan and mark list formats especially in their mark list includes participation, group work, absent, individual, exercise book, and tests. While in government schools the mark lists were full in continuous paper pencil tests. In addition to this government schools have better in class size, enough materials such as books, chalk board, desk to write, chairs and the class have enough light in relative with private schools.

From the interview one supervisor said the attitude of teacher on implementing continuous assessment is not uniform some of them support the idea of implementing continuous assessment and some of them are radically against it. Because continuous assessment needs measuring of the students interims of academy behavior etc so it requires a lot of effort. (Supw 24/3/2014)

Many of the interviewer said that most of the teachers, especially those who working primary school implement in their teaching learning process. And few teachers are not in position of making practical due to their negative attitude towards it. More of the government principals were agreed with this (GP).

In the interview assessed that the attitude of teachers in implementing continuous assessment is not uniform some of them supports the idea and implementing the continuous assessment, some are radically against it. As they said that continuous assessment need to measure the interest, behavior and activities of the students so it required a lot of efforts. In general the stated questions and interview the conclusion of attitude of teachers in both private and government school were the same.

4.2.3 Teachers existing practice of continuous assessment

To measure the existing practice of teachers on the implementation of continuous assessment 15 questions were provided with five scales of measurement having condensed in to three for more clarity and easy analysis and interpretation. Strongly agree and agree are condensed in to agree, strongly disagree and disagree condensed in to disagree.

Table 7 Teacher existing practice of continuous assessment

No	Items	School category	Responses					
			agree		undecided		disagree	
			No	%	No	%	No	%
1	I use continuous assessment as a pencil paper test	Government	9	12.9	9	12.9	52	74.2
		private	10	17.6	11	19.3	36	63.2
2	I frequently use the following CA techniques in my class room teaching							
	Project work	Government	52	74.3	2	2.9	15	21.4
		private	55	96.5			2	3.5
	Class work	government	64	91.4	3	4.3	3	4.3
		private	56	98.2	1	1.8		
	Home work	government	65	92.9	1	1.4	4	5.7
		private	57	100				
	Group work	government	65	92.9	1	1.4	4	5.7
		private	57	100				
	Assignment	government	62	88.5			8	11.5
		Private	57	100				
	Demonstration	Government	51	72.8	7	10	12	17.2
		private	47	82.4	2	3.5	8	14
	Presentation	government	61	87.2	1	1.4	8	11.4
private		57	100					
Peer assessment	government	58	82.9	2	2.9	10	14.2	
	private	55	96.5	2	3.5			
Self assessment	Government	51	72.8	7	10	12	17.2	
	private	57	100					
3	I assess my students, program in their day to day activities rather than at the end of the until or the course	government	50	71.5	10	14.3	10	14.3
		private	47	82.4			10	17.6
4	I record tasks used to assess my learners, and information gathered about their achievement well and carefully	government	51	72.9	12	17.2	7	10
		private	49	86	4	7	4	7
5	After assisting my students I regularly used the results as a feed back to evaluate my instruction.	Government	59	84.3	8	11.4	3	4.3
		private	52	91.2	4	7	1	1.8
6	There is an opportunities to examine the strength and weakness of implementing continuous assessment in our school	government	33	47.1	20	28.6	17	24.3
		private	38	66.7	13	22.8	6	10.6
7	I regularly report students achievement to parents with appropriate details	government	36	51.5	19	27.1	15	21.5
		private	41	72	12		4	7.1

As the data seen in table 7, 9(12.9%) of teachers in the government primary second cycle schools and 10(17.6%) of teachers in the private primary second cycle schools agreed that teachers used continuous assessment as a pencil paper test. But 52(74.4%) of teachers in government primary second cycle schools and 36(63.2%) of teachers in private primary second cycle schools refuse this opinion. The remaining 9(12.9%) and 11(19.3%) of government and private teachers remained undecided on this issue. From this table, it's evident that 74.4% of government school teacher and 63.2% of private primary second cycle school teachers believed that paper pencil test used as a continuous assessment and 18(25.8%) of government and 21(36.9%) of private school teachers had not clear understanding whether or not the continuous assessment is a paper pencil test or not. Nevertheless, the reality do not considers with the respondents perception.

Regarding this fact puhl (1997) in Muluken (2006) mentioned “tests are only one faces of continuous assessment” this implies that it is possible to use paper pencil tests as one component of continuous assessment, but not possible to replace the whole continuous assessment with in paper pencil tests. Based on the above finding, the conclusion is that still there is misunderstanding to different students' continuous assessment and students continuous testing and this is directly or indirectly influences the implementation of students' continuous assessment.

In item 2, table 7, the total percentage of government primary second cycle schools responding were 79.2%, while private primary second cycle school teachers were 86% from the information gathered teachers in both schools use different techniques of continuous assessment such as project work, class work, home work, group work, assignment, demonstration, presentation, peer assessment and self assessment in implementing continuous assessment. The remaining percentage of respondent of government school and private school teachers were still disagreed or undecided. Either using this tool of different techniques of continuous assessment satisfies the aims of implementing continuous assessment or not.

In the obtained result, it seems that as nearly all of the respondents apply varieties of continuous assessment techniques in both government and private schools. However the result from

interview and document analysis rejected this response of teachers especial in government school than private once.

From the interview of the woreda supervisor (SUPW) while we are thinking about continuous assessment, thinking, selecting, and applying varieties of continuous assessment techniques were the focus of every teacher's responsibility. Based on this fact in our school many assessment techniques including project work, class work, home work, group work, assignment, demonstration, presentation, peer assessment and self assessment etc were used in their mark list. But teachers were not applying these varieties of continuous assessment techniques especially government schools due to large number of students in the class and teachers interest to apply this continuous assessment. Similarly other interviewers were supported the idea.

Teachers are not willing to implement continuous assessment in different reason due to time, loads of periods and large numbers of students in one class. Due to this reasons our school teachers used mostly paper pencil test. (GD4 27/3/2014)

In general the interviewed principles, supervisors and teachers. In government school said while we are thinking about students' continuous assessment, thinking, selecting and applying varieties of assessment techniques is the primary focus of every concerned body. Based on this fact in government (our school) many assessment techniques including homework, class work, writing, reading and others are not practically implemented. Some teachers implement continuous assessment properly and others aren't implement continuous assessment rather to use different formats.

While in private schools teachers implement these different techniques of continuous assessment due to day-to-day follow up of directors and their documents also lead how to be implemented continuous assessment. (SUP W 28/3/2014)

Related to this Heaton (1990) in Bogale (1994: 121) cited as the following.

Continuous assessment flexibility also attributes to give credit to various features of learning such as projects, grades and comments from course work, group work, home work and the like, more over this combining method maximizes both reliability and validity of continuous assessment.

As proved by the researchers, all the focused second cycle primary schools were listed varieties of continuous assessment techniques in their mark lists. However, there is not proper usage of assessment techniques due to large numbers of students in government and high work load narrow compounds in private schools. This data clearly indicate that private school teachers having better to implement continuous assessment by using different techniques to assesses students than the government ones. Then solving problems related to the implementation of continuous assessment demands high effort from all concerned bodies.

