

**OPPORTUNITIES AND CHALLENGES IN IMPLEMENTING
CONTINUOUS ASSESSMENT IN GOVERNMENT SECONDARY
SCHOOLS IN HARARI REGIONAL STATE**

MA THESIS

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Haramaya University, Haramaya

**OPPORTUNITIES AND CHALLENGES IN IMPLEMENTING
CONTINUOUS ASSESSMENT IN GOVERNMENT SECONDARY
SCHOOLS IN HARARI REGIONAL STATE**

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Management Postgraduate Program Directorate for Partial Fulfillment
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Leadership**

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ACRONYMS AND ABBREVIATIONS

CA	Continuous Assessment
CPD	Continuous Professional Development
DHs	Department Heads
EFA	Education for All
ETP	Education and Training Policy
EQUIP	Educational Quality Improvement Program
ESDP	Education Sector Development Program
ETS	Education Testing Service
FCA	Formative Continuous Assessment
HREB	Harari Regional Education Bureau
ICDR	Institute for Curriculum Development and Research
IEQ	Improving Educational Quality
MoE	Ministry of Education
MoSHE	Ministry of Science and Higher Education
NOE	National Organization for Examination
SCA	Summative Continuous Assessment
UNESCO	United Nation Educational Scientific and Cultural Organization
WB	World Bank

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Opportunities and Challenges in Implementing Continuous Assessment In Government Secondary Schools in Harari Regional State

Hailegiwrgis Megersa
ABSTRACT

The purpose of this study was to investigate the opportunities and challenges in implementing continuous assessment in some selected government secondary schools of Harari regional state. In order to address this purpose, basic research questions related to the existing practice of continuous assessment implementation, opportunities and challenges in implementing continuous assessment in the schools under study were raised. For this study, descriptive survey design was employed; both quantitative and qualitative data were gathered through questionnaires, interviews and documents review. Among the seven government secondary schools found in the region, four schools was taken as a sample purposively because of validity, accessibility and geographical proximity. Totally, 556 respondents consisting of 136 teachers and 368 students by using systematic random sampling, 4 schools principals, 7 vice- principals, 36 department heads and 4 regional education bureau supervisors and one assessment expert by availability sampling were selected as a sample for the study. The collected data were analyzed using frequencies, percentages, mean and t-test. This study showed that: there was a room for students to engage in learning and teaching process and also some items of continuous assessment implemented in secondary schools. Secondary schools teachers have limited in knowledge and skill using different sources in implementing continuous assessment. Teacher education curriculum and courses couldn't gave adequate attention in measurement and evaluation course. There were gaps in monitoring and evaluation of the implementation of continuous assessment. It also showed that the current practise of continuous assessment implementation in secondary schools was partially good. Secondary schools were not conducive in order to implement CA. All stockholders were not play their role as per their expectation. Both the federal and regional governments considered implementation of continuous assessment as a priority agenda in teaching learning process. The findings have implication for practise, curriculum pre-service teacher training, appraisal system, marking portfolio, coaching strategy, school-university linkage, experience sharing forum, budget and capacity building program by MoE, MoSHE, HREB and Schools.

1. INTROUDCTION

This chapter consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study and operational definition of terms.

1.1. Background of the Study

Education is a key that open the door of development and lock entry of backwardness. In education, assessment and related issues are the integral part of teaching and learning. Assessment and evaluation are key components of teaching and education and also serve to enhance student education and to improve teacher instruction (Kumari & Srivastava, 2005). In addition, through assessment, teachers are constantly receiving feedback from students (Murphy, 2009). In this, assessment has vested in the core value of education that confirms the effectiveness of the education in one side and as a tool for diagnosis student learning ability in other side.

In the world of educational history, the concept of assessment and evaluation are the interrelated concept that most of the people used as the same concept. In this concern, Kumar (2005) stated evaluation as the process of delineating, obtaining and providing useful information for judging decision alternatively. In other side, Kumari & Srivastava (2005) stated assessment as a major component of classroom research involving student and teachers in the continuous monitoring of students. The same author define assessment in terms of the function that provides information for both teachers and students about the progress of that students, so that corrective action may be taken to help achieve the desire learning outcome.

In different literature, assessment and related issues are also reflected with slight similarity to evaluation. However, assessment and evaluation are two different concepts in education. Some think of these two terms as part and parcel of each other. Continuous assessment is the ongoing and is based on observation of what students are doing. Examination, however, is one way of assessing learners but they are only a snapshot of the learner as different from continuous assessment is like having many snapshots of the learner (IEQ, 2003). From these, it can be conclude that assessment is beyond evaluations that determine the core value of student learning.

Nowadays, issues of assessment have been incorporated in many countries' educational policy. Currently, many African countries have given special focus for assessment in their education system. Though some countries in Africa face a severe shortage of qualified and experienced teachers that practice assessment as aligned with curriculum and learning, they started to incorporate continuous assessment in their education system (UNESCO, 2017).

In the case of the federal democratic Republic of Ethiopia, the educational and training policy clearly indicate continuous assessment is the right mode of assessment at all levels. In education and training policy, continuous assessment indicates as a policy issue in academic and practical subjects including aptitude test will be conducted to ascertain the formation of all-round profile of students at all level (MoE, 1994).

The Ethiopian government has started from the education and training policy clearly indicate that the effort of implementing continuous assessment in different level of education. In this aspect, the Federal Ministry of Education has prepared teacher hand books on continuous assessment for primary and secondary schools. Based on this, secondary school continuous assessment guideline NOE (2003) was developed in order to implement continuous assessment in class room level. The guideline indicate that assessment is an integral component of the very root of teaching itself. Teacher Handbook on Formative Continuous Assessment (MoE, 2012) on the other hand stated that the importance of the alignment of assessment with learning as well.

Accordingly, many studies have been conducted on continuous assessment at school level. In the context of Africa, Veronica & Michael (2015) conduct a research on teachers' perception and implementation of continuous assessment practice in secondary Ekiti-state, Nigeria. The findings of the study show that majority of teachers in secondary schools do not understand the concept of continuous assessment beyond test, and teachers based continuous assessment on the cognitive aspect to neglect other domain of educational level. In addition, Safarath & Kingtin (2014) in their study of the implication of school based continuous assessment in Tanzania ordinary secondary schools and its implications on the quality of education indicates that school based continuous assessment is not properly done as is currently challenged by a number of serious problems such as lack of teacher integrity, lack of uniformity in both assessment tools and procedures for continuous assessment recording and reporting.

In the case of Ethiopia, Shumet & Agonafer (2015) were conducted a research on the challenges of implementing continuous assessment in physical education in some selected secondary schools in Metekel zone of Benshangul -Gumuz regional state .The major findings were implementation of continuous assessment in physical education in the sample school have not fully practiced. The major challenges that hinder to implement continuous assessment are attitudinal problem towards continuous assessment in the subject matter, time constraint, large class size and shortage of instructional material to overcome. Berihu (2016) stated large class size, shortage of time and low readiness of students are the main factors that impeded teachers to implement continuous assessment.

