THE ROLE OF SCHOOL LEADERS IN THE IMPLEMENTATION OF CONTINUOUS ASSESSMENT IN GENERAL SECONDARY SCHOOLS OF KELLEM WOLLOGA ZONE, WESTERN ETHIOPIA

MA THESIS

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The Role of School Leaders in the Implementation of Continuous Assessment in General Secondary Schools of Kellem Wolloga Zone, Western Ethiopia

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POSTGRADUATE PROGRAM DIRECTORATE

We hereby certify that we have read and evaluated this Thesis entitled **"The Role of School Leaders in the Implementation of Continuous Assessment"** Prepared under our guidance by *Hundesa Hailu Tamiru*. We recommended that it be submitted as fulfilling the thesis requirement.

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DEDICATION

I dedicated this thesis manuscript to my lovely wife, Natsennet Lagese for her dedicated partnership in the success of my life and my precious kid, Amarti Hundesa for their love.

STATEMENT OF THE RESEARCHER

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection , data analysis and completion of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

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BIOGRAPHICAL SKETCH OF THE AUTHOR

The researcher was born in Oromia Regional State, Kellem Wollega Zone, and Dale Sadi Woreda in Lalo Kera Kebele in 1982 GC. He attended his primary education in Lalo Kera Primary School from 1989-1995 and his junior education in Alem Tefere Secondary School from 1996-998. He attended his secondary education in Kellem Secondary School which is found in Dembi Dollo town from 1999-2001GC. After secondary education, he joined Jimma Teachers Training College in 1993 GC. and graduate in Diploma, to work as a teacher from 1993-1995GC. In 1998, he joined Jimma University and graduated in 2001, in teaching English and worked as English department head, different committee and clubs of chairperson.Starting from 2010-2017 GC. He has served as school principal at Dale and Alem Tefere Secondary Schools in Kellem Wolloga Zone of Oromia Regional State. Starting from 2017 he served as secondary schools and preparatory school supervisor of Dale Sedi Woreda. To pursue his further studies, and improve his qualification on school leadership, he joined Postgraduate Program at Haramaya University in 2016 GC.

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ABBREVATIONS AND ACRONYMS

CA	Continuous Assessment
AED	Academy for Education of Development
BEP	Basic Education Program
EFA	Education for All
EGSECE	Ethiopian General Secondary Education Certificate Examination
ETS	Education Testing Service
G**EQIP**	General Educational Quality Improvement Program
FA	Formative Assessment
HDP	Higher Diploma Programs
ICDR	Institute of Curriculum Development Research
MoE	Ministry of Education
NOE	National Organization for Examination
OECD	Organization for Economic Co-operation and Development
ORS	Oromia Regional State
PTSA	Parent Teachers Students Association
QAA	Quality Assurance Agency
SA	Summative Assessment
TDP	Teachers Development Program
TGE	Transitional Government of Ethiopia
USAID-AED	United Stated Agency for International Development-Academy for Educational Development

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Hundesa Hailu

ABSTRACT

The main purpose of the study was to investigate the Role of School Leaders in the Implantation of Continuous Assessment in Government Secondary Schools of Kellem Wollega Zone of Oromia Regional State. For this study, descriptive survey was selected which shows the current activities of role of school leaders in the implementation of Continuous Assessment. Teachers, principals, vice principals, supervisor and students were the subject of the study. Both quantitative and qualitative data were gathered through questionnaire, interview and observation. From the total population, 61(86.8%), 12(100%) and 749(35%) of questionnaires for teachers, principals and supervisors, and students respectively filled out, returned and used for the analysis. In addition, 4 principals, 4 supervisors at selected secondary schools were interviewed. The collected data were analyzed in accordance with the type of data that is quantitative data were analyzed using frequencies, percentages, mean scores, Degree of freedom, standard deviation, T-value, and P- value while qualitative data were analyzed by narration. The finding of the study indicated that among the pertaining school leaders role for implementation of continuous assessments: Lack of basic knowledge and skills of how to manage and implement CA method, lack of training at University and on work place, absence of strategic plan at school to implement CA method, In adequate budget allocation for CA implementation, Lack of uniform guiding strategies on CA implementation and lack of regular supervision on the practice of CA by teachers. As conclusion, most of school leaders did not play their roles in the implementation of CA, for instance, school leaders did not perform major activities like, preparing CA implementation plan at school level, developing timetable, guiding and supervising teachers work, organizing subject meeting, providing appropriate materials, ensuring the assessment practice including all learning domains (cognitive, affective and psychomotor) and holding parents and representative meeting on CA implementation. As recommendation, school leaders should give special attention to student's assessment providing necessary materials, allocation of budget and supervising the assessment practice in secondary schools, general continuous assessment guideline for each subject should be prepared for teachers, to make teachers professionally competent and to improve the practice of CA, should give priority to integrate CA method in teacher's continuous professional development plan which is prepared at school level. School leaders should have responsible to follow up the way teachers assess CA and should have to participate in the implementation of CA effectively and efficiently.

1. INTRODUCTION

In this section, the background of the study, statement of the problem, basic questions, objective, significance, delimitations, and limitations of the study and definition of key terms was treated successively.

1.1. Background of the Study

Assessment is a crucial component of curriculum practice. In systems of education, one of the prime considerations of administrations, teachers, and students alike are the outcomes of learning. After world declaration on education for all (EFA), change in assessment theories and practice became common place in many global education systems. They also necessitated the introduction of new form of assessment that will determine that children are requiring the useful knowledge, skills, values and attitudes. EFA introduced four major areas of assessment, namely, public examination, national assessment, international assessment and classroom assessment (Matome, 2010).

Most of the African countries integrates continuous assessment in their education polices. The policy recommended the continuous assessment for measuring educational outcomes. The continuous assessment is used as an all embracing concepts which cover all aspects of the development of learners on cognitive, affective and psychomotor domains. In addition to assessing gains in school subjects, continuous assessment also assess pupils' values, beliefs, attitudes and appreciation, interest, social relations, habits, emotional adjustments and life styles as well as manipulative skills and body movements like writing, drawing, typing, dancing and so on (GEQIP, 2007)

Now a day, the specific purposes of assessment is primarily concerned to facilitate students to perform particular communicative tasks, providing feedback on learning, confirming what students have mastered and highlighting the skills that are needed. The purpose of assessment is to convey students' expectations about what is important to learn, providing information about the students' progress and helping students judge their own progress and the performance is defined in terms of results. (MoE 2006)

In addition, continuous assessment is the periodic and systematic method of assessing and evaluating a person's progress. The information collected from continuous assessment of students will help the teacher to better understand their strengths and weaknesses, in addition to providing a comprehensive picture of each student over a period of time by using certain strategies. Godfrey (2011) argues that continuous assessment refers to continuously checking on learners' attainments with an aim of building an assessment profile. The shape of assessment takes the form of working through learning activities; learners demonstrate their capacities in developing their level.

Garrison and Ehrighaus (2007) mention that formative assessment is any assessment made during the class year that aims to improve learning process, and provides the information needed to adjust teaching and learning while they are happening. It helps teachers in determining next steps during the learning process. Similarly, Sarosdy et al (2004) argue that formative assessment has many purposes which are used to monitor students' progress during the course and to check how much they have learned of what they should have learned. It can be carried out in the form of formal tests and quizzes and it is the basis for feedback to students.

Continuous assessment is an assessment approach which involves the use of a variety of assessment instruments to measure learners' performance, and check various components of learning; it will take place over a period of time. According to Grant (2006), ''the only way that schools will be able to meet the challenges is to tap the potential of all staff members and allow educators to express a sense of ownership and inclusivity and lead aspects of the change process." Grant's cardinal principle is that school managers should apply when addressing the implementation challenges facing continuous Assessment (CA)-that is empowering the teaching staff through participative leadership. According to Harris (2004), educator leaders can help other educators to embrace goals, to understand the changes that are needed to strengthen teaching and learning and to work towards improvement.

Effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student (learner) achievement (Cotton as cited in USA Department of Education, Reading First Notebook, 2005). This Notebook further contends that effective school leadership today must combine the traditional school leadership duties such as educator

evaluation, budgeting, scheduling, and facilities maintenance with a deep involvement in specific aspects of teaching and learning.

The implementation of continuous assessment requires a healthy and sound environment where the conduct of learners is well regulated through the code of conduct and disciplinary policies. Learners who miss assessment tasks without a genuine reason can be dealt with fairness and consistently by school managers when there is school code of conduct and disciplinary policies which are communicated to the learners through their schools are those who operate in isolation from the learner representative council. It is in the interest of this study to advocate that partnership between school managers and the representative council of the learners is a key towards effective implementation of continuous assessment policy. (MoE 2006)

1.2. Statement of the problem

The instructional leadership role of the school leader is a multifaceted one which includes three dimensions (Matome, 2010). The first dimension involves defining the school's mission, which includes framing and communicating the school's aims. The second dimension involves managing the instructional program, which includes knowing and coordinating the curriculum and instruction, supervising and evaluating instruction and monitoring learner progress. Instructional leadership is a significant driver in improving academic achievement. The instructional leader is directly involved in the implementation of curriculum, instruction, and assessment practices; it is his/her knowledge of instructional strategies, action research, and application of student achievement data that gives shape to instructional programming (Copland & Knapp, 2005). The third dimension involves promoting a positive learning environment by setting standards and expectations, protecting instructional time and promoting improvement.

The school leadership should protect the instructional time by drawing up an efficient timetable. The school timetable is crucial because it ensures that the teaching- learning process proceeds in the most predictable and ideal circumstances. In managing instructional program, school leaders should give guidance to educators on aspects such as modes of assessment, validity, reliability and objectivity of examinations, marking of papers, administration of

internal and external examinations, the relationship and influence of formative and summative assessment on teaching, and recording and reporting evidence of learner performance (Hoy & Miskel, 2001)

According to Mkhonta (2003), continuous assessment is an essential component of the instruction process which enables the teachers to better use the "assessment-feedback correlation" learning cycle that is missing from the time limited examinations. The essence of continuous assessment is not merely administered a number of papers and pencil tests to pupils. In favor of this, Mulu (2005) reported that continuous assessment is a vehicle for improving students' learning through remedial assistance. Taking all of these into account, the MoE in our country introduced continuous assessment at different levels of the educational institutions. As stated in TGE (1994), the practical task of implementing the new curriculum at the school level requires that continuous assessment as part of the curriculum in general and the instructional process in particular. To realize this, the role of school leaders is paramount importance.

Assessment is an integral part of teaching and learning. The research problem was tried to address the role of school leaders in the implementation of continuous assessment by teachers in secondary schools of Kellem Wolloga Zone, Oromia regional state. Some of the reasons for lack of roles of schools leaders' participation in the implementation of continuous assessment appear to be leadership problems and attitudes. At the heart of this study was the assumption that the implementation of continuous assessment should be driven from leadership perspective.

The current researcher assumed that these problems were the issue of secondary schools in assessing the progress of students' learning outcomes. Thus, this study was tried to find out to the extent to which school leaders play a role in the continuous assessment implementation in government secondary schools of Kellem Wolloga Zone, Oromia regional state by raising the following research questions:

1.3. Research Questions

Based on the above logic, the researcher has intended to conduct this study to answer the following basic questions:

1. What was the status of the implementation of continuous assessment in general secondary schools of Kellem Wolloga Zone ?
2. To what extent did school leaders play a role for implementation of continuous assessments in secondary schools under study?
3. What were the perceptions of school leaders on the benefits of continuous assessment practice in secondary schools of Kellem Wolloga Zone?
4. What were the challenges of continuous assessment implementation in Secondary Schools under study?

1.4. Objectives of the Study

The objective of the study was categorized into general and specific objective of the study which will be described clearly below.

1.4.1. General objective

The main purpose of this study was to investigate how secondary schools leaders play a role in Continuous Assessment Implementation in secondary schools of Kellem Wolloga Zone of Oromia regional state.

1.4.2. Specific objectives

The specific objectives of this study were to:

1. Explore the status of implementation of continuous assessment in the secondary schools of Kellem Wolloga Zone.
2. Investigate the new roles of school leaders in the implementations of continuous assessment.
3. Determine the perceptions of school leaders towards the benefits of continuous assessment practice.
4. Identify the challenges of continuous assessment implementation in secondary schools of Kellem Wolloga Zone: Oromia regional state.

1.5. Significance of the Study

The study provided clear information on the role of school leaders in the implementation of continuous assessment in general secondary schools of Kellem Wolloga Zone, Oromia regional state. This study might be significant for creating awareness for concerned high schools to initiate and formulate better guidelines and point out some alternative approaches to assessment in the zone. Therefore, the findings of the study may have the following significance.

They may provide clear information on the role of school leaders in the implementation of continuous assessment in secondary schools under study. They may help the school leaders to give appropriate attention to the implementation of continuous assessment at their school levels. They may increase the understanding of teachers, school leaders and stakeholders on the importance of continuous assessment in measuring the outcomes achievements of students and to include their contribution towards the implementation of CA at secondary schools. They may identify the challenges and point out corrective solutions for continuous assessment implementation at secondary schools. They may serve as a starting point for other researchers who would become interested in doing further research in this area and also may help to improve knowledge gap on implementation problems.

1.6. Delimitations of the Study

This study delimited to investigate how secondary schools leaders play a role in the implementation of continuous assessment only in general secondary schools of Kellem Wolloga Zone of ORS. To make more manageable, the study was delimited in concepts or issues, and methodological aspects (sampling techniques, data collecting instruments and statistical tools. Among the 12 woreds in Kellem Wollega Zone, the study was delimited to only three woreds (Dale Sadi, Dale Wabera,Sadi Chanka). Of the general secondary schools found in these woreds only four schools (Alem Tefere, Dale, Daraje Kaba and Chanka) were included in the study. This was because of the geographical setting, time and financial resources, the researcher preferred to delimit the scope of the study to this manageable size. Generally, the study delimitated to the Secondary Schools of Kellem Wolloga Zone.