Furthermore, from the data in table 7, item 3, 50(71.5%) of teachers in government primary second cycle schools and 47(82%) of private teachers agreed that students assessed in their day to day activities than at the end of the unit or the course whereas, 10(14.3%) of government and 10(17.5%) of private school teachers disagreed assessing students from their day to day activates than at the end of the unit or the course contrary to this two groups, the third group 10(14.3%) of government school teachers had indicated that they were uncertain to put their judgment on the assessment of students in their day to day activities or at the end of the unit.

This data clearly indicated that private school teachers had assessed their students by day to day activities in relative to government school teachers.

In item 4 again indicate that 51(72.9%) of teachers in government and 46(80.7%) of private school teachers agreed that tasks' used to assess students and in formations about their achievement recorded well and carefully and 7(10%) of government and 4(7.1%) of private school teachers were refused it. The remained 12(17.2%) of government and 4(7%) of private schools do not decide on it.

From the table 7, 72.9% is the percentage of government and 80.7% is percentage of private school teachers' agreement. The values of percentage in the table show that recording tasks of students result were better in private schools than government school teachers.

How to use and manage portfolio of the students was discussed by many scholars. From these, Dessalegn (2004: 15) documented the following:

A portfolio of a students work is a systematic collection of students work over a year, a term or a topic. The work can be collected in a carton box, folder, drawer, filing cabinet or other suitable container. All the different pieces of work in the portfolio contribute to an overall evaluation of students work. The portfolio can show students progress overtime

Even if, in close ended questionnaire respondents agreed as there is proper management of learners' portfolio the reality during document analysis and interview showed that learners' portfolios are empty except semester marks of the learners. However, our students result keep properly and this is done by the school and the teacher in addition to this student's parent follow up their child's result properly. (PD3 29/3/2014)

Item 5 59(84.3%) of teachers on government school and 52(91.2%) of teachers in private school agreed that students achievements used as a feedback for teaching and learning process in the classroom 3(4.3%) of government and 1(1.8%) of private school teachers disagreed with this idea and 8(11.4%) of government and 4(7%) of private teachers were undecided.

Hence teachers response both government and private school teachers believe that students result is a feedback for teacher's instructional process.

But from interview of teachers, supervisors and principals teachers especial government school do not used students' achievements as a feedback for their teaching learning processes than private ones. Due to less interested in their work place and disturbance of students

In item 6, the data in table 7, 33(37.1%) of government teachers and 38(66.7%) of private school teachers agreed that there is an opportunity to examine the strength and weakness of implementing continuous assessment in their school. The other 17(24.3%) of government and 6(10.6%) of private school teachers refused this opinion. The rest 20(28.6%) of government and 13(22.8%) of private school teachers were undecided.

From this data it is evident that almost 2/3 of the teachers in government schools believed there is not opportunities to examine the strength and weakness of implementing continuous assessment in their schools while 2/3 of the teachers in private school teachers refused this idea.

The importance of identifying strength or weakens of teaching learning activities was expressed by many scholars. From these, Dessalegn (2004: 7) expressed “teachers can share assessment results with important education stakeholders including parents, other teachers, community members, and the learners themselves”.

To show how to evaluate existing practice seeing the strength and weakens of their continuous assessment implementation private schools were better in assessing the strength and weakens of implementing continuous assessment once a week than governments school teachers.

Item 7, 36(51.5%) of government and 41(72%) of private school teachers accepted that as they have regularly program to report their students achievements to their parents with appropriate details to increase the learners efficiency in the teaching learning process. The others 15(21.5%) of government teachers and 4(4.1%) of private school teachers do not accept this opinion. The rest 19(27.1%) government and 12(21.1%) of private teachers respondent were undecided. From the table most of the respondents of private teachers agreed that they discussed with students parent while in government schools there were less communication with students parents.

Generally, the data from the table 7 indicates that teachers in primary second cycle school of private better to implement continuous assessment than government once. The reason for this could be related with the questionnaire, interview and document analyses showed that there is strong follow up, feedback, support, and incentive rewards in private schools than government

4.2.4 Challenges to Implement Continuous Assessment in the School.

Table 8 challenges face to implement continuous assessment in the school to measure the challenges 7 questions were provided with five scales of measurement having condensed in to three for more clarity and easy analysis and interpretation. Strongly agree and agree are condensed in to agree, strongly disagree and disagree condensed in to disagree.

Table 8: Challenges face to implement continuous assessment

No	Items	School category	Responses					
			agree		undecided		disagree	
			No	%	No	%	No	%
1	I have the basic skills of recording and documenting students continuous assessing achievement result	government	62	88.6	4	5.7	4	5.7
		private	54	94.6	1	1.8	2	3.6
2	I have different training opportunities on the implementation of CA at my school kifleketma and woreda level	government	28	40	6	8.6	36	51.4
		private	6	10.6	6	10.5	45	78.9
3	Lack of school infrastructure has impact on assessment.	government	37	52.8	13	18.6	20	28.6
		Private	42	73.7	4	7	11	19.3
4	I can get immediate and continuous feedback on my CA implementation from my mentors and supervision	government	37	52.8	12	17.2	21	30
		Private	14	24.6	9	15.8	34	59.6
5	My additional responsibility to implement the schools activity has affected continuous assessment practice	government	29	41.4	24	34.3	17	24.3
		private	39	68.4	11	19.3	7	12.3
6	There are clear manuals and guidelines on how to implement CA	government	36	51.5	8	11.3	26	37.2
		private	24	42.1	8	14	25	43.9
7	There are disciplinary problems while assessing student due to large no of students in the class room	Government	46	65.7	3	4.3	21	30
		Private	41	72	3	5.3	13	22.8

The items in this table 7 are related to difficulties that teachers faced while implementing continuous assessment.

Item 1, Targets on teachers' skill of recording and documenting students' continuous assessment achievement result. In this item 62(88.6%) of government and 54(94.6%) of private teachers agreed as they have the necessary skill of recording and documenting students continuous assessment achievements. However, 4(5.7%) of government and 2(3.6%) of private school teachers do not accept this idea the other 4(5.7%) government and 1(1.8%) private school teachers do not decided on this issue.

Many of the interview participants agreed that teachers have the necessary skills of recording and documenting students' continuous assessment achievements. But the main problem is implementing it properly.

Regarding the fact, one of the interviewed private principal said, even though teachers having a skill to recording students result, a large numbers of students in the class. Shortage of time and high loads of period is an obstacle to implement continuous assessment properly (PPR2 24/3/2014). And other government and private teachers are agreed with this idea.

How to keep a record and manage documents of assessment were the main issues addressed while continuous assessment properly and other government and private teachers had agreed with this idea.

How to keep a recorded and manage documents of assessment were the main issues addressed while continuous assessment is going on related to this fact chilora, etal (2003) cited in Dessalegn (2004, P.5) as follow. "Regarding grades a quality assessment activity is not complete without accurate of their pupils performance at all times".

Based on the findings of interview, questionnaire and document analysis as the researcher was proved that the government schools have poor document management and keeping record of students' assessment than private ones.

In table 8, item 2, about training opportunities on the implementation of continuous assessment in the school, woreda and sub-city level. Regarding this item, 28(40%) of government and

6(10.6%) of private school teachers of the total respondents agreed that teachers get different training opportunities on continuous assessment. But, the rest 36(51.4%) of government and 45(78.9%) of private school teachers responses oppose opportunities of get training on how to implement continuous assessment in their school. The other 6(8.6%) of government and 6(10.5%) of private teachers were undecided that the opportunity of training in their school and woreda level or not to implement the continuous assessment. Similarly, in the open ended questionnaire respondents almost all of private teachers' respondents realized that the schools and woreda were not give training for teachers on how implement continuous assessment.