In the light of this fact, the researcher of this study assessed the opportunities and challenges in implementing continuous assessment in some government secondary schools of Harari regional state.

1.2. Statement of the Study

Assessment as an instrument in the teaching and learning process has paramount contribution strengthening the education system as per the intended outcome. In educational system, the notion of assessment explicitly and repeatedly stated by many scholars in different countries of the world. In this spectrum, MoE (2012) stated assessment as a process to collect information about students that you use to make educational decisions about them. In the same manner, continuous assessment defined as the frequent assessment for the purpose of deciding how well student are achieving the learning outcomes and what you and they might do to improve their learning (MoE, 2012). In addition, IEQ (2003) stated the usage of continuous assessment for teachers can adapt his or her instruction to the need of all the learners so all of them will have the chance to learn and succeed.

According to the current education system of the country, the issue of continuous assessment has indicated and elaborated in the policy as the method of educational assessment. In this aspect, (MoE, 1994) clearly stated that continuous assessment has always been part of the educational under taking of Ethiopian schools as a mode of assessment in all level of education. Based on the education policy, the government of Ethiopia has tried to address the issues of continuous assessment in its educational sector

development program so as to create conducive environment for the better implementation of continuous assessment in all schools of the country.

Although the policy of the country adheres the implementation of CA at all educational levels, there seems to be problems of implementation related to various factors. .This may be due to various reasons like large class size, lack of commitment, tight schedule, broad course content, attitude of teachers towards CA, absence of good practice to benchmark, absence of CA clear guidelines , pupil absenteeism , inadequate teaching and learning resources (Abera,2012).In the same instance ,Azeb (2013) indicates in her thesis that it is the challenges of implementing continuous assessment in some selected high school, there were very weak document handling and poor recordkeeping of learner continuous assessment achievement. In addition, the finding of the study also indicates that there were weak follow-up support and feedback system on the implementation of continuous assessment.

In addition, Takela (2012) the study entitled challenges and prospect of continuous assessment in secondary schools of Oromia special Zone explicitly indicate most of the teachers had incomplete understanding about continuous assessment, in that they are concentrated on summative components of assessment. Apart from this, the findings of the study also indicate most of the teachers considered continuous assessment as a tiresome and more time consuming. Similarly, Debeli (2012) in his study practice and challenges of continuous assessment implementation in government secondary schools of East Haraghe Zone, Oromia Regional State also indicates that continuous assessment method was not properly implemented and school leaders did not play their roles in continues assessment implementation.

These studies, however, they did not directly and completely connect with the opportunities and challenges of implementing continuous assessment in the study area. Moreover, The experience of the researcher as expert of teacher development program in the region, as well as the regional continuous assessment focal person. Therefore, the researcher is highly informed about the opportunities and challenges in implementing continuous assessment. In addition, ideas related with problems of implementing continuous assessment and necessity of conducting research has been raised in regional education forums and mid-term reviews. Therefore, the researcher was highly interested to

investigate the opportunities and challenges in implementing continuous assessment in government secondary school in Harari Regional State.

1.3. Research Question

This study attempted to answer the following general questions.

1. What is the existing practice of continuous assessment implementation in the schools under study?
2. What are the opportunities in implementing continuous assessment in the schools under study?
3. What are the challenges in implementing continuous assessment in the schools under study?
4. What would be the appropriate solutions for the problem identified in the implementation of continuous assessment?

1.4. Objective of the Study

For this study, there are general and specific objectives that are a mile stone to the intended research.

1.4.1. General objective

The general objective of the study was to investigate the opportunities and challenges involved in implementing continuous assessment in government secondary schools of Harari Regional State.

1.4.2. Specific objectives

The specific objectives were: -

1. Describe the existing practice of continuous assessment implementation in the schools under study.
2. Identify the opportunities of implementing continuous assessment in the schools under study
3. Identify the challenges of implementing continuous assessment in the schools under study.
4. Suggest appropriate solutions for the problems identified in the implementation of continuous assessment.

1.5. Significance of the Study

The findings of the study may have different significance. From these, it may point out the opportunities and challenges in implementing continuous assessment in secondary schools and corrective solutions for the problem. It may have a crucial importance for policy makers, educational and school leaders, teachers and the school community. Therefore, the study will provide information to officials and policy makers about the opportunities and challenges of implementing continuous assessment in the process of making policy decisions. Moreover, the study may provide information to stakeholders about the opportunities and challenges in implementing continuous assessment in secondary schools. Furthermore, it will suggest alternative solutions to be used by teachers, students and principals to minimize the challenges in implementing continuous assessment. Finally, the study may be used as a springboard for further studies.

1.6. Delimitation of the Study

This study was conducted in Harari Regional State. In the region, there are about seven government secondary schools. From this, the study was limited on four government secondary schools of the region. From the many aspects in implementation continuous assessment, as per the guideline for continuous assessment implementation at secondary schools, particular emphasis was given to the practice of major activities by teachers and department heads, while implementing continuous assessment in their schools. In addition, this study focused on opportunities and challenges in implementing continuous assessment in secondary schools.

1.7. Definition of Key Terms

Challenges: -It is the constraints that hinder implementing continuous assessment activities.

Continuous assessment: - assessment has done formally and informally on a regular and continuous basis. It is integrated with instruction to improve, help, shape and direct the teaching learning process whether it can be formative or summative assessment.

Implementation: -It is a specified set of activities designed in secondary school continuous assessment manual to put into practice.

Opportunities: -It is a prospect that a safe condition for implementing continuous assessment. It will be any resources, training facilities and monitoring aspects.

Secondary schools: -It is the schools that is next to second cycle of primary education and include only grade nine up to grade ten (9-10).

2. REVIEW OF RELATED LITERATURE

In this chapter the researcher was reviewed different works done in the area of the problem under study by different bodies in order to have brief theoretical framework on the concepts of educational assessment, purpose of assessment, meaning and nature, characteristics , rational for implementing continuous assessment, advantages of continuous assessment, opportunities of implementing continuous assessment, challenges of implementing continuous assessment, techniques of continuous assessment, types of continuous assessment, roles of teachers in implementing continuous assessment, educational leadership in implementing continuous assessment and international and local studies on the implementation of continuous assessment.

2.1. Educational Assessment

Assessment is one of the most important part and parcel of education system. In the light of this fact, World Bank (2008) explicitly indicate elaborate assessment as part of educational system. In this, assessment and examinations have multiple potentials and consequences for curriculum development and implementation. Particularly the implementation potential of educational reform hinges prominently on the attached assessment and examination practices. A departure from the currently dominating rote learning in African classrooms to the provision of higher skills and competencies requires a departure from current assessment practices. If the implementation of new curricula demands new forms of assessment but the implementation of assessment practices and instruments lags, the curricular changes have little or no chance to make it into the classroom.