1.7. Limitations of the Study

In this study, some of the major problems encountered by the researcher were lack of reference materials regarding to local context of Ethiopia, unwillingness of a few respondents to fill in the questionnaire and return back on time, shortage of time to collect the data, lack of transportation to go selected schools and retuned back to home, lack of internet broad band and to some woredas which were very far from the researcher work place were some problems which encountered by the researcher. However the researcher had done the possible efforts to complete this study successfully as follows:-

Referring published and unpublished written document and manuals, forming good relation with the schools and communicates respondents again and again up to their home, use time properly to finish the thesis work with in specified time and arrange the time and create favorable condition to reduce more frequency of go and return back at sample secondary schools to solve the problem of transportation cost.

1.8. Definitions of key Terms

Assessment- is concerned with observing learners and collecting information about how they are progressing in their learning**.**

Continuous Assessment (CA) - continuous assessment is assessment approaches which involves the use of a variety of assessment instruments to measure learners' performance, and check various components of learning; it will take place over a period of time.

Formative continuous assessment- refers to any assessment made during the academic year that is meant to improve learning and help shape and direct the teaching learning process. This is to say that formative continuous assessment is informal and meant to collect information about learning during the lesson. (TESO 2003 and AED 2006)

Implementation- is the carrying out, execution, or practice of a plan, a method, or any design for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen.

Kellem Wolloga Zone - refers to one of the zone administration in Oromia Regional State under current administrative system.

Perception- is the ability to understand the true nature of something**. (**ETS, 2008)

Role of School Leaders- Responsibility of school leaders to implemented or accomplished any activities to achieve that /school/organization/ objectives.

School leaders- are personnel (principals/vice principal) who take the ultimate responsibility of running the day-to-day activities that would lead to the improvement of schools.

Secondary Schools- relating to a place where education provided for children between the age of eleven to sixteen or eighteen. It includes both school (grade 9-10) and preparatory school (11-12). (MoE, 1994)

Summative Continuous assessment (SCA) - is an assessment made at the end of a unit in structure semester based on the cumulative progress and achievement of the learners.

Validity- reflects the extent to which assessment tools scores actually measure what they were meant to measure (ETS, 2008).

2. REVIEW OF RELATED LITERATURE

In general, in the literature review of the research summaries and synthesis the concepts & definitions of continuous assessments, nature of CA & its forms, the benefit of continuous assessments, attitudes of teachers and students towards CA; continuous assessment and its challenges, forms of CA, assessments practice in Ethiopian schools, factors affecting the implementation of CA, teachers teaching experience and continuous assessment implementation are explained in this unit.

2.1.Assessment, Continuous Assessment & Nature of Continuous Assessment

Regarding to these topic continuous assessment and nature of continuous assessment is explained one by one as follow

2.1.1. Assessment

"Performance assessment refers to variety of tasks and situations in which students are given opportunities to demonstrate their understanding and thoughtfully apply knowledge, skill, and habits of mind in variety of contexts. These assessments occur over time and result in a tangible product or observable performance". (Marzano, Pickering and Mctghe ,1993, P.13) According USAID- AED (2009), assessment is the process you use to collect information about students that you will use to make educational decision about them. It means that assessment refers to the process of gathering relevant information, for the expressed purpose of making educational decision, not to the instrument for gathering it. Assessment is no decisions. Rather, assessment provides information to help you make the decision.

2.1.2. Continuous assessment

Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils. Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what pupils know, understand, and can do. These assessments are curriculum-based tasks previously taught in class. Continuous assessment occurs frequently during the school year and is part of regular teacher-pupil interactions. Pupils receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. Teachers learn which students need review and remediation and which pupils are ready to

move on to more complex work. Thus, the results of the assessments help to ensure that all pupils make learning progress throughout the school cycle thereby increasing their academic achievement.(MoE, 1994)

Continuous Assessment is a formative mode of assessment that uses multiple ways and format. It combines the scores obtained from paper pencil assignment projects, discussion and presentations, oral paper penal, observation, etc. This and lots of definitions have been given by Many scholars /researchers, educators, etc. However, it may not be feasible, need impossible to mention all here, and rather those related to the domain of the study i.e. continuous assessment of learners' overage progress are given emphasis. Continuous assessment is a process of collection and interpretation of information to make decisions about learners based on what they know and can demonstrate as a result of classroom instruction (Copper, 1996).Thus, from the above definitions continuous assessment is a process that is used in collecting information about students' performance with regard to all learning domains made throughout the teaching learning process.

Continuous assessment is a systematic collection of marks or grades over a period of time and their aggregation to a final grade. There are a lot of terms that can be used to describe continuous assessment. In some country people refers continuous assessment as teacher grading. Sometimes it refined as running records, or curriculum based assessment. In all cases, teachers are given responsibility to find out what students in their class know, understand and are able to do. When this is done is variety of ways over time and used to improve instruction and then it is considered to be continuous assessment Joy (2003) as cited in Tamene (2007). According to Airasian (1991) as cited in Tamene (2007) continuous assessment is an assessment approach which should depict the full range of sources and synthesize information about learners; information that is used to help teachers understand their learners, plan and monitor instruction, and establish available classroom culture.

Another definition by Curzon(1990) as is cited in Abera (2012)''continuous assessment is a comprehensive term which refers particularly to enquiring in learners' competence, knowledge, attitude and skill through various student profiles using different assessment method to improve learning. In the same way Desalegn (2004) as cited in Abera (2012)

continuous Assessment is a mechanism whereby the final grading of learners in the cognitive, affective and psychomotor(Mind-Heart-Hand) domains of learning are given due emphasis".

Cognitive domains relates to the capacity thinking or one's mental skills Bloom (1956) as cited in Abera (2012). The affected domain as Krath wohl (1964)cited in Abera (2012) is all about emotions and feelings, especially in relation to a set values. The psychomotor domain, on the other hand, is concerned with the mastery of physical skills ranging from reflexive movements to exhibiting appropriate body language Marrow (1972) as cited in Abera (2012) related to the above mentioned. From the above definition, we can easily understand that continuous assessment is as assessment approach conducted as ongoing process which uses varieties assessment instruments. In general the approach is holistic; that is the overall grading of learners performance is determined from cognitive, affective and psychomotor domains.

2.1.3. Nature of continuous assessment

Continuous assessment by its nature is systematic, comprehensive and cumulative and guidance oriented activity and that its effective implementation needs to fulfill these peculiar features, Birehanu (2004).In terms of comprehensiveness, continuous assessment practice requires the use of varied approaches and assessment tools stated otherwise, teachers by using continuous assessment can address behavioral domains which could not be assessed by terminal based assessment. In view of this ICDR (2004) has listed the following areas which continue assessment can address assessment achievements in various subjects using real exams and different written tests. Assign schools related behavioral aspects, extracurricular activities and fulfillment of assessments discipline and punctuality.

Assessing general behavioral aspects like characteristics, interest, beliefs and attitudes, comprehensiveness is not only in terms of the behavioral domains measured but also in terms of the assessment, other than tests or examinations must include varied assessment tools such as projects, presentation, interviews, observation, oral questions, home work, Quiz and similar other kinds. Therefore, comprehensiveness in assessment is meant addressing multiple learning styles, variety in semester and weekly projects and variety in the thinking skills and inquires. Hence pupils' marks could then be a profile of many areas of competence rather than concentrating on a single behavioral domain (Ali, 1988).

The cumulative nature of continues assessment is related with decision making. This means in order to make dependable and reasonably accurate decisions, teachers must depend on variety of evidences collected using instruments at different times. In support of this Suskiel (2004) prescribed teachers to collect enough evidences to get representative sample of what their pupils have learned and can do the justification is that a complete picture of pupils performance could be known only when teachers put together enough pieces of evidence.

2.2. Forms of Continuous Assessment

According to USAID/BEP (2006) continuous assessment can occur in two forms in the teaching process. These are formative and summative continuous assessment.

2.2.1. Formative continuous assessment

Formative assessment is an ongoing assessment including reviews and observations in a classroom as part of the instructional process with the intention of modifying and validating instruction or it is frequently while instruction is going on for the purpose of improving teaching and learning. USAID/BEP, (2006b).Teacher should replace their assessment of learning but also assessment for learning. The argument for formative continuous assessment is that the instruction and assessment are not separate entities; rather they closely tied one another.

This fact shows collecting data on students understanding is an essential step in moving students towards the full understanding of important concepts and standards. The techniques that teachers use while practicing formative continuous assessment are mostly informal method like question, role playing, drama, home work, and class work USAID/BEP,2006a).However implementing formative continuous assessment requires teachers acquaint them with practical skills as USAID/BEP(2006b) pointed out how to give students feedback on how to improve their learning by reviewing home work and seat works, observing how students solve problems, using drafts of writing and projects. The effective implementation of continuous assessment teachers should be posses skill related to feedback

provision, identifying students learning problems, integrating assessment with instruction and incorporating formative tools into the lesson plan.

It determines learning progress, provides feedback to reinforce learning and correct learning errors. It is generally carried out throughout course or a project also referred to as 'educative assessment' is used to aid learning. Setting assessment might be a teacher or peer or the learner, providing feedback on students work and would not necessarily be used for grading purposes. Noting that in a widely cited review, the term formative assessment ''doesn't have a tightly defined and widely accepted meaning'', Black and William operate an umbrella definition of ''all those activities undertaken by teachers, and/or by students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged''.

2.2.2. Summative continuous assessment

Summative assessment is typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or other predetermined time for making a judgment of student competency after an instructional phase is complete (READ, 2011). It is generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students grade at end-of-course achievement for assigning grades or certifying of objectives to enhance pupils learning, teachers need to find ways to integrate the diagnostic, formative and summative functions of assessment and not be driven by the evaluative function. Assessment should be an integral part of the educational process, continually providing both feedback and feed forward. It also needs to be incorporated systematically into teaching strategies and practices at all levels.

2.3. The Methods of Continuous Assessment

Continuous assessment has certain methods to evaluate students. Teachers should have a sound knowledge about appropriate methods for assessing their students that provide a range of opportunities students to demonstrate knowledge, skill. Moreover, assessment methods relate to the procedures the teachers wishes to follow in order to assess the students, these procedures includes self and peer assessment which are key strategies to involve students in

taking more responsibility for their own learning and involve them in monitoring and making judgment about aspects of their own and peer's learning. Fissaha (2010) argue that when the students participate in peer and self assessment in helps to involve student to explicit what is implicit, not just checking error or weakness.

2.3.1. Self- assessment

Self assessment is process of involving students in assessing their own performance and students are guided to take responsibility of their own learning, Harris (1997) mention that self-assessment seen as one of the pillars of learner autonomy one of the fundamental elements of self-directed language learning is the opportunity for learners to assess their own learning. O'Malley and Pierce (1996) argue that self assessment is an effective assessment which involves students and enables them to see their possibility for redirection of their own learning efforts.

In addition, the primary objective for self assessment is to improve the capacity for their own learning, also increase the understanding of the students of the subject matter being studied. Through self –assessment method students can learn from their previous mistakes, identify their strengths and monitor their progress. Moreover, self-assessment can help learner to locate their own strength and weakness and then get them to think about what have to do in order to improve their level. Through self-assessment method, students become more effective independent and confident learners Harris (1997)

2.3.2. Peer assessment

Peer assessment refers to the process of involving students in assessing the performance of their other colleagues. It is a form of innovation assessment which aims to improve the quality of learning and empower of learners, peer assessment helps students to making judgments on the work of the other students. Orsmond (2004) mention that peer assessment can be useful in helping students to develop their ability to make judgment on the performance of the other students. Fissaha (2010) argues that peer assessment is an important component in assessment that helps to realize curricular targets for students' learning.

In addition, peer assessment is a process that involves students grading or giving feedback on their students' work, and making judgments on what they made. Peer assessment is an effective process in developing students' critical thinking, and communication among the other students. Through peer assessment method, students are encouraged to involve in assessing students and be responsible for learning, encourages students to reflect on their role and contribution for the process of the group work. Peer assessment focuses on the development of the students' judgment skills, also providing more relevant feedback to students. In addition to that, self assessment encourages students to help each other in peer activities**.** Fissaha (2010)

2.4. The Purpose of Continuous Assessment

There are many researchers which wrote about the benefit of continuous assessment. For instance Getachew (2016) stated that Continuous assessment is 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. It helps both the teachers and learners to concentrate on the topic which requires great concentration and make the learner concept more easy and simple. Continuous assessment has also great contribution to strength the relation between the learners and the teachers. Continuous assessment is a power evaluation procedure which enable pupils to understand the areas in which they are having difficulty and to concentrate their effort in those areas, allow teachers to evaluate the effectiveness of their teaching strategies as indicated by the needs of their pupils and help teachers to 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**.**

2.4.1. Use of Continuous Assessment for Students

Primarily continuous assessment helps students in variety of ways. We know that students are the primarily beneficiary of continuous assessment. According to Ebhomien, Paul, Oriahi, (2012) continuous assessment involves the use a great varieties of modes of evaluation for the purpose of guiding and improving the learning and performance of students. From this study it is possible to infer that continuous assessment help students to developer abilities to the fullest.

2.4.2. Use of continuous assessment for teachers'

Continuous assessment has also a great function for teachers. A teacher's jobs are to ensure that all learners learn. He /she do this by teaching them in a variety of ways. If the learners are learning, the teacher needs continuous assessments to inform him/her about the learning progress. According to Orsmond (2004) continuous may tell a teacher which learners are struggling with a topic or skill, what aspects of the topic is difficult for the learners, which learners are grasping the topic and skill well and whether the teaching was effective at helping learners learn. In general teachers are dependent on information gathered through assessment for improvement of his or her practice. Due to this ongoing continuous assessment is significant mirror for teacher.