The important of training for teachers was cited in Desalegn(2004) as follows: the implementation of continuous assessment in school needs knowledge, skill, motivation and dedication on the part of primary school teachers. The necessary knowledge and skill can be improved through training in preparation and use of CA. The training opportunity for the teacher seems already forgotten especially in private schools. Revising the existing plane for facilitating different training opportunity for teachers on the implementation of CA should be recognized further.

From the table, the opportunity to get training in government school is better than private ones as indicated the percentage. This finding was also assisted by the data gathering through interview and document analysis.

During the interview, all woreda supervisors agreeably said that there is no opportunity of training regarding to the implementation of continuous assessment in both school categories. While in related with the private school teachers the government schools have some opportunity of getting training than private schools. This is due to shortage of finance. (SUPW (26/3/2014)

Item 3 in table 6 is about how lack of school infrastructure has impact on assessment. Regarding to this issue 37(51.8%) of government and 42(73.7%) of private school agreed that lack of infrastructure has an impact on continuous assessment implementation. On the other hand, 20(28.6%) of government and 11(19.3%) of private teachers were refused this opinion and the rest 13(18.6%) of government and 4(7%) of private teachers were undecided.

The interviewer said that while we are talking about schools, the first thing that will come in to our mind is teaching and learning. Then thinking schools without fulfillment of infrastructures were impossible. So in our school the major part of teaching learning were affected by lack of infrastructure. The researcher also proved that there was lack of social books in one government school, latrine for both the students and teachers. The private schools also having a problem of enough school compound and UN furnished desks. Whiten this entire infrastructure problem in the target woreda and schools don't think that no problem in their teaching learning process.

From the percentage of the data indicates that private teachers were believed that school infrastructure is more influential and has an impact to implementing continuous assessment than with a comparative of government ones.

The data in table 6 item 4 reveals that giving immediate and continuous feedback on continuous assessment implementation by their mentors and supervisors of a total teachers 37(52.8%) of government and 14(24.6%) of private teachers were agreed. While 21(30%) of government and 34(59.6%) of private teachers were not accepted. The rest 12(17.2%) and 9(15.8%) private teachers were undecided.

A private principal Said that we have a mechanism to control the implementation of continuous assessment follow up, support and giving immediate feedback for the teacher. From interview of teachers all most all in both school categories explained there is lack of follow up, support and feedback on the implementation of continuous assessment from their mentors and supervisors.(PPR5 29/3/2014)

As Kapambule (2010), the importance of monitoring and giving feedback suggested, monitoring was another area in which the overall implementation of continuous assessment experienced challenges. Based on the result of the study, the weak follow up, support and giving feedback system internal and external supervisors really challenges. As from the responses of a government school teacher get immediate feedback than private once.

The data in table 6 item 5, 29(41.4) of government and 39(68.4%) of private teachers were believe that additional responsibilities of teacher challenged the implementation of continuous assessment, 17(24.3%) of government and 7(12.3%) of private teachers were not agreed with this opinion. The remaining 34.3% of government and 19.3% of private teachers were undecided.

Her especially during the interview of teachers have many responsibilities in the school involving in co-curricular activities, they participate in giving girls' special classes, slow learners' tutorial class, involving in teachers development program and involving in all activities of the school. According to this reason the implementation of continuous assessment highly influenced by additional responsibilities. (GT530/3/2014)

From all these, it is possible to conclude that most of these factors in the list of this interview had affected the implementation of continuous assessment in both school categories. Government schools were challenged more than private schools to implement continuous assessment due to different additional responsibility though private schools had great load of periods per week.

The above table 6 item 6 clearly reveal that 51.2% of government and 42.1% of private primary second cycle school were agreed that there is clear manuals and guidelines on how to implement continuous assessment in their school while, 37.2% of government and 43.9% of private primary second cycle school teachers were disagreed with the above opinion and 11.3% of the government and 14% of private school teachers were undecided whether this manual present in their school or not.

Many interviewed respondents replied in both school categories said that there is a problem of getting manuals and guidelines on the implementation of continuous assessment. Mentor teacher and supervisors said whenever we arrive to evaluate, support and give feedback to the accomplishment of different activities in the schools; we used manuals and clear guidelines as references in the school. However, as teachers said it is very difficult to get manuals or guidelines to refer related to the implementation of continuous assessment in their school. (GT3 27/3/2014).

Generally, from the data mentioned above, it is possible to concluded that government school were better than private school in knowing the presence of the implementation guide lines and manual of continuous assessment in their school. However during analyzing documents, when I was asked the directors, teachers no one to be shown this manual. Hence, at the current situation no manuals or guidelines were in the hands of teachers to use as references. Thus all concerned bodies have to work together in reaching manuals and guidelines on the implementation of continuous assessment especially both school categories.

In the above table 6, item 7 disciplinary problems to assessing students due to large number in the class related to this item 65.7% of government and 72% of private primary school teachers of the respondent accepted that implementation of continuous assessment of students in large class size has disciplinary problems. The other 30% of the government and 22.8% of private primary second cycle school teachers were refused this opinion the remaining 4.3% of the government and 5.3% of private primary second cycle school teachers were responding do not accept or refused this opinion.

Regarding this issue, many of the interviewed participants shared the idea that large class size has disciplinary problem during the implementation of students' continuous assessment.

In one private school teacher of interviewed, the teacher said even though the number of students low the class size were too much narrow, so how to be evaluate properly our students to implement this continuous assessment. Other teachers share his idea. (PT124/3/2014)

Generally, as indicated in the table 8, the percentage of government and private school teachers' response shows that there is too much disciplinary problems which affect both private and government schools in implementing continuous assessment.

The data in table 8 depicts that there was significant challenges which affected the implementation of continuous assessment in both government and private schools. While in compares on government school teachers get more training than private, students disipline affected the implementation of continuous assessment in private than government, teachers

having better feedback in government than private while the remaining challenges was faced almost the same.

This findings was also supported by the data gathered through interview and document analysis in both government and private primary second cycle schools.

4.2.5 Results and discussions of alternative solutions for challenges of continuous assessment

Table 9 Teacher’s suggestion of alternative solution for implementing continuous assessment in which 5 questions were asked by five scale measurement and condensed to Strongly agree and agree in to agree, strongly disagree and disagree condensed in to disagree.

Table 9: Teachers suggestion of alternative solution

No	Items	School category	Responses					
			agree		undecided		disagree	
			No	%	No	%	No	%
1	Fulfilling school infrastructure.	government	50	71.4	10	14.3	10	14.3
		private	55	96.4	1	1.8	1	1.8
2	Provide deferent training oportune.	government	59	84.3	5	7.1	6	8.6
		private	53	92.9			4	7.1
3	Further follow ups, feed backs and support on the implementation of CA are more important for teachers.	government	59	84.3	5	7.1	6	8.6
		private	53	92.9	1	1.8	3	5.2
4	Involving students by their own to implement continuous assessment	government	63	90	4	5.7	3	4.3
		private	54	94.7	2	3.5	1	1.8
5	Improving communication with parent.	government	63	90	4	5.7	3	4.3
		Private	55	96.4			2	3.5

All the items in table 9 belong to the suggested alternative solution to the challenges of implementing learners’ continuous assessment. In item 1, 71.4% of government and 96.4% of private primary second cycle school teachers believe that infrastructures in the school determines the implementation of continuous assessment 14.3% of government and 1.8% of private teachers

do not believe with this opinion while the remaining 14.3% of government and 1.8% of private teachers were undecided the implementation of continuous assessment affected by infrastructures or not.