It is a common observation and result of numerous researches across Sub Sharan African that the lack of alignment between curriculum intentions and assessment, and the quality of assessment and examinations remains a major obstacle for curriculum implementation at large. For most countries, alignment between curriculum development and assessment and evaluation requires better alignment at the organizational level. The current discrepancy between examinations and curriculum in sub Sharan points shortcomings in the coordination between the national agencies responsible for curriculum and assessment (World Bank,2008). Therefore, the above discussions indicate that the issue of assessment even it is a crucial component in the sphere of education has been attached with question of quality aspect as per the intended objective.

2.2. Purpose of Assessment

Kruger (2004) cited the guiding policies for Namibian education, toward Education for All (MEC 1993) and the Broad Curriculum (MBESC 1996), state the main purpose of assessment in Basic Education as to develop a reliable picture of each individual learner's progress and level of achievement in relation to Basic Competencies as specified in the subject syllabuses, and also to the Life Skills Competencies. Assessment should be used to give feedback to learners and their parents of progress and achievements; to evaluate the teaching/learning process in order to inform teachers of problems that would guide ensuing compensatory teaching; and for promotion purposes.

In addition, Anandan (2016) stated purpose of assessment in teaching and learning process. In this aspect, it helps Students and teachers can use the information gained from assessment to determine their next teaching and learning steps. Parents and families can be kept informed of next plans for teaching and learning and the progress being made, so they can play an active role in their children 's learning. School leaders can use the information for school-wide planning, to support their teachers and determine professional development needs. Communities and Boards of Trustees can use assessment information to assist their governance role and their decisions about staffing and resourcing. The Education Review Office can use assessment information to inform their advice for school improvement. The Ministry of Education can also use assessment information to undertake policy review and development at a national level, so that government funding and policy intervention is targeted appropriately to support improved student outcomes.

2.3. Meaning and Nature of Continuous Assessment

According to MoE (2012) Continuous assessment is defined as the conduct of frequent assessment for purposes of deciding how well students are achieving the learning outcomes and what you and they might do to improve their learning. Continuous in this context means obtaining information about students frequently (i.e., often) instead of obtaining information only rarely (i.e., occasionally). The term "continuous assessment" came into existence as a reaction to an older educational practice of examining students only at the end of the educational cycle. Under this older practice, students did not receive adequate feedback during their learning and did not know how well they were progressing until the educational cycle was finished and it was too late. To correct this, educators now advocate

assessment that is more frequent so that students and teachers know students are progressing. This more frequent assessment is called continuous assessment (EQUIP, 2007).

Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge understanding, and skills attained by pupils. It is a means for collecting information to check students' attainment of the required learning outcomes, the progress students have made, the problems they experience in learning, and the effectiveness of your teaching methodologies. Continuous assessment must be aligned with the learning outcomes so that the students' learning can be monitored, acceptable quality maintained, and remedial intervention be given when shortcomings are observed (EQUIP, 2007).

Although continuous assessment implies frequent assessment of students, you should realize that frequent assessment alone does not improve teaching and learning, you must use the assessment results specifically for improving teaching and learning. You must use the assessment results to give students feedback that tells them how to improve, not simply give them a mark or identify the questions they missed on a test. If you discover from an assessment that the class did not understand some of the material, you will need to use this information to modify your teaching (EQUIP, 2007).

According to the above perspectives, the meaning and the nature of continuous assessment is highly ties with student learning and efforts of classroom teachers addressing the need of students. Based on this, continuous assessment is ongoing classroom activities that teachers frequently use to diagnosis student learning problem.

2.4. Characteristic of Continuous Assessment

Continuous assessment by its nature has its own characteristics. Based on this, Moe (2012) pointed out some characteristics. Continuous assessment is Ongoing process of gathering information about students' learning. It uses a variety of assessment methods (instruments) to make decisions. It is also telling about what to teach and how well students have learned. It is aligned with Curriculum. In addition, other characteristics of continuous assessment were point out by different institutions and scholars. From these, continuous assessment tests are periodical and systematic strategy. It can be in any form that might be oral, written, practical, announced, or unannounced, multiple choice objective, essay, or subjective and so on. Continuous assessment tests are often based on what has been learnt

within a particular period(Course Hero,2018).From these ,we can understand that continuous assessment has a nature of continuity and paramount methodology that has a strong link with student learning.

2.5. Rational for Implementing Continuous Assessment

There are many reasons for using continuous assessment in the classroom. Some of them are described below.

The first reason is to find out what students know and can do. Continuous assessment is done by the classroom teacher to find out what a student knows, understands, and can do. The assessments a teacher uses helps the teacher get a better understanding of the learning needs of the children. The teacher uses continuous assessment to find out if the learners are learning what has been taught. Continuous assessment is done on an ongoing basis instead of at the end of the semester or year (IEQ, 2003).

The second reason is to gain confidence in what we say our students know or gain. By assessing learners continuously in different ways, a teacher can be confident in her/his knowledge of what the learners know and can do. If a teacher has only one assessment of learners, this will not be enough to tell her what the learner knows and can do. A number of different assessments will give the teacher a better picture of the knowledge and skills of the learners (IEQ, 2003).

The third reason is to provide all children with opportunities to show what they know. Continuous assessment provides all children with opportunities to show what they know. In addition, each child has many different qualities. Using only one type of assessment may not give learners a chance to show what they know. All learners get a chance to show what they know when teachers use continuous assessment because there are different types of assessment activities. When a teacher uses continuous assessment, learners are asked to show what they know in different ways (IEQ, 2003).

The forth reason is to promote learning for understanding. Because continuous assessment is ongoing, a teacher can catch learners' mistakes and misunderstandings before it is too late. The teacher can find new ways to teach learners who are not learning. Continuous assessment activities focus on student understanding rather than their ability to memorize. Continuous assessment activities that are designed to ask learners to think, express their

thoughts, and demonstrate their skills help learners to get a deeper understanding than if they were simply memorizing information for a test (IEQ, 2003).

The fifth reason is to improve teaching. Good continuous assessment activities tell the teacher whether what they taught was effective. If learners are learning what is expected, it will show in the assessment. If the assessment shows that the learners are not doing well on a particular topic or skill, then this tells the teacher she must find a new way of re-teaching the lesson or topic (IEQ, 2003).

The sixth reason is to help determine what kind of remediation and enrichment activities to provide, and to identify which remedial activities to provide, and to identify which students need assistance. Continuous assessment can tell a teacher which students are falling behind in their understanding of particular topics. Looking at the assessment activity of a learner can help a teacher to find out where the learners are struggling and what problems they are having. The teacher can then design new learning experiences for those learners. Better learners who are able to learn new information more quickly than the other students may need additional lessons or activities to keep them engaged in learning (IEQ, 2003).

The seventh reason is to let the students know how well they are progressing. Let the students know how well they are progressing in their own learning. Learners benefit from receiving ongoing feedback about their learning from their teachers. Continuous assessment activities help learners to know if they are learning or not. This knowledge can help learners know what to focus on which improves their learning efforts.