2.5. Role of School Leader's in the Implementation of CA

The following four sub-categories were considered under this theme.

2.5.1. Management of parent involvement

The finding in the study delineated that the school leaders at various levels had more or less similar concerns with regard to parent participation in their schools. Each school leaders interviewed acknowledged the importance of parents in the implementation of CA; however, they all admitted that the parents' involvement was not satisfactory in their schools. One school principal indicated that he had observing down of parent involvement in his school over the past years. (MoE 1994)

2.5.2. Support and motivation of educators

From these qualitative data it emerged that subject meeting, departmental meetings, school-based, circuit- based and district-based workshops and discussion during staff meeting were the major vehicles the school leaders were using to support educators in their respective schools. It is also worthwhile to make cognizance of the fact that the findings also revealed

that four of the five school principals interviewed viewed the "support role" as the responsibility of the head of departments and curriculum advisors. (MoE, 1996)

2.5.3. Management of learners

It was evident from the school leaders' responses that the new assessment policy is fraught with learners' disciplinary problems. It was apparent from the data collected that the school leaders' were echoing common concerns that problems such as a high degree of learners' absenteeism were common to all schools. This was posing a serious challenge to educators as the majority of learners miss assessment tasks, and most of the time without genuine reasons. It was also revealed that what made matters worse was that most of the formal assessment tasks done by the learners were common for all schools in the circuit or district. When a learner missed such a task the educator had no choice but to give the learner the same task or develop another one. The school leaders' responses also revealed that the learners had developed a tendency of absenting themselves from school during assessment dates in order to get an unfair advantage of seeing the question paper before they could write. The challenge of giving learners another task is that it increases the workload of educators.

2.5.4. The monitoring of educators

The findings with regard to monitoring revealed that the responses of school leaders did not fairly resonate with contemporary literature. The responses were incongruent with the literature in the sense that twelve school leaders did not present a clear "check" system through which they ensure that educators adhere to the assessment guidelines. Instead, they mentioned the provision of policy documents, conducting workshops on CA guidelines, and were encouraging educators to consult assessment guidelines when they teach and assess learners, class visiting and pre-administration moderation as the way of monitoring educators' practices. Only one school principal presented a clear and definite "control" or "check" system which was in place in his school to ensure that his educators were adhering to the assessment guidelines when assessing learners.

2.5.5. Resources indispensable for the implementation of CA

The findings in this study explain that the issue of human, financial and teaching resources is indispensable to the implementation of CA in schools. This is the critical new leadership or management role added to the five traditional roles highlighted in the literature review chapter. This was revealed when the school leaders were asked whether they head departments in their schools.

2.6. The Role of Teachers in Applying Continuous Assessment

The role of teachers in using continuous assessment in the class go to the point of keeping students involved in their lessons through the use of questioning, instructional clarity, and monitoring of understanding. Teachers provide students with frequent feedback and reinforcement for their academic performance. Feedback is primarily informational and is intended to help students improve their performance. The most useful feedback includes the standard against which performance was judged, how the student's performance compares with that standard, and specifically how the performance can be possible, and should focus on the quality of performance rather than the student's intentions or effort (Fauzia et al, 2007).

Reinforcement is directed at motivating students. Thus, it is most at points where students are most likely to become frustrated and give up (for example, early in the process of learning a task or at any time with slower students). As the conclusion of this topic, the teachers' role in continuous assessment can be organized around four aspects of instruction: engaging and maintaining students' attention, optimizing the use of instructional time, promoting meaningful teacher-student interaction, and providing effective feedback and reinforcement.(Fauzia et al, 2007).

2.7. The Role of the Learners in Continuous Assessment

At the same time, the students are made accountable to the teacher with regards to the learning objectives established for the class. Learners are the most accountable bodies for their own learning. Like teachers, learners are yet other inseparable share holders of the teaching-learning process where the issue of continuous assessment is equally associated with. Learners can construct their own learning Biadgilign, (2010). As for Biadgilign, if learners construct their own learning, they have the responsibility for their own learning. Then, responsibility could be expressed by planning, organizing, or directing, or, evaluating their own activities.

Young people should have the right to control and direct their own learning so that the school should not retain the stigma of authoritative control particularly when the decision making freedom of learners is limited (Noll, 2005:34). There is no way to disregard what Noll has said; schools have retained the authoritarian approach.

To be sure, if not for their authoritarian approach to teaching and learning, there is no reason to keep continuous assessment only for teachers. New ways of approach to continuous assessment are developing and suggested by constructivist approach that continuous assessment can be shared and negotiated with students. Woolfolk (2001:482) provides support that students together make a decision about the, activities, and approaches to learning rather than having specific student's behavior and skills as objectives. Similarly, a few previously conducted research evidences have found when students involved in planning the assessment part only. Such as, Suzanne's (2011): curriculum under construction that which involves students in the creation of sociology classroom assignment preparation only. Thus, according to Suzanne, the average grades of these classes tend to be slightly higher, primarily because the grades of the poorest performers improve under this system.

2.8. Attitudes of Teachers and Students to ward Continuous Assessment

The attitude of teacher and students affected how assessment is viewed and implemented. This means the positive and the negative attitudes that teachers and students may have due to reason of their own may have the power of influencing the implementation positively and negatively. In relation to this researchers and the educators' share the idea that teachers low interest or negative attitudes towards assessment has been one of the variable that contribute to an effective assessment implementation Teshome (2001) in the work of Getachew (2008)

In view of this Nitko (1996), and Gronlund and Linn (2000) as cited in Tamane (2007) suggested that a new assessment program can succeed only if teachers accept it. If teachers do not accept the philosophy of this program it is not possible to implement the program effectively. We know that, teachers are more interested to assessments carefully if they accept the new assessment strategy. Teshome (2001) in the work of Getachew (2008) strengthen this idea and suggested that teachers must understand the assessment process, feel secure about it, and accept it as their own for its effective implementation. But insufficient training, lack of

adequate materials, lack of moral support, and lack of orientation and assistance from concerned body make it difficult for teachers to appreciate and apply continuous assessment. The attitudes of students are also important factors on the implementation of the program. In case of students attitude Shirley (2003) in the work of Getachew (2008) suggested that pupils who do well in tests like tests and pupils who do not well on tests do not like tests. That is pupils, who do well on tests, may have appositive attitudes towards assessments and pupils who are not doing test may have negative attitude towards continuous assessment.

2.9. Continuous Assessments and Its Challenges

Different studies suggest different types of challenges that are facing continuous assessment. Notably, the Ethiopian education and training policy (TEG,1994) affirmed that ‘’continuous assessment in academic and practical subjects including aptitude test will be conducted to ascertain the formation of all around profile of students at all levels”. As the result of this policy, students learning out comes in both secondary and post secondary education are supposed to be assessed using continuous produce in relation to three primary domains: cognitive, affective and psychomotor Dasalegn (2004) as cited in Abera (2012). From this idea we can deduce this compressive term which refers particularly to inquiring into the learners’ competence, knowledge, attitude, and skill through various students profile using different assessment methods to improve learning, has become an integral part of learning process over since the policy has been implemented.

According to Abera (2012) teachers fail to use continuous assessment in the classroom due to the following challenges. These are: a) large class size b) lack of commitment c) tight schedule d) broad course content e) attitude of teachers towards continuous assessment f) absence of good practice to bench mark g) absence of continuous assessment clear guidelines h) pupil absenteeism I) in adequate teaching and learning resource j) bias of teachers based on sex, race, personality… etc.

2.10. Assessment Practices in School

In many classrooms the issue is not that teachers aren’t assessing enough, but that they aren’t using the information they collect to help pupils learn. Good practice requires an

understanding of the reasons for assessment and the systems and structures adopted in the school. It entails regular and purposeful marking of pupils work, consistent and accurate judgments of pupils, attainment; effective use of day-to-day assessment to provide pupils with feedback and to inform the setting of targets and manageable systems for recording pupils' progress (Broad foot et al., 1998). Therefore, continuous assessment is an alternative methodology of assessing pupil's achievement and improving the success of pupils.

The change in the assessment policy was introduced in the South Africa schools in 2001 by the former Minister of Education, Alausa (2003) ascribed one advantage of CA to the fact that it places leaders encourages more teacher participation in the overall assessment or grading of learners. He further states that this new assessment model is used to determine the learner's achievement during the course of the grade or level, and to provide information that is used to support a learner's development and enable improvements to be made in the learning and teaching process.

Although the change in the assessment policy was intended to improve the quality of teaching, learning and assessment, it also introduced schools to the challenges associated with the implementation of educational change. The argument presented in this study is simply that every change produces new information and concepts which create challenges. The change in assessment policy calls for a realignment of existing values, practices and outcomes (Morrison, 1998:11). Alausa (2003:3) identified some of the problems working against the proper implementation of CA which calls for the realignment of values, practices and outcomes in schools.

2.10.1. Assessment practices in Ethiopian schools

In the Ethiopian context, the New Education and Training policy gave emphasis on the use of continuous assessment. The Federal Ministry of Education, Science and Technology hand book on continuous assessment defines continuous assessment as a mechanism whereby the final grading of student in the cognitive, affective and psychomotor domains of behaviors takes account in a systematic way of all as the learner's performance during a given period of school. (MoE, 1995)

Continuous assessment is defined as a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behavior takes account in a systematic way, of all his performances during a giving period of schooling. Such an assessment involves a great variety of modes of evaluation for the purpose of guiding and improving the learning and performance of the student (MoE, 1988).

The aim of the new policy of continuous assessment in Ethiopian context is to bring a paradigm shift from old aged traditional system of assessment that is judgmental role in its orientation to developmental role. Hence, the new education and training policy of the country calls for the use of continuous assessment to realize the educational objectives. It provides the information needed to adjust teaching and learning while practicing classroom practices. These include ongoing assessment like written test, oral question, group work, individual work, assignments, projects, observation of students' activities and interview. In this sense continuous assessment informs school leaders, teachers and students understanding at a point when timely adjustments can be made. Now a day, in Ethiopia, continuous assessment is part of the instructional processes that helps teachers to improve students' academic achievements by supporting students depending on level of their capacity

However, the practice of continuous assessment in classroom is not resulted with expected outcome and competency according to designed curriculum or desired goal. Secondary education in Ethiopia is organized into two cycles, each lasting two years. At the end of grade 10, students sit for the Ethiopian general secondary education certificate examination (EGSECE).The second cycle, covering grade 11& 12, prepares students for continuing their studies at the higher education level or selecting their own vocations. At the end of grade 12, students sit for the Ethiopian entrance examination to enter higher education institutions (MoE, 1994).

The Ethiopian General Secondary Education Certificate Examination (EGSECE) at grade 10 is a recent phenomenon which was introduced in 2001 to be used as selection criterion for grade 11 World Bank (cited in Semaw, 2009).Based on the achievement attained in EGSECE students are streamed in to academic (college preparation) and vocational and technical

programs. Those who join the academic fields are expected to sit for higher education after two years of preparation while the others either join the labor market or be self-employed.

2.11. Factors Affecting the Implementation of Assessment

Factors' affecting the implementation of assessment is explained through knowledge and skill, teachers training, student attitude and teacher attitude.

2.11.1. Knowledge and skill of teacher

One of the most basic obstacles to the uptake of assessment practice and development is that the people who matter, and that means practicing teachers, do not have any easy access to the many interesting idea and resource which they might choose to try out if they were aware of their existence. A clear concomitant of the knowledge constraint in assessment development and practice is the degree of skill which the teacher has developed for using the various techniques. There tends to be mystique about assessment technique which is largely unwarranted (Black and Broad foot, 1998).

2.11.2. Teachers' training

The way teachers are trained can strongly affect the whole educational process, particularly the implementation continuous assessment. A teacher training is one of the means if not the only to create and develop teaching competencies. International experiences suggest that learning complex skills, such as those required to promote active learning requires proper initial training followed by periodic reinforcement to sustain changes in teaching behavior (World Bank, 1997).Thus, to implement the continuous assessment properly, in-service teacher training becomes very important. If teachers are properly trained and implement the skills they acquire in the professional career, they are likely to influence their students.

2.11.3. Students attitude

For learning to take place effectively and for students to become successful, they should be ready and motivated to learn materials offered by their teachers. Student readiness and motivation refers to the extent to which they are willing to do assignments and participate in practical projects and other tasks (Ayalew et al., 2009). No learning will take place unless the

student is willing and committed. No potential will be realized unless the student responds to a challenge. No matter how good the curriculum, how cognitively correct the teaching methods, unless the teacher is able to assess his/her students to enthuse about their science and make commitment in it, he/she will have given them little of lasting importance (Woolnough,1994**).**

2.11.4. Teachers attitude

The factors related to teachers may include inadequate professional skills, poor subject matter, unfair evaluation and lack of interest in their profession, punctuality and respect for students. These may result in developing negative attitude and it becomes difficult to make student assessment practical. Positive teachers' attitude exists when teachers have confidence in their ability to teach and committed to teaching and cooperate with each other (Fuller et al., 1999). Teachers are committed to teaching learning and care about their students, when they set high standard of working behavior and model themselves. Teachers are co-operative when they plan school activities and teach collaboratively and when they share ideas with each other and when teachers and administrators work together on whole school issues (Heneveld & Craig, 1996).

Summary and Synthesis of Literature Review

The term continuous assessment is defined as the process of collection of marks or grades over a period of time and their aggregation to a final grade. It refers to 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. CA is also a comprehensive term which refers particularly to enquiring in learners' competence, knowledge, attitude and skill through various student profiles using different assessment method to improve learning. Also continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils. Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what the pupils know, understand, and can do. These assessments are curriculum-based tasks previously taught in class.