Related to this issue some of the interviewed participants agreed fulfillment of schools infrastructures is improving implementation of continuous assessment. As sub-city and woreda supervisors agreed that infrastructures are one to improve the implementation of continuous assessment.

Albert et al (2008, P. 99) stated the following important points about the fulfillment of school infrastructures. Implementing continuous assessment as a major task, it demands highly the fulfillment of qualified teachers and adequate school infrastructures. Lack of chairs, desks, and chalkboard and students' text books highly affects the whole education system. Thus fulfilling these school infrastructures were a means for the implementation of continuous assessment.

While teachers can do, what is in their means to facilitate teaching and learning in large classes, they would still need institutional and policy support. The urgent support required includes, but not restricted to provision of basic infrastructures such as bigger classroom space, sufficient furniture and instructional material.

Based on the objectives of the reality in the target schools and woredas in a sub-city private schools have not enough fields, the compounds are too narrow, the desks and chairs are not well furnished. In the other case one government school has no latrine for the students as well as teachers and grade 5 students' social exercise books were given for the students.

A private teacher said that in our school there is not enough area for student play, laboratory rooms, and classroom in which is an obstacle to implement continuous assessment. (PT4 28/3/2014)

Generally, government schools in the study have better space of compounds, than private ones. Private schools have better laboratory equipments, rooms, students' hand books and teachers' usage instructional models than government ones.

Item 2 of table 9 discusses about, opportunities of getting different training on continuous assessment, 84.3% of government and 92.9% of private school teachers believed that the opportunity to get more training improve the implementation of continuous assessment while 8.6% of government and 7.1% of private school teachers do not agreed by this idea. The remaining 7.1% of government school were undecided.

As interview participant private school teachers said training is updating skill or knowledge of teachers and increases the label of implementing continuous assessment. Then facilitating training opportunities for teachers on the implementation of continuous assessment could be taken as one and best alternative solution to overcome challenges. (PT4 30/3/2014)

While, in contrary to this government teachers said that only getting training is not the means to implement continuous assessment rather than working by commitment. Government teaches give supportive ideas on the need of training; even though government teachers get more training relatively with private school teachers on the implementation of continuous assessment. The implementation of continuous assessment in private school is better than government due to strong follow up and feed backs in private school teachers. (SUPS3 22/3/2014)

According to A, Olaniyan, Lucas and Ojo (2008), the main objectives of staff training and development are to improve qualification of the trainees training is to increase personal efficiency, professional growth and smooth effective organizations operations.

Related to this fact, both school categories believed that training improves the efficiency of teachers' implementation ability so all stakeholders should work together in facilitating different training opportunities.

In the table 9 item 3, further follow up, feedbacks, and support on the implementation of continuous assessment are more important for teachers regarding to this question, 84.3% of government and 93.4% of private primary second cycle teachers believed that follow up, feedback, and support is very important for the implementation of continuous assessment. While 8.6% of government and 5.2% of private teachers were not accepted the need of follow up,

feedback and support in implementing continuous assessment. 7.1% of government and 1.8% of private school teachers were undecided that follow up, feedback and support are means to implement continuous assessment.

The interview participants also stressed on the importance of follow up, support and giving feedback for teachers in a solution to encourage and capacitate teachers in implementing continuous assessment.

One of the private school director said follow up is very important to identify the strengths or weakness of teachers' implementation of continuous assessment performances. Support is means to helping, encouraging, showing direction how to be proceeding in implementing. There for, continuous follow up giving support and regular feedback for teacher are the best alternative solutions to improve the implementation of continuous assessment. (PPR1 28/3/2014)

Regarding the above fact Kapambule (2010), suggested there is need for the district offices closely to monitor the teachers implementation so that they could be given the necessary support.

There for from the data, it is concluded that need of feedback follow up and support of private teachers were better than government ones.

In item 4 of table 9, 90% of government and 94.7% of private primary second cycle school teachers believed the involvement of students are one solution for the proper implementation of continuous assessment while 4.3% of government and 1.8% of private teachers do not believe with this opinion and the remaining 5.7% of government and 3.5% of private teachers are undecided.

Similarly, the interviewed participants in both school category agreed that the more learners involve in their own assessment, the more the implementation of continuous assessment.

As interviewed in government school said there is no means to assess students without their direct involvement in their own assessment and other participants in the interview agreed with

this statement. Actively involvements of students are the best solution to strengthen the implementation of continuous assessment. (GT524/3/2014)

Many scholars discussed the importance of involving students in their own assessment. Regarding to this winte and Harrison (2000:28) cited “Educational gain should be accelerated the closer children are to assess their own work”.

Generally, from the table the mean values show, both school teachers agreed that involvement of student in assessment makes the assessment real and realizable. Therefore, all stalk holders should give attention for the involvements of students in implementing continuous assessment.

The last items, percentage value of government school is 90% and for private primary school teachers is 96.5% which shows that communication with parents improve the implementation of continuous assessment.

From interview participants said that planning for regular program to report learners’ assessment result for parents, helps both the teachers and the students at the same time. The teachers get advantage by the following up and the assistance of parents provides to their children study and work hard at their homes. (PT5 27/3/2014)

We contact students’ parents for many things like disiplinary problems of their children and for school improvement programs.

As Desalegn (2004) stated that following “parents want to know how well their children are doing in schools. Resorts on regular basis not just at the end of year but based on continuous assessment by teachers help parents to know about their children’s progress”.

Reporting children’s achievement for their parents with appropriate details and discuss on it to facilitate the learning of the children at school and at their homes has great importance to create two way communication between teachers and parents.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

5.1 Summary of Major Findings

The main purpose of this study was to assess the government and private primary second cycle schools in implementing the continuous assessment in kirkos sub city of Addis Ababa. In order to achieve this purpose, the study undergone through each of the following basic questions. These were

1. How do teachers understand the contributions of continuous assessment towards improving student's academic achievements?
2. What is the attitude of teachers towards continuous assessment?
3. To what extent continuous assessment is implemented in second cycle primary school of kirkos sub-city?
4. What are the major challenges that hinder the implementation of continuous assessment in second cycle primary school of kirkos sub-city?

In order to achieve these, the study employed comparative data analysis and it was conducted in 5(25%) government and 5(17%) private primary second cycle schools found in Kirkos Sub-City of Addis Ababa administration selected by random sampling method. The participants in the study were from the sample population, randomly selected second cycle primery school teachers, available principals, purposive woreda and sub-city supervisors were under study. The participants were 127 teachers, 10 principals and 9 supervisors. Information was gathered from the samples through questionnaire and interview. Documentary analysis was also another source of data in the study.

The data obtained were analyzed and interpret mainly using percentage and frequency. Based on the result of data analysis and interpretation the following major findings were obtained.