The eighth reason is to let parents know how their children progress. Parents want to know how well their children are doing in school. Reports based on continuous assessment by the teacher help parents to know about their child's progress on a regular basis, not just at the end of the year (IEQ, 2003).

The ninth reason is to lead to overall evaluation. Efforts to determine whether a student should pass to the next grade or not is often a difficult task. Relying on an exam to tell us what students know and can do may not provide us with a well-developed and accurate picture of the learner. With well-designed and ongoing continuous assessment carried out throughout the year, the teacher has a strong basis from which to evaluate a learners' overall progress (IEQ, 2003).

The above rationales of using continuous assessment explicitly indicate implementing continuous assessment has significant ground in teaching learning process. In this, continuous assessment highly facilitates student learning in a day to day classroom activities up to a mere decision of promotion the side of teachers, continuous assessment help to develop teachers' confidence in the process of student learning.

2.6. Advantages of Continuous Assessment

Continuous assessment is a crucial aspect in improving students learning. Debli (2012) cited Alausa (2004) explained Continuous assessment as an approach has advantage in order to gathering data about the progress of learners over a long period of time, it will yield more accurate data reaching the teachers early enough to modify instruction. From this it is possible to suggest that continuous assessment is an approach that would capture the full range of learners' performance. Thus, using CA as a method of evaluating the progress and achievement of students on day to day basis is relevant to get a clear picture of every student's performance.

As NOE (2003) indicated that most importantly implementing CA at school level is useful to gather adequate and reliable information about; the present status of every student, the student's motivation to participate actively in the teaching –learning process, student's progress in his/her learning, students learning difficulties from diagnosing problems and to take remedial measures, and for the effectiveness of teaching methods, techniques, and learning materials used by teachers.

Moreover, as Alausa (2004) described continuous assessment allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their pupils. In addition, continuous assessments provide information on students learning outcome at particular levels of skills, understanding, and knowledge rather than achievement of certain marks or scores. Thus, continuous assessment enables pupils to monitor their achievement of grade level goals and to visualize their progress towards those goals before it is too late to achieve them.

Apart from this, Ciara (2006) explains one of the expected advantages of continuous assessment lies in its being guidance oriented. Since it will involve data gathering over a long period of time, it will yield more accurate data reaching the teachers early enough to modify instruction. This could play a vital role in diagnosing and remediating areas of

learners' weaknesses if properly anchored in what occurs in classrooms. Continuous assessment is an approach that would capture the full range of learners' performance. Teachers and administrators would thus be able to assess learners' progress and would have time to correct the problems.

2.7. Opportunities of Implementing Continuous Assessment

Countries have been rendered their effort for the better implementation of continuous assessment. There are so many opportunities in different countries for the implementation of continuous assessment so as to address student learning as per the intended outcome. In this, in Malawi, a series of reforms since 2011 aimed at building institutional and human capacity in the education sector, including developing an assessment system and creating opportunities for effective implementation of continuous assessment (Chulu, 2013). The government's capacity building program like formulating assessment policies for schools; developing new assessment materials; requiring schools to commence continuous assessment and record two entries of learners' achievement information per month for official records; regular checks on teachers' implementation; Training in continuous assessment projects; residential workshops; development of new CA tests.; Postgraduate training of leaders for sustainability of reforms; degree programs in educational assessment and undergraduate courses in assessment during pre-service and school-based teacher training are some of the opportunities in implementing continuous assessment in school level (Chulu,2013).

In Pakistan, the availability of 2006 National Curriculum document was one of the great advantages for the implementation of continuous assessment. In addition, there are some system-wide resources available for teachers to engage in classroom assessment activities, including textbooks which contain questions at the end of the chapters. Apart from this, the Directorate of Staff Development has developed Teacher's Guides which contain Student Learning Outcome (SLO)- based lesson plans for each subject and grade in primary school. These guides also include a section on the kinds of activities and homework that teachers can use to assess students on the particular SLO. There are also some system-level mechanisms, such as pre- and in-service teacher training opportunities, in place that are intended to ensure that teachers develop the appropriate skills and expertise in classroom assessment. School inspection and teacher supervision also include a component focused on classroom assessment (World Bank, 2012).

In case of Nepal, the 2005 National Curriculum Framework for School Education provides guidelines for classroom assessment. This document is widely available to the public online and through libraries, and is available to teachers through in-service teacher training courses. There are a variety of system wide resources available for teachers to engage in classroom assessment activities, including a document that outlines what students are expected to learn and to what level of performance in different subject areas at different grade and age levels. Resources also include workbooks that provide support for classroom assessment, scoring criteria for students' work, as well as item banks with examples of questions (World Bank,2012)

According to the above discussion, there are some opportunities like capacity building program on the area of continuous assessment, material and resources support like implementation guidelines and manuals have been available in schools.

2.8. Challenges of Implementing Continuous Assessment

There are a number of drawbacks in implementing continuous assessment. Kofi (2005) explicitly listed the following challenges related to continuous assessment.

High level stress in test taking and test marking: The first problem is the large number of assessments pupils have to go through, and the larger number of mark recordings teachers have to make. While a pupil takes or completes 165 tests and exercises a year at the Lower Primary level, a teacher in a lower primary class has to mark and record 19 marks per pupil, per subject, per term. In a year, the teacher has to mark and record 285 marks for each pupil in 5 subjects ($19 \times 3 \text{ terms} \times 5 \text{ subjects} = 285$). If the class has 40 pupils, the teacher will have to mark assignments and make a record of 11,400 marks a year. This number of marks is arrived at this way: $19 \text{ records} \times 3 \text{ terms} \times 5 \text{ subjects} \times 40 \text{ pupils} = 11,400$. The total of 11,400-mark records per teacher per year is extremely high and imposes severe stress on many classroom teachers (Kofi, 2005).

Reduction in teacher/pupil contact hours the large number of assessments also tends to reduce the number of contact hours for instruction in many public schools. In a number of schools, the two weeks before the vacation are used for marking outstanding tests and for completing the continuous assessment record books. Very little instruction is carried out (Kofi, 2005).

Lack of emphasis on project work. Teachers have not been trained on “project undertaking” and “project marking” and they therefore concentrate mainly on “homework”. In effect, the current continuous assessment system involves. Zero attention is given project work which is the most important learning medium that allows pupils to take active part in their own learning. Tests are used to collect data on pupils’ learning in the continuous assessment process. Tests by themselves do not lead to improved learning. Projects, by their nature, lead to greater learning (Kofi, 2005).

Use of questions that require easier marking. Because of the large number of tests and exercises that have to be marked, there is the tendency on the part of teachers to use test questions that are easier to mark. These invariably are recall questions. High level ability questions that involve critical thinking and problem-solving skills are rarely, if ever, used (Kofi, 2005).