Continuous assessment occurs frequently during the school year and is part of regular teacher-pupil interactions. Pupils receive feedback from teachers based on their performance that allows them to focus on topics they not yet mastered. Teachers learn which students need review and remediation and which pupils are ready to move on to more complex work. Thus, the results of the assessments help to ensure that all pupils make learning progress throughout the school cycle thereby increasing their academic achievement. There is considerable evidence that assessment in general and classroom assessment (which is also known as continuous assessment) in particular is a powerful instrument for enhancing the attainment of learning outcomes to ensure quality education and academic excellence in the educational institutions.

Realizing this, the current Ethiopian education and training policy (TGE, 1994) emphasized the ongoing classroom assessment (continuous assessment) in academic and practical subjects to ascertain the formation of all round profile of students at all level. To translate this policy issue into practical at the classroom level, a comprehensive and system-wide classroom assessment manual is needed for teachers to help them engage in the assessment activities**.**

3. RESEARCH DESIGN AND METHODOLOGY

One of the main steps in conducting a research was to collect data that enabled a researcher to reach suggested solutions for the problems identified. This chapter presented the description of the study area, research design, research methodology, participants of the study, sample techniques and population sample size, data gathering instruments, data collection procedures, data collection procedure, methods of data analysis and ethical consideration.

3.1. Description of Study Area

The study was conducted in Secondary Schools of Kellem Wollega Zone of Oromia Regional States. This zone is found at a distance of 652km West of Addis Ababa on Dembi Dolo – Addis Ababa main road. Geographically, the Zone is bordered by East Wollega Zone in East, by Gambella Region in the South, by Illu Abba Bori Zone in the South East direction and also West Wolloga Zone and Benshangul Gumuz Region in the North direction with a climatic condition of Subtropical, Temperature & Desert. The majority of the people in the area are engaged in agricultural farming. According to statistical report of Kellem Wolloga Communication Office in 2017GC, the estimated size of population is 1,960,897. There are about 38 government secondary schools, 12 preparatory schools, one government teachers training college, six poleis Technical Colleges, and Dembi Dolo University. However, in order to save budget, time, to manage properly, and experience of the researcher, the study was conducted in four secondary schools.

3.2. Research Design

Descriptive survey research design was employed in this study due to the nature of the problem. This research design enabled the researcher to investigate the current situation and identify some of the major problems about the role of school leaders in the continuous assessment implementation in selected secondary schools of Kellem Wolloga Zone. Therefore, to identify and analyze the existing condition of the study, the researcher was interested in using this research design.

According to Creswell (2009), research designs are plans and procedures for research that span the decision from broad assumptions to detailed methods of data collections and analysis.

The research design is simply a plan or proposal to conduct a research. Expounding on this, Charles and Mertler (2002) refer to research design as the overall, detailed plan that shows how researcher intends to obtain, analyze, and interpret data. There are three types of research designs, namely quantitative, qualitative, and the mixed-method research approach.

In this study, both quantitative and qualitative research method were used for the necessity of the topic that need detail investigation of facts and opinion. Quantitative research method was used by supplementing with quantitative data to better answer the basic research questions. According to Best and Khan (2003), quantitative methods are used to describe record, analyze and interpret conditions that exist currently. Additionally, a mixed research method which comprises both qualitative and quantitative method was employed. This method was important in complimenting the limitations of each method by another; hence the researcher was used this research methods.

A survey is a process of collecting data from a specified population in order to determine the current situation of that population with respect to one or more variables. According to Orodho (2003) a descriptive survey, is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. This design will be appropriate for the study because the researcher was collect data from secondary schools teachers, principals, vice principals ,supervisors, and students in order to investigate the role of school leaders in fostering continuous assessment implementation in secondary schools of the study area.

3.3. Sources of Data

Primary as well as secondary sources of data were used in the study in order to get factual information.

3.3.1. Primary sources

The researcher was collected primary data from secondary schools principals, vice principals, teachers, supervisors, and students of sample Secondary Schools of Kellem Wolloga Zone. These primary sources were selected because of their responsibility, and they are part of the implementers of CA in the schools. This data was obtained from these respondents through

questionnaires and interview for the reason that they can provide relevant information to understand the problem under the study.

3.3.2. Secondary sources

Documents pertaining to implementation of continuous assessments such as policy documents, action researches, feedback documents, students mark list and relevant literatures were utilized as secondary sources of data for this research understudy.

3.4. Population, Sample Size and Sampling Techniques

According to Creswell (2009), "A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, one can select a sample of individuals who are representative of the entire population." According to Zone Education Statistics of 2017 G.C Kellem Wollega Zone, has 38 secondary schools (9-10), that are found in 12 Woredas and 1 administrative town. 1,275 teachers, 40,235 students, 58 school leaders (38 principals & 20 vice principals) and 12 supervisors are there in the Zone. In order to manage the study, 3 woredas were selected using sample random sampling techniques by lottery method. They are Dale Sadi, Sadi Chanka and Daraje Keba woreds.

The researcher determines and identifies the number of schools that was served as representative sample to generalize the finding of the study. Therefore, the researcher was select four (4) sample secondary schools (Alem Teferi, Chanka, Dale & Daraje Kaba) were selected as a sample of this study under the Zone by using quota sampling. In addition to these, from each sample woredas, sample secondary schools were selected by using simple random sampling technique because their number was manageable.

The target population of the study were secondary schools principals, teachers, vice principals, students and supervisors of the sample woredas of Kellem Wollloga Zone. There were 749 students in the sample secondary schools from these 263 (35%) students were considered for the study and from 61 total teachers 53 (87%) were considered in the study, using stratified random sampling techniques on the base of teachers working experience.

Gray and Airasian (2003) defined available sampling as one which involves selecting a sample based on the small number. Therefore, the researcher used Available sampling technique to involve 4 principals, 4 vice principals and 4 supervisors of the selected schools, because they are few in number.Consequently, the total population for this study was 822 and the sample size was 328(40%).The researcher believes that these members of the school community can provide relevant information to understand the issue under study considered in order to make the study manageable. Moreover, the detailed of the population, sample size and respondents were explained in table 1 below.

Table 1: Target Population, Sample Size and Sampling Techniques

No	Sample School	Respondents	Population	Sample size	Percentage	Sample techniques
1.	Alem Tefer	Teachers	15	13	86.6	Stratified random sampling
		Principals/vice	2	2	100	Availability sampling
		Supervisors	1	1	100	Availability sampling
		Students	186	65	40	Stratified random sampling
2.	Dale	Teachers	16	14	87.5	Stratified random sampling
		Principals/vice	2	2	100	Availability sampling
		Supervisors	1	1	100	Availability sampling
		Students	187	66	35	Stratified random sampling
3.	Daraje Kaba	Teachers	18	16	89	Stratified random sampling
		Principals/vice	2	2	100	Availability sampling
		Supervisors	1	1	100	Availability sampling
		Students	185	65	35	Stratified random sampling
4.	Chanka	Teachers	12	10	83	Stratified random sampling
		Principals/vice	2	2	100	Availability sampling
		Supervisors	1	1	100	Availability sampling
		Students	191	67	35	Stratified random sampling
Total			822	328	40	

3.5. Data Gathering Instruments

Quantitative and qualitative data for the study were gathered using different data collecting instruments. Among these, open and closed ended questionnaire, interview, and observation

were employed for the study. The reason behind using different tools was to crosscheck the internal consistency of the data and to obtain valid information. With respect to this, Creswell (2009) stated that employing multiple data collection instruments was helped the researcher to combine, strengthen and amend some of the inadequacies and for triangulation of the data. Accordingly, a questionnaire was used as the main data gathering instrument whereas semi structured interview was used to enrich the data obtained through open and closed ended questionnaires.

Open and closed ended questionnaire were used as a major instrument to collected data from teachers, students, principals, vice principals and supervisors of the study since it was convenient to gather information in a short period of time. The collected data was first, categorized and systematically organized in items and tabulated depending on the response and basic research questions. This was done to triangulate the data collected through open and closed ended questionnaires and interview. After coding items of the questionnaires the responses were analyzed by using numbers, percentages, Degree of freedom, standard deviation, T-value and mean and rating scales for quantitative data.

3.5.1. Questionnaire

Questionnaire was used as data gathering tool because it enabled to secure factual information about opinion and views and also an appropriate instrument to obtain variety of idea with in a relative short period of time (Best and Khan, 2003). Questionnaire was designed for all respondents .The questionnaire was comprised of both open-ended and close- ended questions for teachers, students and principals. The closed ended question was prepared by Likert type four points scale. The scaling procedure ranges from ‘very low to very high’ for the first variable and from ‘strongly agree to strongly disagree’. Questionnaire that was administered to the students were prepared in English language and translated to Afan Oromo language. This is mainly because to make the questionnaire more understandable by respondents. The questionnaire was having two parts. The first part of the questionnaire was collected information about the respondents’ background, categories include: gender, age, length of service and qualifications. The second and the largest part was incorporated the whole number of closed-ended question items that address the role of school leaders in the implementation of CA.

Pilot Test

For pilot testing, In Lalo Kile Secondary School was selected by using Availability Sampling Technique to examine internal consistency of the items in each instruments type which were going to be used to collect data. The researcher provided information about the objectives of the study and how to respond to the draft questionnaires to the respondents. a pilot test was carried out on one principal, one vice principal,12 teacher and one supervisor of Lalo Kile secondary School totally 15 participants was analyzed using a Cronbach alpha. Based on this, 0.77 obtained. Then the calculated reliability coefficient was found to be 0.899. The observed correlation coefficient(r) was good indicator of the internal consistency of the items. The other factor that needed to be measured was the validity. According to Sekeran (2003), validity determines whether an instrument measures what it is supposed to measure and is justified by the evidence. Essentially, it entails the extent to which an instrument actually measures the aspect that intended to be measured. Before the data collection, the instruments were reviewed for content and face validity by advisors and different colleagues. Then, the revised questionnaires were administered to all samples by the researcher for final study. Finally, the modified questionnaires was distributed to 33 teachers and 265 students, 8 principals and vice principals, and 4 supervisors.

3.5.2. Interview guide

Interview was another instrument which was used by researcher in order to get in depth information and to cross check the information gathered through questionnaire about the role of school leaders in the continuous assessment implementation in the sample Secondary Schools of Kellem Wolloga Zone. Semi- structured interview was used to ask respondents concerning the research topic. According to Kumar (2005), semi-structured interview makes it possible for research to obtain in-depth information by probing. This was also owing to its ability to allow research participation greater flexibility than the close-ended interview to express them further in a more relaxed atmosphere. The interview was conducted in the form of to face to enable the respondents to address matters in their own terms and words. Lankshear and Knobble (2004) affirm that interview is useful tool to generate compressive information about the phenomena being studied. Face-to-face communication was made with the principals and supervisors. An interview guide questions were prepared with the main

focus to get detail information regarding to the research questions of the study. The discussion was taken in local languages Afan Oromo) to make the communication understandable.

3.5.3. Observations

Observation entails gathering data through vision as its main source, a method by which information can be collected without asking questions from respondents (Kothari, 2004). The real factors influencing implementation of continuous assessment in secondary schools of Kellem Wollegga zone was manifested in the classroom while teachers assess students' learning. Hence observation was used as the third complementary technique employed by the researcher for the continuous assessment process.

3.6. Procedures of data collection

In order to collect the necessary information, data gathering tools were designed on the basis of review of related literature. The questionnaire and interview were developed before the actual study carried out, a pilot was made. The purpose study was to check errors related language, ideas and other grammatical errors of the questionnaire items and to identify some approaching techniques that could help to collect data for the actual research. Based on the feedback from pilot test, the researcher made the necessary corrections on the questionnaire and forwarded it for the administration.

The researcher first attempted to contact the school principals of the sample schools to create favorable conditions for the successful accomplish of the study. Next to this, respondents were informed about the purpose of the study and they were willing to fill the questionnaire. After the respondents had filled the questionnaire, the data was returned back researcher for further analysis. The researcher also conducted an interview with respondents based on their permission and willingness. Besides, observation was also made by the researcher. Then the researcher collected all data from the respondents and analyzed them by qualitative and quantitative methods of data analysis. At the end, major findings were obtained and some recommendations were forwarded.

3.7. Methods of Data Analysis

Both the quantitative and qualitative data analysis methods were used after necessary data collected from both primary and secondary data sources using different data collecting instruments, like questionnaire, interview and observations. Quantitative data were gathered through open- ended questionnaire from teachers and their responses was analyzed by descriptive statistics like frequency, mean score, percentage, Standard deviation and T-test. Percentage was enabled the researcher to compare a given set of data. Mean score was also used to identify average response given by respondents; frequency was used to identify a number of respondents' responses to indicate the distribution of the data and for comparison of data and for comparison of the values of the variables included in the study. T-test was used in testing the responses difference between groups of respondent at $P<0.05$ level of significances. The total value of the five rating scale which related to aspects of continuous assessment implementation in closed questionnaire was 15 and the mean was 3.0. Mean scores of 3.0 and above formed basis for the acceptance of the results. These techniques were applied by using the statistical package for social science (SPSS) software version 20. Qualitative data which were gathered through open-ended questionnaire from teachers, students and principals and semi-structured interviews from principals, supervisors and that of secondary data were analyzed and narrated in words. Rank correlation was used to analyze the major factors that were affecting role of school leaders in continuous assessment implementation in Secondary Schools of Kellem Wolloga Zone.

3.8. Ethical Considerations

A researcher was ethically responsible for protecting the rights and welfare of the subjects who participate in a study, which involves issues of physical and mental discomfort, harm, and danger (McMillan & Schumacher, 2006). Ethical considerations play a major role to deal with concerns that the respondents have about the research topic and their responses. In relation to ethical consideration, Kruger, and Mitchell (2005) explain that ethical considerations and ethical behavior are as important in research as they are in any other field of human activity.