With regard to experience of teacher, the study shows that, Principals in both the government and private schools and teachers had sufficient service years. This has supportive role to perform their duties and responsibility adequately. While 98.2% of private school teachers had served

below 10 years, which is low and this might have a negative impact on the implementation of continuous assessment. This shows also that private schools were not in position to attract more experienced teachers.

Almost all teachers in the government had got training on continuous assessment. Contrary to this 31.6% of teachers in the private school teachers were limited with their prior knowledge. From this, it is clear that government teachers updated their knowledge to implement continuous assessment than private one.

The total percentage of teachers of government and private school was 79.5% and 85.4% respectively on the test provided to assess their understanding about CA. As a result, both school teachers rated in the understanding of continuous assessment implementation perform with no statistical difference in their responses. Moreover the data gathered through interview show that teachers have no much difference in understating continuous assessment between government and private schools except changing into action.

Overall view of the whole dimension revealed that both government and private school agreed the items like employing continuous assessment improve pupils learning, continuous assessment serve as teaching strategy, clear guideline developed by MoE in both categories. However, the mean value of private school was less than the government school.

Adequacy of resources influences the implementation status of continuous assessment. Scarcity of educational inputs has a great impact on the students learning. In this regard, the government schools have large class size, enough material such as text book, teacher's guides, chalkboard, classroom chairs, desks, and enough light as compared with private schools. Private schools have no enough fields, the compounds are too narrow, the desks and chairs are not well furnished. In the other case in government one school have not latrine for the students as well as teachers and social books. Generally, government schools in the study have better space of compounds, than private ones. Private schools have better in laboratory equipment, students hand books and teachers usage instructional models than government ones.

The result of the interview made with supervisors and principals revealed that, the attitude of teachers towards implementing continuous assessment is not uniform among teachers. Some of them support the idea of implementing the continuous assessment, whereas others are radically against it. As they said that continuous assessment need to measure the interest, behavior and activities of the students so it requires a lot of efforts. Based on this fact, in government schools many assessment techniques including homework, class work, writing, reading and others are not practically implemented. But in private schools teachers show better performance in implementing variety of technique that help to achieve goal of continuous assessment. According to the interview made with principals private school teachers show such good performance as a result of due to day-to-day follow up of directors. They also pointed out that parents who sent their children to private school continuously follow up how teachers use a variety of CA techniques' as compared with parents who sent their children to government schools. And concerned bodies and their documents also lead how to be implemented continuous assessment.

The flexibility of Continuous assessment also attributes to give credit to various features of learning such as projects, grades and comments from class work, group work, home work and the like. Moreover this combining method maximizes both reliability and validity of continuous assessment. On the other hand, as proved by the researchers, all the observed second cycle primary schools were listed varieties of continuous assessment techniques in their mark lists. However, there is not proper usage of Continuous assessment techniques due to large numbers of students in government and high workload and narrow compounds in private schools.

This data clearly indicated that private school had assessed their students in their day- to- day activities than government schools. From this data it is evident that two-third of the teachers in government schools believed there is not opportunities to examine the strength and weakness of implementing continuous assessment in their schools while two-third of the teachers in private school teachers refused this idea.

Teachers in private primary second cycle schools better implementing continuous assessment than their counterpart in the government schools. The reason for this could be related continuous

follow up, feedback, support, and incentive rewards in private schools than that of the government one.

Results of the document analysis indicated that teachers in the private schools were found better in documents management and keeping records of students' assessment results than their counter part in the government school.

Teachers in the government schools faced more challenges to effectively implemented continuous assessment. When compared with their counter parts in the private schools. This could be because of different additional responsibilities. They are expected to shoulder including participating in different commits, extracurricular activities and participating one to five oreganizational activities. However, these teachers were found better in accessibility to guidelines and manuals used to effectively implement continuous assessment.

5.2. Conclusions

This parte presents the conclusion drawn from the finding taking in to account the key lessons from the literature review. As discussed in the review of literature in chapter two, the implementation of CA requires a team effort headed by educational leaders. It also requires availability of trained man power (teachers) and educational in puts. Accordingly this study tried to compare the implementation status of CA in government and private schools of kirkos sub-city. And based on the major findings the following conclusion was made.

Teachers in government school stay for long period in their sector and private school teachers due to high follow up and risks taking of work place and sometimes lost their work in any time teachers are not stable and did not stay for long time. Most teachers in both school categories have good understanding on continuous assessment. However, they didn't change their knowledge in to action to implement continuous assessment.

Well- handled documents and properly kept assessment records or portfolios of students and the systems of reporting learner's achievement for their parents regularly with appropriate detail is completely low in government schools than private ones.

Teachers in the private school have controlled most of the factors that notoriously affect the implementation of continuous assessment. But implementation of continuous assessment is affected in the government schools by lack of commitment and continuous follow ups. Support and immediate feedback for the teachers on the implementation of continuous assessment from their supervisors were given very less attention in the target.

5.3 Recommendations

On the basis of this findings obtained and conclusions arrived at, the following suggestions are forwarded to improve implementation of continuous assessment in the school. Intensive training on the concept and role of continuous assessment should be organized in the form of on job-training, workshops, seminars and in-service program for both school categories.

Schools, woredas, sub-city and a city in general all stakeholders should work together to change in to action in implementing continuous assessment- and the government should also evaluate why to be implemented continuous assessment as settled policy.

Teachers should avoid assessment without direct involvement of the learners and practice giving regular feedbacks for the learners based on every continuous assessment result. This means there should be communication between teacher and the assessed students. That is the teacher is asking and directing the students answered the questions.

Teachers in government and private school should also properly handle documents; keep records of their learner's assessment. Teachers should record their students mark as immediately after assessing the students.

The knowledge skill and attitude of teacher's acquire in implementing continuous assessment is very important. Hence, all stakeholders should work together for this achievement. The school should encourage reporting students achievement with appropriate details for their parents especially in government primary second cycle school. Sub-city and woreda supervisors as well as school directors should give intensive follow up support and immediate feedbacks for both types of school teachers.

Then solving problems related to the implementation of continuous assessment demands high effort from all concerned bodies. The urgent support should be require but not restricted to provision of basic infrastructures such as enough classroom, sufficient furniture and instructional material the target schools and woredas in a sub-city.

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APPENDIX

APPENDIX A

Addis Ababa University College of Education and Curriculum

Department of Teacher Education and Curriculum Studies

Questionnaire for Teachers

The purpose of this questionnaire is to obtain information about the perception of teacher towards continuous assessment and how it is practiced. Your genuine response contributes much to the success of the research to be undertaking .Hence; you are kindly requested to fill the questionnaire.

Thank you!

General Direction

- No need to write your name.
- Put/√/ mark in the given boxes.
- Give short answer in the space provided.