Lack of uniformity in continuous assessment procedures across schools. Since there is currently no formal training of teachers in the ` continuous assessment process, each teacher and each school tend to use their own separate ways for conducting continuous assessment. This tendency consequently creates lack of uniformity in the continuous assessment process in the country. Schools have been provided “Record Books” which show exactly how continuous assessment marks should be recorded. The problem concerns the type and quality of tests, exercises and homework different schools set and record (Kofi, 2005).

Lack of remedial instruction based on continuous assessment results. Very little remedial instruction based on continuous assessment results takes place in schools. This is essentially due to lack of time arising from the rather large number of assessments and other duties that the teacher has to carry out. The redesigned continuous assessment system has a built-in remediation system in the project component. The teacher is required to guide and advise the pupil as he/she goes through the various phases of the project, while making sure that the outcome of the project largely reflects the effort of the pupil (Kofi, 2005).

Lack of moderation. The quality of continuous assessment is presently under the control of the classroom teacher, and one therefore cannot be certain of the quality of tests and other assignments used in the continuous assessment system. For continuous assessment to have the effects envisaged, there must be an accompanying moderation system aimed at

authenticating the quality of tests set by teachers and the reliability of marks awarded by teachers. Circuit supervisors are required, as part of their work, to check the continuous assessment process in schools. But there will certainly be variations in the monitoring processes of circuit supervisors unless a more formalized continuous assessment moderation process is instituted in schools (Kofi, 2005).

In addition, insufficient teacher training is frequently identified as a barrier to implementation and change (Perry, 2013). Based on the discussion of the above literature, it is common that have so many challenges in form of attitudinal, material and resources constraints for the better implementation of continuous assessment.

2.9. Techniques of Continuous Assessment

There are many techniques in implementing continuous assessment. Firstly, teachers sit and Listen students closely. In this, teachers watch the behavior of the students at work and listen closely to their conversations. At times, they may ask questions during conversations to clarify details about what students are doing and what they are finding out, but otherwise do not interfere. Secondly, teacher make purposeful questioning. They ask open-ended questions that enable students to reflect on, clarify, and explain their thinking and actions and give their point of view during investigations. Thirdly, teachers share new material/information. They give students new materials or information to help them move deeper in their inquiry. Apart from this, teacher's observation notes, videotape, audiotape, photographs, Student science writing, Artifacts and products of student science are some tools for continuous assessment (Clarke, 2003).

2.10. Types of Continuous Assessment

There are two types of continuous assessment that have their own specific and similar characteristics. From this, one of the types is known as formative continuous assessment. And the other type of continuous assessment is called summative continuous assessment. The difference is sometimes phrased as assessment of learning indicates summative continuous assessment and assessment for learning indicates formative continuous assessment (Pryor, 2015).

2.10.1. Formative continuous assessment

Formative continuous assessment is one type of continuous assessment that is implemented in school level. According to MoE (2012) formative continuous assessment explained in the following manner. There are many classroom strategies that are part of good teaching. When you gather information on student learning and then use it for the purpose of helping students to improve you are applying this information in a formative way. So formative continuous assessment is pedagogy and cannot be separated from instruction. It is what you do as a good teacher. You should think of formative continuous assessment as part of your teaching process. When you use FCA in your classroom practice you look for the information you need to adjust your teaching and to help students improve learning while the lessons are happening. In this sense FCA informs both you and the students about students' understanding at a time when adjustments can be made. These adjustments help to ensure that students achieve the learning outcomes. You carry out formative continuous assessment so you can use the information you gather to improve teaching and learning.

FCA is a loop: students and teachers focus on a learning outcome, evaluate current student work against the outcome, act to move the work closer to the outcome, and repeat. The learning benefits of FCA include providing the information students need in order to improve and giving the student practice on learning how to learn. Motivational benefits of FCA include helping students feel in control of their own learning and supporting self-regulation. Alignment of assignments, scoring and feedback is essential. A system of good classroom and homework assignments, FCA feedback and self-assessment, SCA, and scoring criteria must all align to the learning outcomes in order to support learning (MoE.2012).

Formative continuous assessment information for the teacher can come from many different sources: talking with students, listening to their ideas, observing them working, looking at the work itself observing students' facial expression, asking questions and others. FCA information for the student comes mainly in the form of feedback: Good feedback is descriptive, specific, and contains information for improvement. If you record the results of FCA. Look for patterns, and share your insights with students (MoE.2012).

In addition to this, Anandan (2016) reviled that Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment measures student progress but it can also

assess your own progress as an instructor. A primary focus of formative assessment is to identify areas that may need improvement. These assessments typically are not graded and act as a gauge to students' learning progress and to determine teaching effectiveness (implementing appropriate methods and activities).

The most common types of formative assessment are observations during in-class activities, homework exercises as review for exams and class discussions, reflections journals that are reviewed periodically during the semester. In addition, question and answer sessions, both formal—planned and informal—spontaneous, conferences between the instructor and student at various points in the semester, in-class activities where students informally present their results. Student feedback collected by periodically (Moe, 2012).

2.10.2. Summative continuous assessment

Moe (2012) also explained summative continuous assessment like FCA. Summative continuous assessment provides a summary of students' educational progress. Think of summative assessment as an occasional comprehensive summary of a students' achievement of the learning outcomes. There is no need to have a comprehensive summary every day. Rather, you summarize a student's learning at the end of a long unit, or at the end of the semester, or at the end of the year. It is important to report a summary of every student's learning to the students, the parents, and the educational authorities.

Summative continuous assessment is essential for classroom assessment practice. Teachers need to create and mark tests. Teachers use the SCA results to provide a summary that evaluates the quality of students' work, with the goal of marking and grading. Teachers are required to mark or grade students and report their evaluations to school officials and parents. SCA has limited value for improving teaching and learning. The information that is gathered from your SCAs is important. However, SCAs are not frequent enough nor do they have enough detail for you to use to adjust your daily teaching to help students improve their learning. Feedback to students from your SCAs, however, comes primarily in the form of marks or grades. This type of feedback gives students little direction or advice for improvement (MoE.2012).

Furthermore, (Anandan, 2016) also summarize as Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the

teaching and learning process. Typically, no more formal learning is taking place at this stage, other than incidental learning which might take place through the completion of projects and assignments.

The most common types of summative assessment are examinations (major, high-stakes exams) ,final examination (a truly summative assessment), term papers (drafts submitted throughout the semester would be a formative assessment), projects (project phases submitted at various completion points could be formatively assessed) , portfolios (could also be assessed during its development as a formative assessment) , performances student evaluation of the course (teaching effectiveness) and instructor self-evaluation (MoE,2012).

2.11. Role of Teachers in Implementing Continuous Assessment

Continuous assessment is implemented by the classroom teacher to find out what a student knows, understands, and can do. The assessment a teacher uses helps the teacher get a better understanding of the learning needs of the children. The teacher uses CA to find out if the learners are learning what has been taught. CA is done on an on-going basis instead of at the end of the semester or year so that teachers can find out which learners are not learning and help them learn (Ciara, 2006). Also, he described by assessing learners continuously in different ways, a teacher can be confident in his/her knowledge of what the learners know and can do. If a teacher has only one assessment of learners, this will not be enough to tell his/her what the learner knows and can do. A number of different assessments will give the teacher a better picture of the knowledge and skills of the learners.