The researcher was receiving an official letter written to the concerned bodies / institution or organization/ from Haramaya University Department of Educational Planning and

Management to inform the participants of the issue. Based on the letter of cooperation, the researcher was asked permission and was began establishing rapport with the concerned bodies for the successful completion of the study. All the research participants included in the study were duly informed about the purpose of the research so that their willingness and consent was ensured before the commencement of the study. Accordingly, the researcher was used the information from his participants only for the study purpose. In addition to this, the researcher ensures confidentially by keeping the participants anonymous. Besides, all the resources used for this research was appropriately acknowledged and cited as the rules of Haramaya University.

4. RESULTS AND DISCUSSIONS

This chapter through with presentation, analysis and interpretation of the data gathered from the respondents through questionnaire, interview and document observation. Thus, the quantitative as well as qualitative analyses of data were incorporated in to this chapter. This qualitative part and document observation were supposed to be complementary to the qualitative analysis.

4.1. Characteristics of Respondents

The data were collected from a total of 328 respondents. To this effect, a total of 328 copies of questionnaire were distributed to 53 teachers, 8 principals and vice principals, 4 supervisors and 263 students. The return rates of the questionnaires were 100% from teachers, 100% from school principals and vice principals, 100% from school supervisors and 100% from students. Moreover, 4 school principals, 4 vice principals and 4 supervisors were interviewed. This chapter consists of two major parts. The first section deals with the characteristics of the respondents, and the second section presents the analysis and interpretation of the main data**.**

4.1.1. The Gender of Respondents

Table 2:The Gender of Respondents

Sex	Respondents							
	Principals, Vice, Supervisors		Teachers		Students		Total	
	No	%	No	%	No	%	No	%
Male	11	91.6	27	51	146	55.5	184	56
Female	1	8.4	26	49	117	44.5	144	44
Total	12	100	53	100	263	100	328	100

Table 2 shows that the majority of respondents 91.6% Principals/vice/Supervisors, 51% teachers and 55.5% students were male respondents whereas, 8.4%, 49% and 44.5% of principals/vice/supervisors/ teachers and students were female respondents respectively. On the other hand the interviewees, school principals, vice principals and supervisors were all male and female respondents.

4.1.2. Education level of Respondents

The educational qualification distribution of the respondents shows and listed on the table below.

Table 3: Education level of respondents

Education Level	Respondents					
	Principals, Vice, Supervisors		Teachers		Total	
	No	%	No	%	No	%
Diploma	0	0	4	12.12	4	8.8
Degree	12	100	29	87.9	41	91.1
MA	0	0	0	0	0	0
Total	12	100	33	100	45	99.9

Table 3 indicate that 100% of school principals, vice principals and supervisors education level were degree holders, while 12.12 % teacher's education levels were diploma holders and 87.9 % of them were degree holders. However, as most of the school principals explained at the interview all of diploma holder teachers in the school under the study attained degree program at university in summer program. Some of the degree holder's teachers and principals/vice/ and supervisors are attending masters program in summer at different university.

4.1.3. Work experience of respondents

Respondent's distribution by work experience, on implementation of continues assessment was discussed as follow;

Table 4:Work experience of respondents.

Work Experience	Principals, Vice, Supervisors		Teachers		Total	
	No	%	No	%	No	%
Less than 5 years	5	41.7	8	24.3	13	7.8
6-10 years	6	50	13	39.5	19	11.4
11-15 years	1	8.3	8	24.2	9	27.2
16-20 years	0	0	3	9.09	3	9.09
21 years and above	0	0	1	3	1	2
Total	12	100	33	100	45	100

According to table 4; 50% of the principals/vice/supervisor have total work experience in leading schools , were in the range of 6-10 years, 8.3% of them served 11-15, 41.7% of them served less than 5 years and none of them served 21 years and above in leading schools. Furthermore, from this table 4, 39.5% of teachers have 6-10 years experience whereas, 24.3% of teachers served less than 5 years, 39.5% of them served 6-10 years, 24.2 % of them served 11-15 years, 9.09 of them worked 16-20 years and the remaining 3 % teachers served 21 years and above. It could be possible to conclude that, the majority of the principals/supervisors/ and teachers experience were below ten years.

On the other side, the interviewees respondents principals, vice principals and supervisors most of them served as school leaders in the range of less than 5 years and 6-10 years. Furthermore, all principals, vice principals and supervisors were selected from teachers and assigned through the direction of MoE (2004). The document says principals, vice principals and supervisors should be appointed on merit base through competition. However, the majority of these leaders did not have training on school leadership.

4.1.3.1.Implementation of Continues Assessment

Table 5: The status to which continues assessment techniques were used by teachers

Group Statistics							
Items	Respondents	N	Mean	G/mean	Std. Dev.	T-Value	P-Value
How often give class work?	Teacher	53	3.60	3.46	0.84	1.068	0.074
	Student	261	3.30				
How often do you ask students oral question?	Teacher	53	3.66	3.01	0.74	11.62	0.02
	Student	261	2.36				
How often do you give assignment to your students?	Teacher	53	3.60	3.80	1.02	-2.58	0.005
	student	261	4.00				
How often do you give project work?	Teacher	53	3.94	3.56	0.89	5.35	0.061
	Student	261	3.23				
How often do you give practical work or laboratory work?	Teacher	53	3.75	3.57	0.62	3.74	0.000
	Student	261	3.40				
How often do you give classroom tests?	Teacher	53	4.09	3.98	0.79	1.92	0.000
	Student	261	3.87				
How often do teachers clarify each assessment tools, instruction its timing, procedure to students?	Teacher	53	3.60	3.45	.85	2.39	0.356
	Student	261	3.30				
How often do teachers observe each of student's activities when they are performing the given task	Teacher	53	3.66	3.01	0.74	3.04	0.000
	Student	261	2.36				
How often do you perform all continuous assessment techniques (home works, class work, assessment...) which are given by your teacher?	Teacher	53	3.60	3.8	3.69	1.38	0.02
	Student	261	4.00				
How often do teachers check your works (home works, class works, assignment…) and give constructive feedback?	Teacher	53	3.94	3.58	0.852	5.353	0.00
	Student	261	3.23				

N=314, significant at alpha level 0.05, Df, 147 for school leaders and Teachers Table value on the df(312)=1.960 at 0.05 and SD= Standard deviation

As it was indicated in the table 5 item1, the computed grand mean (3.46) explained that the respondents were often give class work. However, the computed standard deviation (0.84) indicated that there was a little variability among them. Moreover, the computed t-value at α=0.05, t (312) =1.068 which was less than the critical value of α=0.05, t(312) =1.962. Therefore it can be conclude that there was no statistically significance mean difference between teachers and students on giving class work activities(312)=1.068, $p<0.05$,one tailed.

As it was indicated in the table 5 item2, the computed grand mean (3.01) explained that the respondents were often ask students oral question. However, the computed standard deviation (0.74) indicated that there was a little variability among them. Moreover, the computed t-value at α=0.05, t (312) =11.62 which was much greater than the critical value of α=0.05, t (312) =1.962. Therefore it can be conclude that there was statistically significance mean difference between teachers and students on asking students oral questions (312) =11.62, $p<0.05$, one tailed.

As it was indicated in the table 5 item3, the computed grand mean (3.80) explained that the respondents were often give assignment to their students. However, the computed standard deviation (1.02) indicated that there was a little variability among them. Moreover, the computed t-value at α=0.05, t (312) = -2.578 which was much greater than the critical value of α=0.05, t (312) =1.962. Therefore it can be conclude that there was statistically significance mean difference between teachers and students on giving assignments (312) = -2.578, $p<0.05$, one tailed.

As it was indicated in the table 5 item4, the computed grand mean (3.56) explained that the respondents were often give project work. However, the computed standard deviation (0.89) indicated that there was a little variability among them. Moreover, the computed t-value at α=0.05, t (312) = 5.35 which was much greater than the critical value of α=0.05, t (312) =1.962. Therefore it can be conclude that there was statistically significance mean difference between teachers and students on giving project work (312) = 5.35, $p<0.05$, one tailed.

As it was indicated in the table 5 item5, the computed grand mean (3.57) explained that the respondents were often give practical work or laboratory work. However, the computed standard deviation (0.62) indicated that there was a little variability among them. Moreover,

the computed t-value at α=0.05, t (312) = 3.74 which was much greater than the critical value of α=0.05, t (312) =1.962. Therefore it can be conclude that there was statistically significance mean difference between teachers and students on giving practical work or laboratory work (312) = 3.74, p<0.05, one tailed.

As it was indicated in the table 5 item7, the computed grand mean (3.45) explained that the teachers clarify each assessment tools, instruction its timing, procedure to students. However, the computed standard deviation (0.85) indicated that there was a little variability among them. Moreover, the computed t-value at α=0.05, t (312) = 0.356 which was greater than the critical value of α=0.05, t (312) =1.962. Therefore it can be conclude that there was statistically significance mean difference between teachers and students on clarify each assessment tools, instruction its timing, procedure to students (312) = 0.356, p<0.05, one tailed.

As it was indicated in the table 5 item 8, the computed grand mean (3.01) explained that the teachers observe each of student's activities when they are performing the given task. However, the computed standard deviation (0.74) indicated that there was a little variability among them. Moreover, the computed t-value at α=0.05, t (312) = 11.62 which was much greater than the critical value of α=0.05, t (312) =1.962. Therefore it can be conclude that there was statistically significance mean difference between teachers and students on observing each student's activities when they are performing the given task (312) = 1.92, p<0.05, one tailed.

As it was indicated in the table 5 item9, the computed grand mean (3.8) explained that the respondents were perform all continuous assessment techniques (home works, class work, assessment...). However, the computed standard deviation (3.69) indicated that there was a little variability among them. Moreover, the computed t-value at α=0.05, t(312) =1.38 which was greater than the critical value of α=0.05, t(312) =1.962. Therefore it can be conclude that there was statistically significance mean difference between teachers and students on performing all continuous assessment techniques (home works, class work, assessment…..) which is given by their teachers (312)=1.068, p<0.05,one tailed.

As it was indicated in the table 5 item10, the computed grand mean (3.58) explained that the respondents were often check students works (home works, class works, assignment……) and give constructive feedback. However, the computed standard deviation (0.852) indicated that there was a little variability among them. Moreover, the computed t-value at α=0.05, t (312) =5.35 which was much greater than the critical value of α=0.05, t (312) =1.962. Therefore it can be conclude that there was statistically significance mean difference between teachers and students on checking students' works (home works, class works, assignment…) and give constructive feedback. (312) =11.62, p<0.05, one tailed.

4.1.3.2.Major Activities of school leaders role in Continuous Assessment Tools Administration

Table 6: The extent to which major activities of school leaders role in the continuous assessment tools administration**.**

Item	Respondent	N	Mean	Grand mean	Std. Deviation	t-value	p-Value
How often do you administer the suggested assessment tools on the basis of the schedule	Teacher	53	3.38	3.77	1.042	-2.374	.021
	principal/ supervisor	12	4.17				
How often do you clarifying each assessment tools, instruction its timing, procedure to Stu-dents.	Teacher	53	3.53	3.89	.953	-2.286	.026
	principal/ supervisor	12	4.25				
How often do you observe each of student's activities When they are per-forming the given task?	Teacher	53	3.98	4.2	1.047	-1.312	.194
	principal/ supervisor	12	4.42				

(N.B X=mean, SD= standard deviation, Df= Degree of freedom, T-V= T-value)

From table 6 of item 1, the computed grad mean (3.77) explained that both principal and teachers were administering the suggested assessment tools on the basis of the schedule. the computed standard deviation (1.042) indicated that there is a little variability among them,

more over the computed t-value at 0.05 significance level, t(65)=- 2.374which was less than the critical value of α=0.05, t (65) =1.962 there for it can be concluded that there was no statistical significant mean deference between teacher and principal on administer the suggested assessment tools on the basis of the schedule ,t(65)= -2.374,p<0.05,one tailed.

As described in table 6 of item 2, the computed grad mean (3.89) explained that both principal and teachers were clarifying each assessment tools, instruction its timing, procedure to students, the computed standard deviation (.953) indicated that there is a little variability among them, more over the computed t-value at 0.05 significance level, t(65)=-2.286 which was less than the critical value of α=0.05, t (65) =1.962 there for it can be concluded that there was no statistical significant mean deference between teacher and principal on clarifying each assessment tools, instruction its timing, procedure to Students ,t(65)= --2.286,p<0.05,one tailed.

As shown in term 2 of table 6 the computed grad mean (4.2) explained that both principal and teachers were observe each of student's activities When they are per-forming the given task, the computed standard deviation (1.047) indicated that there is a little variability among them, more over the computed t-value at 0.05 significance level, t(65)=- 1.321 which was less than the critical value of α=0.05, t (65) =1.962 there for it can be concluded that there was no statistical significant mean deference between teacher and principal on observing each of student's activities when they are per-forming the given task ,t(65)= -1.321,p<0.05,one tailed.

Additionally, almost all of the information who participated in the interview expressed that most of the teachers did not administer the suggested continuous assessment tools based on the schedule. The reason was, most of them did not have specified action plan about how and when the assessment would be made. Even, they did not specify assessment tools and time on their daily lesson plans to assess the learning outcome of students in each lesson. Moreover, they described that the activities of each students during assessment tool administration did not observed by their teachers, because most of the teachers did not show interest in observing each student's activities in large class size.

4.1.3.3.The existing practice of School Leaders in performing their Roles in the Continuous Assessment Implementation.