Part one: Personal Information

1. Types of school you are teaching in

- A. Government B. private

3. Sex

- A. Male B. Female

4. Age

- A. Below 25 years B. 25-35 years
C. 36-50 years D. 51 and above

5. Qualification

- A. Diploma B. B.A/BSC_
C. M.A/M.SC D. PHD D. ANY other

6. The subject you are thought

- A. Amharic D. physics G physical education
B. English E. biology H. Ethical Education
C. Maths F. chemistry I. Geography
J. if any other _____

6. Experience

- A. Below 5 years B. 6-10 years
C. 11-50 years D. 16-20 years
E. 21-25 years F. above 25 years

7. Whether you engage in relevant training on Continuous assessment

- A. Yes B. No

A. questionnaire for teachers related to the understanding of continuous assessments

1. Continuous assessment is used to evaluate all the activities of the student?
a. Yes b. no c. do not know
2. Continuous assessment is a continuous paper and pencil test.
a. Yes b. no c. do not know
3. To implement continuous assessment teachers should have good skill?
a. Yes b. no c. do not know
4. Continuous assessment is implemented easily ?
a. Yes b. no c. do not know
5. Class size can determine for the implementation of continuous assessment?
A. Yes b. no c. do not know
6. Did you take any training related to continuous assessment?
a. Yes b. no c. do not know
7. Infrastructure influences continuous assessment?
a. Yes b. no c. do not know
8. Commitment of parent one factor on the implementation of continuous Assessment?
a. Yes b. no c. Do not know
9. Continues assessment improves learning?
a. Yes b. no c. Do not know

A. Here is a five point scale to measure your perception of continuous assessment please put/√/mark to show your level of agreement. The scales are strongly agree=5 agree=4 undecided=3 disagree=2 strongly disagree=1

No	Items	5	4	3	2	1
1	I feel that employing continuous assessment improve pupils learning.					
2	For me, continuous assessment is serving as a teaching strategy using variety of assessment techniques.					
3	Continuous assessment enables me to look into the performance of pupils which I couldn't do it in tests.					
4	I believe continuous assessment generally provides a more natural assessment environment for pupils.					
5	I consider continuous assessment as merely giving series of paper and pencil tests to measure pupils' performance.					
6	I feel that I am well trained to put into practice continuous assessment in the class room.					
7	I dislike using continuous assessment because it requires me to do more work that demands more time.					
8	I believe continuous assessment is beyond testing.					
9	It seems to me that continuous assessment is impractical in our situation for it demands highly trained manpower and a lot of resources.					
10	I don't see the relevance of continuous assessment for pupils learning.					
11	I feel that students have sufficient time to prepare and carry out each element of continuous assessment program.					
12	It is difficult to infer that teachers have the required understanding about continuous assessment in our case.					
13	Since there is a clear guideline developed by MOE about continuous assessment, teachers find it simple to manage.					
14	I used a variety of Continuous assessment methods to assess students academic performance					
	If any other					

B. Here is a five point scale to measure the existing practice of continuous assessment please put/√/mark to show your level of agreement. The scales are strongly agree=5 agree=4 undecided=3 disagree=2 strongly disagree=1

No	Item	Responses				
		5	4	3	2	1
1	I use continuous assessment as a pencil test					
2	I frequently use the following Continuous assessment techniques in my class room teaching					
	Project work					
	Class work					
	Home work					
	Group work					
	Assignment					
	Demonstration					
	Presentation					
	Peer assessment					
	Self assessment					
3	I assess my students, program in their day to day activities rather than at the end of the until or the course					
4	I record tasks used to assess my learners, and information gathered bout their achievement well and carefully					
5	After assisting my students I regularly used the results as a feed nack to evaluate my instruction.					
6	There is an opportunities to examine the strength and weakness of implementing continuous assessment in our school					
7	I regularly report students achievement to parents with appropriate details					
	If any other					

C. Here is a five point scale to measure the challenges face to implement continuous assessment in the school please put/√/mark to show your level of agreement. The scales are strongly agree=5 agree=4 undecided=3 disagree=2 strongly disagree=1

No	Items	Responses				
		5	4	3	2	1
1	I have the basic skills of recording and documenting students continuous assessing achievement result					
2	I have different training opportunities on the implementation of Continuous assessment at my school kifleketma and woreda level					
3	There are disciplinary problems while assessing student due to large no of students in the class room					
4	Lack of school infrastructure has impact on assessment.					
5	I can get immediate and continuous feedback on my Continuous assessment implementation from my mentors and supervision					
6	My additional responsibility to implement the schools activity has affected by Continuous assessment practice					
7	There are clear manuals and guidelines on how to implement Continuous assessment					
	If any other					

D. Here is five point scale to measure the alternative solution given by a teacher please put/√/mark to show your level of agreement. The scales are strongly agree=5 agree=4 undecided=3 disagree=2 strongly disagree=1

No	Item	Responses				
		5	4	3	2	1
1	Fulfilling school infrastructure.					
2	Provide deferent training opportune.					
3	Further follow ups, feed backs and support on the implementation of Continuous assessment are more important for teachers.					
4	Involving students by their own to implement Continuous assessment					
5	Improving communication with parent.					
	If any other					

APPENDIX B

Interview Guide for Teacher in the School

The purpose of this interview is collecting data to compare the implementation of continuous assessment in government and private primary second cycle schools of kirkos sub-city. I confirm that the information you provide will be used only for this research purpose. Thus, you are kindly request to contribute in giving your own responses honestly and responsibly.

1. Back ground information

1.1 Name of the woreda _____

1.2 Name of the school _____

1.3 Age _____

1.4 Sex _____

1.5 Level of education _____

1.6 Years of experience _____

1. Do you think teachers having good understanding about the implementation of continuous assessment? How?
2. How do you see the attitude of teachers towards implementing continuous assessment in the school?
3. How do you see the implementation states of continuous assessment in your school?
4. How do you see the teachers' reaction towards continuous assessment? Do you think it is practically implemented?
5. What do you think are the problems faced in teachers implementing continuous assessment in the classroom?
6. Would you suggest possible solutions that help to minimize the problems behind teachers' implementation of continuous assessment?
7. Do you think the school provides sufficient training on continuous assessment? How?

Interview Guide for School Principals

The purpose of this interview is collecting data to compare the implementation of continuous assessment in government and private primary second cycle schools of kirkos sub-city. I confirm that the information you provide will be used only for this research purpose. Thus, you are kindly request to contribute in giving your own responses honestly and responsibly.

1. Back ground information

1.1 Name of the woreda _____

1.2 Name of the school _____

1.3 Age _____

1.4 Sex _____

1.5 Level of education _____

1.6 Years of experience _____

A. In principal _____

B. In teaching _____

1. Do you think teachers having good understanding about the implementation of continuous assessment?
2. How do you see the attitude of teachers in implementing continuous assessment in the school?
3. How do you see teachers' implemented continuous assessment in the school?
4. What do you think are the problems faced in teachers implementing continuous assessment in the classroom?
5. Would you suggest possible solutions that helps minimize the problems behind teacher's implementation of continuous assessment?
6. Do you think the schools provide training on continuous assessment? How?
7. Have you ever been involved in providing sufficient support for teachers related with continuous assessment?

Interview Guide for Woreda and Sub-City Supervisors

The purpose of this interview is collecting data to compare the implementation of continuous assessment in government and private primary second cycle schools of kirkos sub-city. I confirm that the information you provide will be used only for this research purpose. Thus, you are kindly request to contribute in giving your own responses honestly and responsibly.

1. Back ground information

1.1 Name of the woreda/sub-city _____

1.2 Age _____

1.3 Sex _____

1.4 Level of education _____

1.5 Years of experience _____

A. In supervision _____

B. In teaching _____

1. Do you think teachers having good understanding about the implementation of continuous assessment?
2. How do you see the attitude of teachers implementing continuous assessment in the school?
3. How do you see teachers' implemented continuous assessment in the school?
4. How do you see the teachers' reaction towards continuous assessment? Do you think that practically implemented?
5. What do you think are the problems faced by teachers in implementing continuous assessment in their classroom?
6. Would you suggest possible solution that helps minimize the problems behind teacher's implementation of continuous assessment?
7. Do you think the school provides training on continuous assessment? How?
8. How do you support teacher's to implement continuous assessment effectively?
 - A. Related with frequency of support?
 - B. Methods used to support them?