From the point of the nature of continuous assessment it is possible to say that teachers are highly expected to assess students and make sound decision in relation to classroom instructions and students learning. Coming to a certain decision on the basis of assessment enables teachers to organize and monitor activities like planning and delivering instruction, determining student achievement, controlling order and discipline, etc. these conditions will not be realized without collecting, interpreting and synthesizing a variety of adequate information. Most of the writers on continuous assessment illustrated the following teacher's responsibility for successful implementation of continuous assessment.

2.11.1. Planning and designing assessment

Often assessment is viewed as being somehow separate from the learning process, something that is done to students at the end of a course/semester to test what they know and what they don't know. However, assessment is an integral part of the learning process and ultimately, should aim to improve the quality of student learning (EQUIP, 2007). Teaching process from planning through assessing are aligned to each other to facilitate the achievement of the intended learning outcomes. Designing a course using a learning outcomes approach recognizes the need to plan assessment as part of a whole curriculum experience.

In order to set up the assessment techniques for a given unit teachers have to review the objectives to be achieved, content to be communicated with specified time span, the methods of teaching to employ as it stated in the teacher's guide as well as in text and the evaluation mechanism to applied. Once teachers apprehend the necessary information, they will have a mental picture on the kind of assessment to design for each unit (NOE, 2003).

The practice of continuous assessment in the school is mainly concerned with the improvement of students' academic achievement. The design of continuous assessment techniques required adequate and extensive planning. Unless, continuous assessment is guided by a well-designed plan of action, it may be difficult to achieve the intended learning outcomes (ICDR, 2004). Therefore, teachers should prepare plan to implement CA and in the planning process they have to overview the objectives, contents, and methods and tools to work out the action plan, i.e., what to asses, when, how much time to uses for assessment, the kind of activities to be demonstrated on the kind of assessment to design for the unit.

2.11.2. Construction and administration of continuous assessment

Instructional objectives play key role in the instructional process. When properly stated, they serve as guidance for both teaching and evaluation. Also, the list of instructional objectives describes the types of performance the pupils are expected to demonstrate and the course content indicates the area in which each type of performance is shown (ICDR, 2004). A carefully stated instructional objective will give a solid indication to the teachers of what kinds of assessment are appropriate, and of the skills and knowledge the learner

will have to demonstrate to pass. Finally, the clearer the learner outcome, the easier it will be to devise an appropriate assessment.

As illustrated in Guideline for Continuous assessment (NOE, 2003) teachers should follow the necessary steps in test construction. That is: determining and/or formulate objectives or the purpose of testing, specifying contents to be covered and after deciding the types and levels of learning to be measured next step is to list the topics or areas studied during the period that the test is to cover then develop table of specification for individual units. Table of specifications is a two-way grid that indicates behavior in one dimension and content in the other. Behavior relates to the three domains: cognitive, affective, and psychomotor. Cognitive domain, involving mental process, is divided according to Bloom's taxonomy into six categories: simple memory or knowledge, comprehension, application, analysis, synthesis, and evaluation.

In order to assess content mastery of a given subject, teachers should use appropriate type and techniques of assessment in addition to paper and pencil tests that depend on the objectives to be assessed (NOE, 2003). To get the most out of assessments, teachers need to know how to choose the right one for each situation, and how to make that test as effective as possible. A poorly chosen or poorly developed assessment will fail to provide useful evidence about student learning. It could even provide misleading information. Only with good, properly chosen assessments will teachers gather evidence of what their students have learned and an assessment must provide the evidence it was meant to provide, also it must measure the cognitive, affective and psychomotor aspects of students that the teacher believes are important (ETS, 2008). Moreover, when teachers construct a test for their students, they have to assign weights to the various assessment tools. It makes easy to assign scores to the assessment tools, for the purpose of scoring the responses.

Assessment techniques designed or developed and administered periodically to the pupils during the teaching learning process (Osuji, 2008). The administration procedures should in general be clear, specific, and purposive, each assessment tools should have its own timing, procedures and instruction to be given to students. As regarding procedures teachers should in general give the continuous assessment tools in less structured way: outside the class, in groups and relaxed time. As regards time, teachers should always note

that the learners have achieved a required level of readiness and confidence to perform the task given by teachers (NOE, 2003).

2.11.3. Marking, grading and recording

Marking or grading is the process of offering different types of symbols to academic progress or achievement of a student. The marks given to student's academic achievement are usually reported to the school administration in general and parents in particular. Designing a good marking scheme can help to be uniformly fair to all students. Mark should be based on well-constructed continuous assessment tools that are pertinent to the school education objectives. Furthermore, the weights of marks or grade given to each assessment tool must be based on the important and objective covered of the instrument itself Debeli,2012cited (ICDR, 2004).

Moreover, since employers, curriculum designers, teachers, and school administrators may use the result of assessment methods for different purposes, they should be based on the quality of information. As cited in NOE (2003) recording students' achievement is an important aspect of continuous assessment. The report on student's progress and performance may be misleading and incomprehensible unless records are properly kept.

In the practice of the continuous assessment, the teacher should combine the different scores obtained by each pupil from the various aspects of assessment, such as tests, examinations, projects, practical works, assignments etc. carried out within the specified period of classroom instruction. It means that the sources through which scores should be collected must be decided and planned for in advance. The scores from the various aspects of the assessment to diagnose pupils' learning difficulties in order to assist the pupils concerned by giving them appropriate remediation.

2.11.4. Reporting

(Debeli, 2012) cited (NOE, 2003) and (ICDR, 2004) reporting makes educator more accountable to learners, parents, the education system, and the broader community. Reporting can take through oral presentation, formal writing report or brief notes. Every report on learners' overall progress should include the information: learning achievement, learners' strength, support need, constructive feedback which should contain comments

about the learner's performance in relation to her/ his performance, and in relation to the requirements of the learning area.

Reporting to parents or guardians should be done on a regular basis to encourage their involvement and participation. Teachers should report to parents and guardians of learners at the end of every term using formal reporting card. However, it does not provide information on the full scope of the learner's performance. Therefore, recommended that report cards should be used in conjunction with other forms of reporting for instance, parents' meetings which would provide parents or guardians with more comprehensive picture of the student's capabilities.

2.12. Skills Required for Teachers to Implement Continuous Assessment

In implementing continuous assessment, it is necessary that teachers equipped with the required knowledge and skill. Based on this, (Osuji, 2008) listed the following knowledge and skills.