Table 7: the extent to which major activities were performed by School Leaders

NO	Items	Group Statistics							
		Respo.	N	Means	Gra. Mean	Std. Deviation	T-value	D/freedom	P-Value
1	How often do they prepare plan by participating teachers to implement continuous assessment techniques?	Teacher	53	2.68	2.55	0.923	0.89	63	0.38
		principal	12	2.27					
2	How often do they developing time-table for continuous assessment program me?	Teacher	53	2.66	3.7	0.56	-11.59	63	0.00
		principal	12	4.73					
3	How often do they guiding and supervising both the stale and new teachers on the continuous assessment techniques?	teacher	53	2.42	3.3	0.623	-8.64	62	0.00
		principal	11	4.18					
4	How often do you organize subject meetings in your school where teachers plan together and evaluate the assessment result?	teacher	53	2.26	3.26	0.55	-11.24	63	0.00
		principal	12	4.18					
5	How often do they ensuring availability of appropriate materials for continuous assessment?	teacher	53	2.19	3.26	0.57	-11.73	63	0.00
		principal	12	4.27					
6	How often do they ensure that the practices of continuous assessment techniques in your school address to evaluate the learning outcome of students on cognitive, psychomotor and affective areas?	teacher	53	2.06	3.07	0.74	-8.55	63	0.00
		principal	12	4.00					
7	How often do they hold parents meeting to discuss issues related to learners' assessment, progress and discipline?	teacher	53	2.38	3.53	0.708	-10.15	63	0.00
		principal	12	4.64					
8	How often do they hold learner representative council meeting to issues related to learners' assessment, progress and discipline?	teacher	53	2.11	3.14	0.735	-8.75	63	0.00
		principal	12	4.09					

(N=65, significant at alpha level 0.05, Df, 63 for school leaders and Teachers Table value on the df(63)=1.960 at 0.05 and SD= Standard deviation)

As shown in table 7 of item 1, the computed grad mean (2.55) explained that both principals and teachers had played their role in the implementation of continuous assessment method.

Moreover, the computed standard deviation (0.923) indicated that there is a little variability among them, more over the computed t-value at 0.05 significance level, t(65)= 0.89 which was much more than the critical value of α=0.05, t (65) =1.962 there for it can be concluded that there was statistical in significant mean deference between teacher and principal on preparing plan by participating teachers to implement continuous assessment techniques ,t(65)=0.89) ,p<0.05,one tailed

Item 2 of tables 7 predicated that, the computed grad mean (3.7) explained that both principal and teachers were developing time-table for continuous assessment program. Moreover, the computed standard deviation (0.56) indicated that there is a little variability among them, more over the computed t-value at 0.05 significance level, t(65)= -11.59 which was less than the critical value of α=0.05, t (65) =1.962 there for it can be concluded that there was no statistical significant mean deference between teacher and principal on preparing plan by participating teachers to developing time-table for continuous assessment program ,t(65)= -11.59) ,p<0.05,one tailed.

As revealed in table 7 of item 3, the computed grad mean (3.3) explained that both principal and teachers were asked to guiding and supervising both the stale and new teachers on the continuous assessment techniques. Moreover, the computed standard deviation (0.623) indicated that there is a little variability among them, more over the computed t-value at 0.05 significance level, t(65)= -8.64 which was less than the critical value of α=0.05, t (65) =1.962 there for it can be concluded that there was statistical no significant mean deference between teacher and principal on preparing plan by participating teachers to implement continuous assessment techniques ,t(65)= -8.64 ,p<0.05,one tailed

Regarding to item 4 of table 7, indicated that the computed grad mean (3.26) explained that both principal and teachers were asked organize subject meetings in your school where teachers plan together and evaluate the assessment result. Moreover, the computed standard deviation (0.55) indicated that there is a little variability among them, more over the computed t-value at 0.05 significance level, t(65)= -11.24 which was less than the critical value of α=0.05, t (65) =1.962 there for it can be concluded that there was statistical no significant mean deference between teacher and principal on preparing plan by participating teachers to implement continuous assessment techniques ,t(65)= -11.24 ,p<0.05,one tailed

As described on item 5 of table 7, indicated that the computed grad mean (3.26) explained that both principal and teachers were ensuring availability of appropriate materials for continuous assessment. Moreover, the computed standard deviation (0.57) indicated that there is a little variability among them, more over the computed t-value at 0.05 significance level, t(65)= -11.73 which was less than the critical value of α=0.05, t (65) =1.962 there for it can be concluded that there was no statistical significant mean deference between teacher and principal to ensured availability of appropriate materials for continuous assessment, (65)= -11.73 ,p<0.05,one tailed

Regarding to item 6 of table 7, indicated that the computed grad mean (3.07) explained that both principal and teachers were asked their students to ensure that the practices of continuous assessment techniques in your school address to evaluate the learning outcome of students on cognitive, psychomotor and affective areas. Moreover, the computed standard deviation (0.74) indicated that there was a little variability among them, more over the computed t-value at 0.05 significance level, t(65)= -8.55 which was less than the critical value of α=0.05, t (65) =1.962 there for it can be concluded that there was no statistical significant mean deference between teacher and principal to ensured that the practices of continuous assessment techniques in their school address to evaluate the learning outcome of students on cognitive, psychomotor and affective areas ,t(65)= -8.55 ,p<0.05,one tailed.

As indicated in table 7 of item 7, the computed grad mean (3.53) explained that both principal and teachers were hold parents meeting to discuss issues related to learners' assessment, progress and discipline Moreover, the computed standard deviation (0.708) indicated that there was a little variability among them, more over the computed t-value at 0.05 significance level, t(65)= -10.15 which was less than the critical value of α=0.05, t (65) =1.962 there for it can be concluded that there was no statistical significant mean deference between teacher and principal on holding parents meeting to discuss issues related to learners' assessment, progress and discipline ,t(65)= -10.15 ,p<0.05,one tailed

From table 7 of item 8, the computed grad mean (3.14) explained that both principal and teachers were hold learner representative council meeting to issues related to learners' assessment, progress and discipline. the computed standard deviation (0.735) indicated that there is a little variability among them, more over the computed t-value at 0.05 significance

level, t(65)= -8.75 which was less than the critical value of α=0.05, t (65) =1.962 there for it can be concluded that there was no statistical significant mean deference between teacher and principal on holding learner representative council meeting to issues related to learners' assessment, progress and discipline ,t(65)= -8.75 ,p<0.05,one tailed.

In addition to this, the response from interview showed that, the major activities of school leaders in continuous assessment implementation such as: preparation of plan, developing time table, supervising, holding subject meeting, parent involvement and student representative meeting on the implementation of continuous assessment were not known and performed by most of school leaders. All of supervisors explain that, the school principals, vice principals and department heads did not have a defined program for planning, Supervising and to discuss with teachers, parents and students related to continuous assessment implementation.

Also, from school observation, all schools under the study did not have organized documents which showed that, school leader practices on planning, supervising, and parent and student involvement even department heads activities did not evaluated monthly or at the end of semester or year.

4.2. The Role of School Leaders in Continuous Assessment Implementation

School leaders are played major role in the implementation of continuous assessment beginning from planning, budget allocation and so on.

4.2.1. **Perception of the Roles of School Leaders in Continuous Assessment Implementation.**

Table 8: Items related to the role of school Leaders/ Principals/vice principals/Supervisors/in the Implementation of Continuous Assessment in the School.

No	Items	$\bar{X}$	No	%
1.	Providing instructional by overseeing curriculum Planning, Developing and Managing assessment Strategies etc	0.94	12	100
2.	Creation of good school structure that allows teachers To communicate and discuss on the Implementation of Continuous assessment.	0.96	12	100
3.	Creation of positive school climate and culture which Reduce learner's absenteeism and promote learners and Teacher's motivation.	0.93	12	100
4.	Management of parent involvement by encouraging Cooperation, participation, and partnership of parents.	0.88	12	100
5.	Motivation of teachers to implement continuous Assessment, despite the challenges encountered.	0.89	12	100
6.	Monitoring teachers in their practice of continuous Assessment, by conducing school-based supervision in the school.	0.91	12	100
7.	Providing technical support and leadership for the teachers so that they successfully implement con tenuous assessment in the school	0.9	12	100
8.	Resolving and managing conflicts resulting from the implementation of continuous assessment by applying different strategies or techniques of conflict resolution.	0.86	12	100

As shown in table 8. In an attempt to determine the perception of school principals on the implementation of continuous assessment method, they were required to rating on their main roles such as: providing instructional leadership, creation of good school structure and positive school climate, managing of involvement supporting, supervising and managing conflicts.

The role of respondents in table 8, showed that the mean values for the eight aspects of the roles of school leaders on the implementation of continuous assessment methods were above the average mean (mean=3). The indicated that, the department heads appear to have common understanding about their roles on the implementation of continuous assessment method. For instance, as illustrated in table 8, high mean score of items 2,1, 3 and 6 (mean 0.96 ,0.94,0.93 and 0.91respectively, most of the school leaders agreed that creation of good school structure that allows teachers to communicate and discuss on the implementation of continuous assessment as their role. Similarly, they indicated that, providing instructional leadership by overseeing curriculum planning, developing, and managing assessment strategies would be expected from them.

Moreover, they confirmed that creation of positive school climate and culture which reduced learners' absenteeism and promote learners and teachers motivation as one of their role and they verified that, monitoring teachers in their practice of the continuous assessment, by conducting school -based supervision in the school also, as their role for the success of continuous assessment implementation.

Furthermore, as shown in table 8, the mean value 0.9, 0.89, 0.88 and 0.86 of item 7, 5, 4, and 8, respectively were still above average mean value. Therefore, majority of school principals and supervisors agreed that providing technical support, motivation of teachers, and management of parent involvement by encouraging cooperation, participation, and partnership of parents and resolving and managing conflict resulting from the implementation of continuous assessment by applying different strategies or techniques of conflict resolution expected from them.

To addition to this, from the interview held with school principals, vice principals and supervisors, all of them supported that providing instructional leadership creating good school structure and positive school climate, managing parent involvement, motivating and

monitoring, supervising and supporting teachers are the major roles of school leaders for the successful implementation of continuous assessment in the school.

However, one of supervisor said that “most of school leaders inadequately practiced these roles in their school, for example lack of parent involvement, support, monitoring and proper disciplinary measure were huge problems in most of schools. These problems directly affect the implementation of continuous assessment method in the school**.**

4.3. The perception of school leaders on Continuous Assessment Implementation

4.3.1. Perception of school leaders on the benefits of continuous assessment method

The success or failure of any instructional method ultimately depends on the perception, values, skills and ability of implementers. From this point of view, school leaders’ perception about the benefits of continuous assessment method is essential in its application

Table 9: School leaders' perception on the benefits of continuous assessment method

Items	R	No	Men	$\bar{X}$	St.d	T-val	P-Val
Continuous assessment predicts the present Status and progress of every student	Teach	53	3.53				
	Stud	261	4.19	3.86	1.8	-1.896	0.059
Continuous assessment increases student's Motivation to participate actively in teaching and learning process	Teach	53	3.66				
				3.93	1.84	-1.479	0.14
	Stud	261	4.20				
Continuous assessment enables teachers to improve his/her teaching approach and student's assessment practice	Teach	53	3.25				
				3.68	1.01	-5.714	0.000
	Stud	261	4.11				
Continuous assessment improves the way of inter action between teachers and students and students within students?	Teach	53	3.74				
				4.09	0.78	-1.864	0.063
	Stud	261	4.45				
Continuous assessment reduces student's repetition and absent rate	Teach	53	3.36				
				3.64	1.16	-3.386	0.001
	Stud	261	3.93				
Continuous assessment use to provide feedback on students mastery the Contents, performance, interest and attitude	Teach	53	3.57				
				3.76	1.14	-2.182	0.030
	Stud	261	3.94				
Continuous assessment helps teachers to measure the effectiveness of teaching methods, techniques, and learning Materials used by teachers	Teach	53	3.94				
				4.06	1.05	-1.675	0.095
	Stud	261	4.19				
CA helps to identify the learning Diagnosing problems and take remedial measures.	Teach	53	3.58				
				3.85	1.12	-3.563	0.000
	Stud	261	4.12				

N=314, significant at alpha level 0.05, Df, 312 for school leaders and Teachers Table value on the df(312)=1.960 at 0.05 and SD= Standard deviation

On Table 9 of item 1, respondents were asked to rate their degree of agreement on the. Continuous assessment predicts the present status and progress of every student. Both teachers and students agree with mean value 3.53 and 4.19 respectively. In addition to this, the calculated combined mean was 3.86 also implies that both group were agree that continuous assessment predicts the present status and progress of every student.

In addition to the descriptive analysis, the computed t-value at =0.05 was found to be 1.89 which is less than the critical region at α = 0.05 was 1.96. Therefore, it could be concluded that there was no statistically significant mean difference among the group on Continuous assessment predicts the present status and progress of every student, t(312)= -1.89, P > 0.05, two tailed.

In Table 9 of item 2, respondents were asked to rate their degree of agreement on the continuous assessment increases student's motivation to participate actively in teaching and learning process. Both teacher and students agree with mean value of 3.66 and 4.20 respectively. Moreover, the combined mean 3.93 was also implies that both group agree that continuous assessment increases student's motivation to participate actively in teaching and learning process.

Furthermore, the descriptive analysis, the computed t-value at =0.05 was found to be 1.479 which was less than the critical region at α= 0.05 was 1.960. Therefore, it was concluded that there was no statistically significant mean difference among the teachers and students on continuous assessment increases student's motivation to participate actively in teaching and learning process, t(312)= -1.84, P > 0.05, two tailed.

As it can be seen in table 9 of item 3, respondents were asked to rate their degree of agreement on to what extent continuous assessment enables teachers to improve his/her teaching approach and student's assessment practice. Both teacher and students undecided and agree with mean value 3.25 and 4.11 respectively. Moreover, the combined mean was 3.68 also implies that both group agree that continuous assessment enables teachers to improve his/her teaching approach and student's assessment practice.