አዲስ አበባ ዩኒቨርሲቲ

ካሪኩለም ትምህርት ክፍል

የመመሪቂያ ፅሁፍ የጥናት ማሟያ መጠይቅ

የዚህ መጠይቅ አላማ መምህራን በተከታታይ ምዘና ዘዴ ላይ ያላቸውን ግንዛቤ ለማወቅ እና እንዴት እንደሚተገብሩት መረጃ ለማሰባሰብ ነው። እርስዎ የሚሠጡት አስተያየት ለጥናቱ መሳካት ወሳኝ ነው። ስለዚህ መጠይቁን በጥንቃቄ እንዲሞልኝ በትህትና እጠይቃለሁ።

ስለሚደረግልኝ ትብብር በቅድሚያ አመሠግናለሁ!!

አጠቃላይ መመሪያ

- ሥምዎን መጻፍ አያስፈልግም።
- በሚስማሙበት አረፍተ ነገር እኩያ የራይት /✓/ ምልክት በማድረግ መልስ ይስጡ።
- በባዶ ቦታ ላይ አጭር መልስ ይስጡ።

ክፍል አንድ

የግል መረጃ

1. የሚያስተምሩበት ት/ቤት

ሀ. የመንግስት ለ. የግል

2. ፆታ

ሀ. ወንድ ለ. ሴት

3. እድሜ

ሀ. ከ25 ዓመት በታች ለ. ከ25-35 ዓመት

ሐ. ከ36-50 ዓመት መ. ከ51 ዓመት በላይ

4. የትምህርት ደረጃ

ሀ. ሠርተፍኬት ለ. ዲግሎማ

ሐ. የመጀመሪያ ዲግሪ መ. ኤም.ኤ/ኤም ኤስ.ሲ

ሠ. ዶክትሬት

5. የሚያስተምሩት የትምህርት ዓይነት

ሀ. አማርኛ ለ. እንግሊዘኛ ሐ. ሒሳብ መ. ፊዚክስ

ሠ. ሥነ-ህይወት ረ. ኬሚስትሪ ሰ. የሠውነት ማገልገሚያ

ሸ. ሥነ- ሌጋ ቀ. ህብረተሰብ ተ. ሌላ ካለ _____

6. በመምህርነት ሙያ ያገለገሉበት አጠቃላይ አመታት

ሀ. ከአምስት አመት በታች

ለ. ከ6-10 ዓመት

ሐ. ከ11-15 አመት

መ. ከ16-20 ዓመት

ሠ. ከ21-25 አመት

ረ. ከ25 ዓመት በላይ

7. የተከታታይ ምዘናናን በተመለከተ ሥልጠና ወሥደው ያውቃሉ?

ሀ. አውቃለሁ

ለ. አላውቅም

ክፍል ሁለት

ለመምህራን የቀረበ መጠይቅ

ሀ. ከዚህ በመቀጠል የተዘረዘሩት ጥያቄዎች ግንዛቤን የሚለኩ ናቸው። እርስዎም ከሳጥኑ ውስጥ የራይት /✓/ ምልክት ያስቀምጡ።

1. የተከታታይ ምዘና አንዱ ጥቅም የተማሪዎችን አጠቃላይ ሁኔታ የሚለካ መሆኑ ነው።

ሀ. አዎ

ለ. አይደለም

ሐ. አላውቅም

2. ተከታታይ ምዘና ማለት ተማሪዎችን በተከታታይ በፅሁፍ መመዘን ማለት ነው።

ሀ. አዎ

ለ. አይደለም

ሐ. አላውቅም

3. ተከታታይ ምዘናን ተግባራዊ ለማድረግ መምህራን በቂ እውቀት ያስፈልጋቸዋል።

ሀ. አዎ

ለ. አይደለም

ሐ. አላውቅም

4. ተከታታይ ምዘናን በቀላሉ ተግባራዊ ማድረግ ይቻላል።

ሀ. አዎ

ለ. አይደለም

ሐ. አላውቅም

5. ተከታታይ ምዘናን ተግባራዊ ለማድረግ የክፍል መጠን ወሳኝ ነው።

ሀ. አዎ

ለ. አይደለም

ሐ. አላውቅም

6. የተከታታይ ምዘናን ተግባራዊ ለማድረግ ሥልጠና አግኝተው ያውቃሉ?

ሀ. አዎ

ለ. አይደለም

ሐ. አላውቅም

7. የግብዓት አለመሟላት በተከታታይ ምዘና ላይ ተፅእኖ ያሳድራል?

ሀ. አዎ

ለ. አይደለም

ሐ. አላውቅም

8. የወላጅ ክትትል ተከታታይ ምዘናንን ተግባራዊ ለማድረግ አስፈላጊ ነው?

ሀ. አዎ

ለ. አይደለም

ሐ. አላውቅም

9. ተከታታይ ምዘና በመማር ላይ አስተዋፅኦ አለው?

ሀ. አዎ

ለ. አይደለም

ሐ. አላውቅም

ለ. ከዚህ በታች መምህራን በተከታታይ ምዘና ላይ ያላቸውን አመለካከት ለመመዘን የሚያስችሉ 5 መለኪያ ነጥቦች ቀርበዋል። በሚስማሙበት ነጥብ ላይ የ /✓/ ምልክት ያድርጉ።

በጣም እስማማለሁ 5
አልስማማም 2

እስማማለሁ 4
በጣም አልስማማም 1

መውሰን አልችልም 3

ተ.ቁ	ጥያቄዎች	መመዘኛ ነጥቦች				
		1	2	3	4	5
1	ተከታታይ ምዘና የተማሪዎችን የመማር ክህሎት ለማሻሻል የሚረዳ እንደሆነ ይሠማኛል።					
2	የተለያዩ የምዘና ሥልቶችን በመጠቀም ተከታታይ ምዘና መስጠት እንደ አንድ የማስተማር ሥነ-ዘዴ ያገለግላል።					
3	ተከታታይ ምዘና ከፈተና በበለጠ የተማሪዎችን ብቃት ለመመዘን ያስችላል።					
4	ተከታታይ ምዘና ለተማሪዎች ተፈጥሮአዊ የሆነ የምዘና ልምድ እንዲኖራቸው ያስችላል ብዬ አምናለሁ።					
5	ተከታታይ ምዘና የተማሪዎችን ብቃት ለመለካት ተከታታይ የፅሁፍ ፈተና መስጠት ማለት ነው።					
6	ተከታታይ ምዘናን በክፍል ውስጥ ተግባራዊ ማድረግ የሚያስችል ስልጠና እንዳገኘሁ ይሠማኛል።					
7	ተከታታይ ምዘና ብዙ ሥራ ሥለሚጠይቅና ብዙ ጊዜ ሥለሚፈጅ አልደግፈውም።					
8	ተከታታይ ምዘና ከሙከራ ፈተና የበለጠ ነው ብዬ አምናለሁ።					
9	ተከታታይ ምዘና ተግባራዊ ለማድረግ በቂ የሠለጠነ የሠው ሃይል ሃብት የሚያስፈልግ በመሆኑ በእኛ ሃገር ተግባራዊ የሚሆን አይመስለኝም።					
10	ተከታታይ ምዘና ለተማሪዎች የመማር ሂደት ያለው ፋይዳ /ጠቀሜታ/ አይታዩኝም።					
11	ተማሪዎች በክፍል ውስጥ ለተከታታይ ምዘና ለመዘጋጀትም ሆነ ለመተግበር በቂ የሆነ ጊዜ እንዳላቸው ይሠማኛል።					
12	መምህራን በተከታታይ ምዘና ዙሪያ ላይ በቂ የሆነ ግንዛቤ አላቸው ለማለት አስቸጋሪ ነው።					
13	ስለተከታታይ ምዘና በቂ የሆነ መረጃ ለማግኘት የሚያስችል መመሪያ በትምህርት ሚኒስቴር ተዘጋጅቶ ሥለ ቀረበ መምህራን በቀላሉ ለመተግበር ይችላሉ።					
14	የተለያዩ የተከታታይ ምዘና ዘዴዎችን እጠቀማለሁ።					
15	ሌሎች ካሉ ይዘርዝሩ _____					