Skills in educational Measurement: The primary school teacher should be proficient in the planning, construction and utilization of achievement tests and other assessment tools for the measurement of academic achievement of pupils. This means that the teacher should be able to carefully define and consider the objectives of the lessons in developing the instruments. These objectives must be stated in measurable terms. In addition, the teacher should have a sound knowledge of the relevant subject matter. **Skills in the assessment of cognitive, affective and psychomotor behavior:** The teacher should be proficient in planning, designing and utilizing tools or instruments for the assessment of personality characteristics and psychomotor behaviors.

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

The teacher should be able to maintain proper and detailed records of pupil's assessment. He should also prepare and present the pupils' records periodically.

Skills in integration and co-ordination of teaching strategy: Teacher should have a careful planning of well-integrated and coordinated teaching strategies compatible with particular subject matter areas. Thus, for effective implementation of continuous assessment at school level teachers' basic knowledge and skills could play a significance role to perform the major activities in continuous assessment implementation such as: planning, construction, administration, recording and reporting activities.

For successful implementation of continuous assessment approach, teachers should have basic knowledge and skill to use variety of assessment techniques. They need to observe the learners more keenly to assess their cognitive, psychomotor and affective outcome; and there will be more records to be kept on the learners (ICDR, 2004). All this could mean more work to the teacher, more demand on his /her time and more responsibility on him/her. This means they must be professionally and attitudinally prepared for operating the system. Thus, teachers should be encouraged to form favorable attitudes toward the practice. They should be made aware of the requirements of the system, its importance and how to implement.

2.13. Educational Leadership in Implementing Continuous Assessment

Leadership in any level has unforgettable impact on education system. Based on this, school level leadership has many roles in implementing continuous assessment. UNESCO (2017) explained this scenario as the leadership of a school may alternatively bolster or undermine teachers in their use of continuous assessment, irrespective their intrinsic capacities (and inclinations).

There is widespread anecdotal evidence of school leaders' obstructing teachers from applying what they have learned in training or from adopting approaches which they have determined from experience and reflection would yield greater learning from their students. At the same time, it is widely acknowledged that a strong, innovative leader can help teachers excel even in the absence of meaningful training, external support, and other factors. So, systems which themselves are committed to continuous assessment certainly want all their school leaders and other local education agents fully versed in and committed to its practice.

2.14. International and Local Studies on Implementation of Continuous Assessment

Many international and local studies were conducted on the issue of continuous assessment implementation. Based on this, the researcher reviewed the international and local studies related on the implementation of continuous assessment. In this, the researcher gives due emphasis as review on the major findings and the possible recommendation of the studies.

2.14.1. International studies on the implementation of continuous assessment

There are many studies were conducted in the world about the implementation of continuous assessment. From this, Kapambwe (2010) was termly monitoring visits to pilot schools conducted the study on the implementation of school based continuous assessment in Zambian schools. The study was focused on the shift from emphasizing continuous testing to emphasizing continuous assessment. In addition, the study deals with the Zambian nature of CA scheme and its school based continuous assessment component and challenges in implementing the school-based assessment activities.

Continuous assessment has the formative classroom-based assessment whose primary objective is not relay on formal marking of pupils' work, but to concentrate more on providing useful feedback and opportunities for discussion between pupils and teachers on progress and understanding the overall aims of teaching (Kapambwe,2010). Accordingly, the Zambian school colander has three terms in a year. The continuous assessment term mark is derived from two classroom based assessment: one mark the first month and the second mark for the second month in the term and one mark at the end of the term from the external test (Kapambwe,2010).

In the findings, Kapambwe (2010) point out the major challenges in implementing the school based continuous assessment in Zambia education system. In this, the major challenges are the situation of large class size that is common to find class of sixty and above in Zambian class rooms. Teachers workload become higher as they were required to mark and keep records of the progress of all learners. In addition, other challenges like staffing, remediation, pupil absenteeism, teaching and learning resources and monitoring and feedback were reveled in the study (Kapambwe,2010).

In case of Nigeria, Bernard and Emmanuel (2012) were studied the problems of implementing continuous assessment in primary schools. The major findings showed that teachers deliberately set simple CA test, no financial or material like stationeries support from the government and lack of uniformity of standards in different schools. They were also recommended that government should have adequate financial and material support, training for teachers in special subject areas, constant workshop or seminars for teachers and need for inspectors to go around and ensure that standards are maintained (Bernard and Emmanuel,2012).

In addition, Sahabo (2015), was conducted the study on the implementation of continuous assessment in social studies in selected secondary schools in Yola Metropolis. This study investigates the implementation of continuous assessment in secondary schools by the teachers of social studies. The finding shows that continuous assessment program would have been more successful if all hands are on deck. These include organizing workshops for social studies teachers how to conduct and evaluate the continuous assessment program by agencies concerned. It has also been revealed that inadequate teachers and materials also hinder the effective implementation of the program in the secondary schools in the state (Sahabo,2015).

Apart from this, Veronica & Michael (2015) were conducted the study on teachers Perception and implementation of Continuous Assessment Practise in Secondary School In Ekiti State,Nigeria. The finding of the study reveald that state of continuous assessment were found to negate the defintion of national policy of education which state that learner should be evaluated in three domin of educational level.It was recommend that government should organize seminars,confernce and workshop for teachers on the correct implementation of CA assessment in secondary schools.Other recommadation like necessity of hiring and employ professional teachers,conserving the instituinalizing of CA as of need of test expert to teach the concept of test construction,item analysis validity and reliability of test (Veronica & Michael, 2015).From the points of the above studies, the implementation of continuous assessment is issue of the world with so many problems that shoud have to avoid with a sence of urgency.

2.14.2. Local studies on the implementation of continuous assessment

In case of local studies, Birhanu (2013) was conduct a study on continuous assessment issues and practice in secondary schools. The findings of the study were revealed that the

inadequacy of proper student assessment because of teachers lack of assessing students' performance, less effort of school principal for the better implementation of continuous assessment and the inadequacy manual and directive of continuous assessment. In addition, lese implication of continuous assessment strategies and the existence of positive relationship between continuous assessment strategies and students' performance were revealed in the study (Birhanu,2013).

Based on this, the researcher conclude that continuous assessment strategies positively contribute to the performance of students. In this study, the researcher was recommended that regulation and policy should put in place so that all schools can benefit from the practise, a uniform policy should be emphasized and training for teachers should be encouraged especially in the use of continuous assessment strategies (Birhanu,2013).

Similarly, Sintayehu (2016) was conduct a research on the practice continuous assessment. The findings of the study revealed that the practice of continuous assessment in schools lacks harmony and consistency. The researcher recommended that government should developing harmonized continuous assessment policy or guideline (Sintayehu,2016).

Based on the discussion the above two studies, the implementation of continuous assessment has been challenged by so many problems. In this, knowledge gap that teachers to implement continuous assessment, inadequacy of the needed resources and continuous follow up in the side of school leaders are the major challenges.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design, description of the study area, source of data, population, sample size and sampling techniques, data collection instrument, data collection proceeding, methods of data analysis and ethical consideration.