Furthermore, the computed t-value at $\alpha = 0.05$ was found to be 5.71 which was much greater than the critical value at $\alpha = 0.05$ which was 1.960. Therefore, it was concluded that there was statistically significant mean difference among the group on the rate to which continuous assessment enables teachers to improve his/her teaching approach and student's assessment practice, t (312) = 5.71, P < 0.05, two tailed.

As it can be seen in table 9 of item 4, respondents were asked to rate their degree of agreement on to what extent continuous assessment improves the way of inter action between teachers and students and students within students. Both teacher and students agree with mean value 3.75 and 4.45 respectively. Moreover, the combined mean was 4.09 also implies that both group agree that continuous assessment improves the way of inter action between teachers and students and students within students.

Furthermore, the computed t-value at $\alpha = 0.05$ was found to be1.864 which was less than the critical value at $\alpha = 0.05$ which was 1.960. Therefore, it was concluded that there was no statistically significant mean difference among the group on the rate to which continuous assessment improves the way of inter action between teachers and students and students within students, t (312) = -1.864, P >0.05, two tailed

As it can be seen in table 9 of item 5, respondents were asked to rate their degree of agreement on to what extent continuous assessment reduces student's repetition and absent rate. Both teacher and students undecided with mean value 3.36 and 3.93 respectively. Moreover, the combined mean was 3.64 also implies that both group agree that continuous assessment reduces student's repetition and absent rate

Furthermore, the computed t-value at = 0.05 was found to be 3.38 which was greater than the critical value at = 0.05 which was 1.960. Therefore, it was concluded that there was statistically significant mean difference among the group on the rate to which continuous assessment reduces student's repetition and absent rate, t (312) = -3.386, P < 0.05, two tailed.

As it can be seen in table 9 of item 6, respondents were asked to rate their degree of agreement on to continuous assessment use to provide feedback on students mastery the contents, performance, interest and attitude. Both teacher and students agree with mean value 3.75 and 3.94 respectively. Moreover, the combined mean was 3.76 also implies that both group agree that continuous

assessment use to provide feedback on students mastery the contents, performance, interest and attitude.

Furthermore, the computed t-value at ⍺ = 0.05 was found to be 2.182 which was greater than the critical value at α = 0.05 which was 1.960. Therefore, it was concluded that there was statistically significant mean difference among the group on the rate to which continuous assessment use to provide feedback on students mastery the contents, performance, interest and attitude, t (312) = -2.182, P >0.05, two tailed.

As it can be seen in table 9 of item 7, respondents were asked to rate their degree of agreement on to continuous assessment helps teachers to measure the effectiveness of teaching methods, techniques, and learning materials used by teachers. Both teacher and students agree with mean value 3.94 and 4.19 respectively. Moreover, the combined mean was 4.06 also implies that both group agree that continuous assessment helps teachers to measure the effectiveness of teaching methods, techniques, and learning materials used by teachers.

Furthermore, the computed t-value at = 0.05 was found to be 1.675 which was less than the critical value at = 0.05 which was 1.960. Therefore, it was concluded that there was no statistically significant mean difference among the group on the rate to which continuous assessment helps teachers to measure the effectiveness of teaching methods, techniques, and learning materials used by teachers, t (312) = -2.182, P < 0.05, two tailed.

As it can be seen in table 9 of item 8, respondents were asked to rate their degree of agreement on to continuous assessment helps to identify the learning diagnosing problems and take remedial measures. Both teacher and students agree with mean value 3.58 and 4.12 respectively. Moreover, the combined mean was 3.85 also implies that both group agree that CA helps to identify the learning diagnosing problems and take remedial measures.

Furthermore, the computed t-value at = 0.05 was found to be 3.563 which was much greater than the critical value at = 0.05 which was 1.960. Therefore, it was concluded that there was statistically significant mean difference among the group on the rate to which CA helps to identify the learning diagnosing problems and take remedial measures, t (312) = -2.182, P < 0.05, two tailed.

1.3. Major Challenges in Continuous Assessment Implementation

4.4.1. **Training related Factors.**

Table 10: Items related to the role of school Leaders/ Principals/vice principals/Supervisors/in the Implementation of Continuous Assessment in the School.

Items	respondents	N	Mean	Std. Deviation	Std. Error Mean
Teachers were not well Training at University in regular or summer program on continuous assessment implementation strategies	teacher	53	3.06	1.365	.187
Continuous assessment methods are not integrated in CPD plan to improve the practice of students learning outcome assessment.	teacher	53	3.02	1.337	.184
Workshops, Seminars, Training, Experience sharing were not arranged at school to improve continuous assessment practice.	teacher	53	3.53	.953	.131
Other stakeholders like University, NGO etc do not give short term training for teachers and school leaders to improve continuous assessment practice.	teacher	53	2.3396	1.22386	.16811
Adequate budget was not allocated for the implementation of continuous assessment.	teacher	53	2.0189	1.04680	.14379
Continuous assessment guide books, assessment formats, report cards are not available in the school.	teacher	53	2.1887	1.12757	.15488
Teaches have no access to use computers, internet and library to improve their practice.	teacher	53	2.6226	1.30423	.17915

(*N.B 5 =strongly Agree, 4=Agree, 3=14 undecided, 2=Disagree, 1= strongly disagree, X= Mean)*

As shown in table 10 item 1, teachers were asked to reflect their opinions on the challenges in continuous assessment implementation which related to training. Item 1 of this table indicated that, the mean (3.06) with standard deviation (1.365) explained that the respondents were not well trained at University in regular or summer program on the continuous assessment implementation strategy.

From table 10 of item 2, the computed mean value (3.02) with standard deviation (1.337) indicated that teachers were explained Continuous assessment methods are not integrated in CPD plan to improve the practice of students learning outcome assessment but the respondents where un able to decide either or not CA are integrated with CPD.

In table 10 of item 3, the computed mean value (3.53) with standard deviation (0.953) indicated that teachers were explained Workshops, Seminars, Training, Experience sharing were not arranged at school to improve continuous assessment practice. But the respondents where agree the Workshop, seminars and experience sharing is not arranged for the teacher.

As shown in table 10 item 4, other stakeholders like University and NGO do not give short term training for teachers and school leaders to improve continuous assessment practice. Item 4 of this table indicated that, the mean (2.339) with standard deviation (1.234) explained that the respondents were disagreeing on training given by University and NGO for stockholders.

In addition to this, the interview (school principals, vice principals and supervisors) explained that, one of the major challenges to implement continuous assessment was related to lack of sufficient training at University, most of the principals and supervisors explained that teachers lack basic knowledge and skill how to manage and implement the continuous assessment method. Due to this, most of teachers focused only on test, mid and final examination assessment techniques to measure students learning outcome at the end of the unit or semester. Moreover, the school principals indicated that, some of teachers have been thought students without having training on pedagogy course. They were graduated with applied at different subjects.

As shown in table10 item 5, adequate budget was not allocated for the implementation of continuous assessment. Item 5 of this table indicated that, the mean (2.018) with standard

deviation (1.046) the respondents explain that there were not adequate budget allocated for the implementation of continuous assessment.

In table 10 of item 6, the computed mean value (2.188) with standard deviation (1.127) indicated that continuous assessment guide books, assessment formats; report cards are not available in the school. But the respondents where agree that Continuous assessment guide books, assessment formats, report cards are not available in the school.

As shown in table 10 item 7, teachers have no access to use computers, internet and library to improve their practice. Item 7 of this table indicated that, the mean (2.622) with standard deviation (1.304) explained that the respondents were not having access to use computers, internet and library to improve their practice.

5. SUMMARY, CONCOLUCIONS AND RECOMMENDATION

In the previous chapter, analysis and interpretation of the data was made based on the information obtained through questionnaire distributed amongst teachers, school principal & students and an interview conducted additionally with supervisor and school principal. Based on the analysis and interpretation; presentation of summery, conclusion and recommendations of the study were made as follows.

5.1. Summary

The main purpose of this study was to investigate the practice of continuous assessment in government secondary schools of West Wolloga Zone, Oromia regional state. In order to meet this purpose basic research question related to the role of School Leaders in the Implementation of Continuous Assessment by Teachers in Secondary Schools under the study were raised.

The study method employed was descriptive survey method which was supplemented by qualitative research to enrich data and it was conducted in randomly selected 4 government secondary schools of West Wolloga Zone, Oromia regional state. Then 53 teachers were selected using random sampling and 261 students were selected using quota sampling. Moreover, 4 school principals, 4 Vice principals and 4 supervisors were all included in the study.

The information was mainly gathered from teachers, school principals, vice principals, supervisors and students through questionnaires. Accordingly 53 teachers, 4 school principals, 4 vice principals, 4 supervisors and 261 students returned the questionnaires. Additionally, interview was conducted with 4 school principals, 4 vice principals and 4 supervisors to extract more information which need clarification. Also, in each school documents which relate to CA implementation were observed.

The data were collected from respondents through questionnaire, were analyzed and interpreted using difference statistical tools such as: frequency, percentage and mean. Consequently the data gathered through close ended questionnaires. The mean of the five rating scale which related to aspects of the role of school leaders in the Implementation of

Continuous assessment in closed questionnaire was 3.0. Mean scores of 3.0 and above formed basis for the acceptance of the results. Hence, based on the analysis made the majority finding were summarized as follows.

- Most of teachers and students showed common understanding on the role of school leaders in the implementation of continuous assessment.
- Most teachers had been evaluated only the cognitive aspects of learning but they did not evaluate students in affective and psychomotor domains.
- Teachers mostly used few CA assessment techniques like, oral questions, class work, home work and test. However, they did not check and give constructive feedback to students and other CA techniques such as: assignments, project works and practical/ demonstration did not use to measure the learning outcome of students.
- The majority of teachers and other stack holders like principal, supervisor and students did not have training related to factors.
- The majority of teachers did not perform the major activities, while implementing CA such as: preparing CA plan, making assessment schedule, specifying content to be covered in CA, developing table of specification in test construction, considering the reliability and validity of instrument, observing each students activities, marking or grading student's activities, recording and reporting CA results.
- Majority of the school leaders showed positive perception on the roles of school leaders in the implementation of continuous assessment such as: providing instructional leadership, creation of good school structure and positive school climate, managing of parents involvement supporting, supervising and managing conflicts.
- However, most of school leaders did not play their roles in the implementation of CA, for instance , school leaders did not perform major activities like, preparing CA implementation plan at school level, developing timetable, guiding and supervising teachers work, organizing subject meeting, providing appropriate materials, ensuring the assessment practice including all learning domains (cognitive, affective and psychomotor) and holding parents and representative meeting on CA implementation.

The result of the study also showed that the following were major Roles of school leaders in the CA implementation at the government secondary schools.

School leaders were lacked basic knowledge and skills of how to manage and implement CA method.

- School leaders have lack of training at University and on work place.
- Absence of strategic plan at school to implement CA method.
- In adequate budget allocation for CA implementation.
- Lack of uniform guiding strategies on CA implementation.
- Lack of regular supervision on the practice of CA by school leaders.

5.2. Conclusions

The successful implementation of CA has the prospects of helping to improve and learning process by providing feedback on students' mastery the contents, performance, interest and attitude. However, the existing assessment practice of government secondary schools more focused on summative assessment especially mid and final examination. Hence, student's promotion from one level to other decision was made only on summative assessment results. Therefore, the study notes that the students learning outcome at schooling time did not continuously assessed in government secondary schools under the study. School leaders showed common perception on their roles in providing instructional leadership, creating good school structure and positive school environment CA effectively in their school. However, the study predicted that most of school leaders did not play their roles to implement CA in their school.

As a result of the study indicated there were some problems regarding the role of school leaders in the implementation of CA at government secondary school, these problems include: lack of well trained teachers and leaders, school leaders lacked basic knowledge and skills of how to manage and implement CA in their school, lacked of uniform guiding strategy on CA, insufficient budget and non provision of the relevant equipment among other.

5.3. Recommendation

Based on the findings of the study, the following suggestions are recommended:

- MoE/OREB should facilitate summer training program for school leaders as they support their teachers to implement continuous assessment regarding their subject area.
- To make teachers professionally competent and to improve the practice of CA, should give priority to integrate CA method in teacher's continuous professional development plan which is prepared at school level.
- At University level special attention should be given to school principals training, related to students learning outcomes assessment strategy because, most of school leaders predicts that they did not have enough training in university related to continuous assessment method implementation at school level.
- General continuous assessment guideline for each subject should be prepared for teachers because: it could help them to further develop basic knowledge and skills on continuous assessment implementation. At government secondary schools serious consideration should be given to the assessment of students learning outcome in cognitive, affective and psychomotor domain by integrating CA methods as one strategy in addition to summative assessment method. Moreover, student's final promotion decision from one level to the next level should incorporate the result of continuous assessment methods.
- Furthermore, Woreda education office should give special attention to student's assessment providing necessary materials, allocation of budget and supervising the assessment practice in secondary school.

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7. APPENDICES

APPENDIX 1

HARAMAYA UNIVERSITY

SCHOOL OF GRADUTE STUDIES

COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire filled by Students

Introduction

Dear respondents! The objective of this Questionnaire is to collect information about the implementation of continuous assessment in your school. Please be objective and complete in your answers.

Thank you in advance for your cooperation!

Note: No need of writing your name. Please reply to questions as per the instruction given for each part either by putting **'X'** or short responses as required.

General Information

Direction: Please, select the choice that reflects your opinion and replay by putting '**X'** or write your response where necessary.

Name of the school_____

Sex: A. Female ☐ B. Male ☐

Age: A. less than 15 years ☐ B, 16-17 years ☐ C 18 years and above ☐

Grade : A. Grade 9 ☐ B. Grade 10 ☐

I. Items Related to the benefits of Implementing Continuous Assessment at Secondary School.

What is your opinion on the benefits of implementing continuous assessment at secondary schools? Please tick **"X"** mark using the 5-scale rating scale below.