ሐ. ከዚህ በታች መምህራን የተከታታይ ምዘናን እየተገበሩበት ያለውን ሂደት ለመመዘን የሚያስችሉ መለኪያ ነጥቦች ቀርበዋል። በሚስማሙበት ነጥብ ላይ የ/✓/ ምልክት ያድርጉ።
 በጣም እስማማለሁ 5 እስማማለሁ 4 መውሰን አልችልም 3
 አልስማማም 2 በጣም አልስማማም 1

ተ.ቁ	ጥያቄዎች	መመዘኛ ነጥቦች				
		1	2	3	4	5
1	ተከታታይ ምዘና የተማሪዎችን ብቃት ለመለካት ተከታታይ የዕሁፍ ፈተና መስጠት ማለት ነው።					
2	በክፍል ውስጥ ከታች የተዘረዘሩትን ምዘናን ዘዴዎች በተደጋጋሚ እጠቀማለሁ።					
	ሀ. የኘሮጀክት ሥራ					
	ለ. የክፍል ሥራ					
	ሐ. የቤት ሥራ					
	መ. የቡድን ሥራ					
	ሠ. አሳይመንት /assignment/					
	ረ. በተግባር የተደገፈ					
	ሰ. ገለፃ					
	ሸ. እርስ በእርስ ግምገማ					
ቀ. ራስን መገምገም						
3	ተማሪዎችን ቀን በቀን በሚያደርጉት አጠቃላይ ባህሪ እንጂ አንድ ምዕራፍ ሲያልቅ ብቻ አልገመግምም።					
4	የተማሪዎችን ተግባራት በመመዘገብ የተማሪዎቹን ለውጥ እከታተላለሁ።					
5	የተማሪዎቹን ምዘና በመጠቀም የማስተማር ሥነ-ዘዴዎን አስተካክላለሁ።					
6	በት/ቤታችን የተከታታይ ምዘና ያለበትን ደካማና ጠንካራ ጎን ለመገምገም የሚስችሉ ሁኔታዎች አሉ።					
7	በየጊዜው የተማሪዎቹን ውጤት ለወላጅ አሳውቃለሁ።					
8	ለተማሪዎቹ ተከታታይና ወቅታዊ የሆነ ግብረ-መልስ እሰጣለሁ።					
9	ሌላ ካለ ይዘርዝሩ _____					

መ. ከዚህ በታች የተዘረዘሩት ጥያቄዎች የተከታታይ ምዘና ሂደትን በምንተገብርበት ወቅት የሚያጋጥሙ ተግዳሮቶች /ችግሮች/ ለመመዘን የሚያስችሉ መለኪያ ነጥቦች የቀረቡ ሲሆኑ እርስዎ በሚስማሙበት ነጥብ ላይ /✓/ ምልክት ያድርጉ።

በጣም እስማማለሁ 5 እስማማለሁ 4 መውሰን አልችልም 3
 አልስማማም 2 በጣም አልስማማም 1

ተ.ቁ	ጥያቄዎች	መመዘኛ ነጥቦች				
		1	2	3	4	5
1	የተማሪዎች የተከታታይ ምዘና ውጤት የመመዘገብ እና የማስቀመጥ በቂ ክህሎት አለኝ።					
2	በተከታታይ ምዘና አፈፃፀም ዙሪያ በከተማ፣ ክፍለ ከተማ እና በወረዳ ደረጃ የተለያዩ ሥልጠናዎች አግኝቻለሁ።					
3	የት/ቤት የግብዓት እጥረት በተማሪዎች ምዘና ሂደት ላይ አሉታዊ ተፅእኖ አለው።					
4	የተከታታይ ምዘናን ተግባራዊ ሳደርግ ከሁፐርቫይዘር እና መሪ መምህራን ፈጣን ግብረ መልስ ይሰጠኛል።					
5	ከማስተማር ውጭ ያሉት ተጨማሪ ሥራዎች የተከታታይ ምዘናን ተግባራዊ ለማድረግ ጫና አሳድሮብኛል።					
6	የተከታታይ ምዘናና ለመተግበር ግልፅ የሆነ መረጃ እና መመሪያ በት/ቤታችን አለ።					
7	ተማሪዎችን ለመመዘን የተማሪዎች ቁጥር ከፍተኛ በመሆኑ የስነ ምግባር ችግር እንዲስተዋል ምክንያት ነው።					
8	ሌላ ተጨማሪ ካለ ይግለፁ_____					

ሠ. ከዚህ በታች የተዘረዘሩት ጥያቄዎች የተከታታይ ምዘናን በትክክል ለመተግበር የሚያስችሉ መለኪያ ነጥቦች ሲሆን እርስዎም በሚስማሙበት ነጥብ ላይ /✓/ ምልክት ያድርጉ።

በጣም እስማማለሁ 5 እስማማለሁ 4 መውሰን አልችልም 3

አልስማማም 2 በጣም አልስማማም 1

ተ.ቁ	ጥያቄዎች	መመዘኛ ነጥቦች				
		1	2	3	4	5
1	የት/ቤት ግብዓት መሟላት					
2	በተከታታይ ምዘና ዙሪያ በቂ ሥልጠናዎች መስጠት					
3	ከፍተኛ የሆነ ክትትል፣ ግብረ-መልስ እና ድጋፍ የተከታታይ ምዘናን ተግባራዊ እንዲደረግ ለመምህራን መስጠት					
4	የተከታታይ ምዘናን ተግባራዊ ለማድረግ የተማሪዎች ተሳትፎ መኖር					
5	ከወላጅ ጋር ያለንን ግንኙነት ማጠንከር					
6	ሌላ ካለ _____					

DECLARATION

I, the undersigned, declare that this thesis which entitled “A Comparative Study of the Implementation of Continuous Assessment in Some Selected Government and Private Primary Second Cycle Schools In Kirkos Sub –City, Addis Ababa Region” is my original work, has not been presented for a degree in any other university and that all source of materials used for the thesis have been duly acknowledged.

Name: _____

Signature: _____

Date of Submission: _____

This thesis has been submitted for examination with my approval as a university advisor.

Name: _____

Signature: _____

Date: _____