(N.B. 5=strongly agree, 4=Agree, 3=Undecided,2=Disagree,1=strongly Disagree)

No	Items	respondent	1	2	3	4	5
1	Continuous Assessment predicts the present status and progress of every students rather than mid and final examination	teacher	5	8	32	4	3
		Student	18	80	131	20	12
2	Continuous assessment increases student's motivation to participate actively in teaching and learning process	teacher	7	5	5	6	30
		Student	12	14	16	91	128
3	Continuous assessment provides feedback on student's mastery the contents, performance, interest and attitude.	teacher	3	5	9	12	24
		Student	8	4	29	74	146
4	Continuous assessment improves the way of interaction between teacher and students and within students.	teacher	3	4	6	14	26
		Student	10	13	37	93	108
5	Continuous assessment reduces student's repetition and absent rate	teacher	3	5	9	12	24
		Student	5	8	43	91	114
6	Continuous assessment helps to measure the effectiveness of teaching methods, techniques, and learning materials used by rate	teacher	24	9	5	12	3
		Student	29	146	74	8	4
7	Continuous assessment helps to measure the effectiveness of teaching methods, techniques, and learning materials used by rate	teacher	8	28	3	2	12
		Student	29	50	102	62	18

II. **Items related to the Implementation of Continuous Assessment Techniques and activities.**

The following continuous assessment techniques and activities are listed. How often these techniques and activities implemented in your school? Please mark **"X"** in the space provide according to its implementation

(N.B 5= Always, 4=Often, 3=Sometimes, 2= rarely 1=Not at all).

No	Items	Respondents	No	1	2	3	4	5
1	How often do teachers give class work?	Teachers	53	4	8	21	14	6
		Students	261	26	31	74	30	130
2	How often do teachers give homework?	Teachers	53	4	7	16	20	6
		Students	261	0	16	6	112	127
3	How often do teachers give assignment to your students?	Teachers	53	0	6	10	13	16
		Students	261	0	17	70	80	94
4	How often do teachers give project work?	Teachers	53	6	14	20	9	4
		Students	261	9	0	3	125	124
5	How often do teachers give practical work or laboratory work?	Teachers	53	6	16	17	6	4
		Students	261	0	0	25	44	192
6	How often do teachers give classroom tests?	Teachers	53	4	9	9	13	18
		Students	261	0	0	10	100	151
7	How often do teachers clarify each assessment tools, instruction its timing, procedure to students?	Teachers	53	3	4	32	8	5
		Students	261	12	20	131	80	18
8	How often do teachers observe each of student's activities when they are performing the given task	Teachers	53	5	6	30	5	7
		Students	261	14	12	128	91	16
9	How often do you perform all continuous assessment techniques (home works, class work, assessment...) which are given by your teacher?	Teachers	53	3	5	12	24	9
		Students	261	8	4	29	146	74
10	How often do teachers check your works (home works, class works, assignment……) and give constructive feedback?	Teachers	53	2	3	8	12	28
		Students	261	5	8	43	114	91

III. Non- Structured Questionnaire

1. What are your suggestions and recommendations to improve the implementation of continuous assessment in your schools

APPENDIX 2

Haramaya University

School of Graduate Studies

College of Education and Behavioral Sciences

Department of Educational Planning and Management

Questionnaire Filled by Teachers

Introduction

Dear respondents! The main purpose of this questionnaire is to collect relevant information about the role of school leaders in the implementation of continuous assessment in your school and suggest possible recommendations based on the findings. So your sincere cooperation in answering each question is highly important. Individual data will be kept confidential.

Thank you in advance for your cooperation!

Note: No in advance for your name. Please give responses to the questions as the instruction given for each part, either by putting '**X'** or short responses as required.

General Information

Direction: Please, select the appropriate answer and **tick X** in the box or write your response where necessary.

Name of school----------

Sex: A. Male ☐ B. Female ☐

Academic qualification: A. Diploma ☐ B. Degree ☐ C. MA ☐

Year of experiences in teaching the subject

Less than 5 year ☐ B. 6-10 years ☐ C. 11-15 years ☐

D. 16-20 years ☐ E. 21 years and above ☐

5. How many periods do you teach per week?

A. 0-10 periods ☐ B. 11-15 periods ☐ C. 16-20 period ☐

D. 21-25 periods ☐

I. Items Related to the practice of Continuous assessment Implementation

The following are the major activities performed by teachers in order to implement continuous assessment. How often do you implement these activities? Please **marks "X"** in the space provide.

(N.B 5= Always, 4=Often, 3=Sometimes,2= rare,1=Not at all).

No.	Items	1	2	3	4	5
1	Providing instructional by overseeing curriculum Planning, Developing and Managing assessment Strategies etc					
2	Creation of good school structure that allows teachers To communicate and discuss on the Implementation of Continuous assessment.					
3	Creation of positive school climate and culture which Reduce learner's absenteeism and promote learners and Teacher's motivation.					
4	Management of parent involvement by encouraging Cooperation, participation, and partnership of parents.					
5	Motivation of teachers to implement continuous Assessment, despite the challenges encountered.					
6	Monitoring teachers in their practice of continuous Assessment, by conducing school-based supervision in the school.					
7	Providing technical support and leadership for the teachers so that they successfully implement con tenuous assessment in the school					
8	Resolving and managing conflicts resulting from the implementation of continuous assessment by applying different strategies or techniques of conflict resolution.					

II. Items Related to implementation of Continuous Assessment Techniques.

The following continuous assessment techniques are listed. How often do you implement it? Please **mark X** in the space provide according to your practice

(N.B 5= Always, 4=Often, 3= Sometimes, 2= rarely, 1=Not at all)

III. Items Related to the Activities of School Leaders/Department heads in the Implementation of Continuous Assessment

The following are the major activities performed by School Leaders in order to implement continuous assessment. How often do they implement these activities? Please **mark X** in the space provide according to your practice of the activities

(N.B 5=Always, 4=Often, 3= Sometimes, 2= rarely, 1= Not at all)

No	Items	1	2	3	4	5
1	Teachers were not well Training at University in regular or summer program on continuous assessment implementation strategies					
2	Continuous assessment methods are not integrated in CPD plan to improve the practice of students learning outcome assessment.					
3	Workshops, Seminars, Training, Experience sharing were not arranged at school to improve continuous assessment practice.					
4	Other stakeholders like University, NGO etc do not give short term training for teachers and school leaders to improve continuous assessment practice.					
5	Adequate budget was not allocated for the implementation of continuous assessment.					
6	Continuous assessment guide books, assessment formats, report cards are not available in the school.					
7	Teaches have no access to use computers, internet and library to improve their practice.					
8	Teachers were not well Training at University in regular or summer program on continuous assessment implementation strategies					

IV. Views on Major Challenges on Implementation of Continuous Assessment.

The following could be challenges that affect the implementation of continuous assessments. Please provide appropriate response by using tick **mark "X"** to the corresponding items

(N.B 5= Strongly Agree,4= Agree, 3=Undecided,2=Disagree, 1=Strongly Disagree)

No	Items	1	2	3	4	5
	Related to Training.					
1	Teachers were not well trained in student's assessment at University in regular or summer training.					
2	Continuous assessment methods are not integrated in CPD plan to improve the practice of students learning outcome assessment.					
3	Workshops, Seminars, Training, Experience sharing were not arranged at school to improve continuous assessment practice.					
4	Other stakeholders like University, NGO etc do not give short term training for teachers and school leaders to improve continuous assessment practice.					
	Availability of Educational Resources					
5	Adequate budget was not allocated for the implementation of continuous assessment.					
6	Continuous assessment guide books, assessment formats, report cards are not available in the school.					
7	Teaches have no access to use computers, internet and library to improve their practice.					

V. Non-Structured (open ended) Questionnaire to Teachers.

Direction: - **Answer the following questions.**

1. What challenges and problems are in your school that hinders the implementation of continuous assessment?
2. What solutions do you suggest to the problems you have mentioned above (if any)?
3. In your opinion, how will you address challenges and problems obstruct the implementation of continuous assessment in your school?
4. How do you give frequent feedback to your students' performance?
5. How do you feel about students' involvement in self and peer assessment?

APPENDIX 3

Observation Checklist regarding the different techniques of CA

Teacher:_____ Class:_____ Subject:_____

No.	CA Techniques	Yes	No
1	Assignment		
2	Group work		
3	Individual work		
4	Oral Question		
5	Test		
6	Quizzes		
7	Attendance		
8	Home work		
9	Pair work		
10	Class work		
11	Interview		
12	Project work		
13	Peer assessment		
14	Port folio		
15	Feed back		
16	Record keeping		
17	Group assessment		
18	Individual assessment		

Rmark_____

_____

Observer:_____ Date:_____

APPENDIX 4

Haramaya University

School of Graduate Studies

College of Education and Behavioral Sciences

Department of Educational Planning and Management

Sample Questions Distributed to Principals /Vice Principals and Supervisor.

Introduction:- Dear respondents! The main purpose of this questionnaire is to collect relevant information about the existing practice of implementation of continuous assessment in your school. Identifying major challenges that encounter while using continuous assessment and suggest possible recommendations based on the findings. So your sincere cooperation in answering each question is highly important. Individual data will be kept confidential.

Thank you in advance for cooperation!

Note: No need of writing your name. Please give your responses to the questions as the instruction given for each part, either by **putting "X**" or short responses as required.

General information

Direction: Please, select the appropriate answer and **tick X** in the box or write your response where necessary.

Name of School_____

Sex A. Male ☐ B. Female ☐

Academic qualification A. Diploma ☐ B. Degree ☐ C. MA ☐

Year of experience in school principal/supervision

Less than 5 years ☐ B. 6-10 years ☐ C. 11-15 years ☐

D. 16-20 years ☐ E. 21 years and above ☐

Do you have training on school management/leader/supervision/

A. Yes ☐ B. No ☐

I. Items Related to the Activities of School Leaders/Department heads in the Implementation of Continuous Assessment

The following are the major activities performed by School Leaders in order to implement continuous assessment. How often do they implement these activities? Please **mark ''X''** in the space provide according to your practice of the activities

(N.B 5=Always, 4=Often, 3= Sometimes, 2= rarely, 1= Not at all)

No	Items	1	2	3	4	5
1	How often do they prepare plan by participating teachers to implement continuous assessment techniques?					
2	How often do they developing time-table for continuous assessment program me?					
3	How often do they guiding and supervising both the stale and new teachers on the continuous assessment techniques?					
4	How often do you organize subject meetings in your school where teachers plan together and evaluate the assessment result?					
5	How often do they ensuring availability of appropriate materials for continuous assessment?					
6	How often do they ensure that the practices of continuous assessment techniques in your school address to evaluate the learning outcome of students on cognitive, psychomotor and affective areas?					
7	How often do they hold parents meeting to discuss issues related to learners' assessment, progress and discipline?					
8	How often do they hold learner representative council meeting to issues related to learners' assessment, progress and discipline?					

II. Items Related to the Roles of school Leaders/Principals/ in the Implementation of continuous assessment in the school.

Please **tick "X"** mark using the 5-scale rating scales below.

(N.B. 5 =Strongly Agree,4=Agree,3=Undecided,2=Disagree, 1=Strongly Disagree)

No	Items	1	2	3	4	5
1	Providing instructional leaderships by overseeing curriculum planning, developing and managing assessment strategies, etc.					
2	Creations of good school structure that allows teachers to communicate and discuss on the implementation of continuous assessment.					
3	Creation of positive climate and culture which reduce learners' absenteeism and promotion learners and teachers motivation					
4	Management of parent involvement by encouraging cooperation, participation, and partnership of parents.					
5	Motivation of teachers to implement continuous assessment despite the challenges encountered.					
6	Monitoring teachers in their practice of continuous assessment, by conducting school-based supervision in school.					
7	Providing technical support and leadership for the teachers so that they successfully implement continuous assessment in the school.					
8	Resolving and managing conflicts resulting from the implementation of continuous assessment by applying different strategies or techniques of conflict resolution.					

APPENDIX.5

Haramaya University

School of Graduate Studies

Colleges of Education and Behavioral Sciences

Department of Educational Planning and Management

Sample Interview and Checklist

I. Interview for School Principals, Vice Principals and Supervisors.

Dear respondents! The main purpose of this questionnaire is to collect relevant information about the existing practice of continuous assessment implementation in your school, identifying major challenges that encounter while using continuous assessment and suggest possible recommendations based on the findings. So your sincere cooperation in answering each question is highly important. Individual data will be kept confidential.

Thank you in advance for your cooperation!

Name of the school ----------

Years of service on the position----------

Educational qualification----------

Sex----------

1. What is the existing practice of implementation of continuous assessment to evaluate the learning outcome of students in your school?
2. What do you think the role of school leaders in continuous assessment implementation?
3. How you support and encourage teachers to implement continuous assessment in your school?
4. What challenges are you or your teachers encountering in the implementation of continuous assessment?
5. In your opinion how will you address challenges and problems that hinder the implementation of continuous assessment in your school?

II. Observation checklist and additional points in interview

Name of school ----------

At average what is the number of students?

Grad 9 ---------- Grade 10----------

1. Is there continuous assessment plan in the annual plan of the school

2. Are there available educational resources that used to implementation continuous assessment?
   a. Teachers guide books
   b. Stationeries
   c. Recording format
   d. Reporting format
   e. Access of computer
   f. Reference book for teachers
3. What types of continuous assessment techniques are implementing in the school?
4. Is the students mark result record book including continuous assessment techniques?
5. What kinds of assessment methods used at the end of the semester to decide students' promotion/ level of students' achievement?
   a. Only summative (mid and final examination)
   b. Only formative assessment
   c. Both summative and formative assessment methods
6. Is there program in the school to discuss with student's family about students mark results?
7. Is continuous assessment plan integrated in TDP?