3.1. Description of the Study Area

The study area of this research is located Harari regional State which is found in Eastern part Ethiopia. It located between 9,15',00'' N and 41, 10', 00'' E. It is bordered by woredas of Eastern Hararghe Zone, Oromia Regional State in all directions. Based on population and housing census results, Harari Regional State had total population of 183,415. Among the total population the region about 91,099(49.6%) are females whereas the remaining 92,316(50.33%) are males (CSA,2007).

Harari regional State has nine woreda administrations and seven government secondary Schools. From these , four schools that are found within in the city. These are Harar Secondary School, Hamaressa Secondary School, Shikib Abdulahi Secondary School and Abadir Secondary School. The remaining, Erer Woldia ,Harewe Bereser and Dire Teyara Secondary Schools are found in rural part of the region (HREB, 2017).

3.2. Research Design

The research design employed in this study was descriptive survey as it attempts to secure information as they currently exist. Quantitative descriptive studies are the collection of detailed description of existing phenomenon with the intent of employing the data to justify current condition and practices or to make more intelligent plans for improving social, economic or educational condition and process, of existing process (Parkash, 2005).Thus, this approach enabled the researcher to examine the opportunities and challenges of continuous assessment implementation in government secondary schools of Harari regional State. This study used both quantitative and qualitative approaches.

3.3. Source of Data

Data sources in this study were both primary and secondary data. To make the research more effective, the researcher of this study were utilized both primary and secondary sources of data.

3.3.1. Primary sources of data

Primary data were collected from principals, vice-principals, department heads, secondary school teachers, secondary school students, cluster supervisors and expert. Primary sources were help the researcher to get firsthand information about the issue under study.

3.3.2. Secondary Sources of data

Secondary data were obtained from teachers' portfolios. The portfolios were include student mark list, teachers' daily assessment report and other important documents.

3.4. Population, Sample Size and Sampling Techniques

This study was conducted in government secondary schools in Harari regional state because of the regional education bureau has given a focus on the implementation of continuous assessment in government schools. In the region there are seven government secondary schools. To make the research more valid, easy to manage, accessible and geographical proximity, the researcher were incorporated four government secondary schools in to the study. Hence, the four secondary schools which is found in the city were selected by availability sampling techniques. The participants of the study were teachers, school principals, vice -principals, department heads and students from the four secondary schools and regional education bureau cluster supervisors and expert that are related to assessment.

All school principals, vice- principals, department heads and regional education bureau cluster supervisors and expert were participated in the study, because they are responsible for making functional CA practice at school level, by facilitating and providing the necessary materials and supports to teachers. On other hand, out of total population of 207 teachers 136(65.7%) teachers were selected by using systematic random sampling techniques, and 368 (8.1%) students were selected by systematic random sampling techniques using sample size method of (Tarow, 1967). Totally, 556 respondents consisting of 136 teachers, 368 students, 4 schools principals, 7 vice- principals,36

department heads and 4 regional education bureau supervisors and one expert were planned to participate in the study. However, the researcher actually was used 127 teachers, 358 students, 4 school principals, 7 vice- principals, 36 department heads and 4 regional education bureau supervisors and one expert for this study.

Table 1. Population, Sample Size and Sampling Techniques

No	Type of respondents	Number of Schools	Name of Schools	Total population	Sample	%	Sampling techniques
1	Teachers	4	Harar Secondary School	100	65	65.7%	Systematic Random sampling
			Shikib Abdulahi Secondary School	34	23	65.7%	Systematic Random sampling
			Abadir Secondary School	41	27	65.7%	Systematic Random sampling
			Hamaressa Secondary School	32	21	66%	Systematic Random sampling
2	Students	4	Harar Secondary School	2318	188	8.1 %	Systematic Random sampling
			Shikib Abdulahi Secondary School	672	54	8.1 %	Systematic Random sampling
			Abadir Secondary School	959	78	8.1 %	Systematic Random sampling
			Hamaressa Secondary School	588	48	8.1 %	Systematic Random sampling
3	School principal and vice principals	4	Harar Secondary School	4	4	100%	Availability
			Shikib Abdulahi Secondary School	2	2	100%	Availability
			Abadir Secondary School	3	3	100%	Availability
			Hamaressa Secondary School	2	2	100%	Availability
4	Department heads	4	Harar Secondary School	13	13	100%	Availability
			Shikib Abdulahi Secondary School	8	8	100%	Availability
			Abadir Secondary School	7	7	100%	Availability
			Hamaressa Secondary School	8	8	100%	Availability
5	Regional education bureau supervisors and expert			5	5	100%	Availability
Total participants				556			

3.5. Data Collection Instruments

For gathering information, the researcher used questionnaire for teachers, department heads and students. Additionally, interview was conducted with school principals, vice-principals and regional education supervisors and experts to extract more information needed clarification and document review related to continuous assessment practice.

3.5.1. Questionnaire

Questionnaire for this study was used for its appropriateness to secure data from many people at a time and for its natural characteristics that allow informants express their ideas and opinions freely. Thus, three sets of questionnaires were prepared based on the principles and guideline of CA implementation at secondary school.

One of the sets was for teachers, it was focused on the the overall implementation of continuous assessment techniques and related factors. The second questionnaire which was focused on how school leaders play a role in the implementation CA, teacher's activities and related factors were prepared for department- heads. The third was focused on continuous assessment techniques practice in the classroom were prepared for the students. Moreover, to clarify more, student's questionnaire was translated in to 'Afaan Oromoo' and Amharic languages by Regional Education bureau language experts. The main reason for translation was to make students easily understand the intended questions in their mother tongue.

Questionnaires were prepared with closed and open-ended type. Accordingly, 5-point Likert scale items were prepared for respondents. In addition to this, open-ended questionnaires were employed in order to give opportunity to express their ideas related to the opportunities and challenges in CA implementation.

The questionnaires were validated by one lecturer from Harar Teacher Education College department of pedagogical science and two experts from Harari regional education bureau, and those work on students' assessment. Then, a pilot test were administered to check appropriateness of the instruments and to get constructive feedback from the respondents and further modifications were made. Based on this, the average Cronbach Alpha coefficient was 0.72 which is reliable to use for actual data gathering activity and it is used for that purpose. Finally, the questionnaires were distributed to participants face to face and the researcher was provided explanation about the objective of the study.

3.5.2. Interview Guide

Semi- guide questions were prepared for school principals, vice -principals and regional education bureau cluster supervisors and expert. That helped the researcher to collect primary data and to strengthen the data which would be collected through questionnaire. Questions for the interview were prepared in English.

The process of interview would supported by Audio (tape recorders) in order to minimize loss of audio information. The recorded data was categorized, based on similarities of responses and were transcribed into English language. The principals, vice -principals and regional Education bureau cluster supervisors and expert were selected for interview because, they were small in number and their position were important in describing the practice of CA implementation in their school.

3.5.3. Documents review

The documents that relate to student's assessment practice such as strategic plan on CA, sample of CA techniques, mark-list and reporting sheets, staff, parents and students meeting documents, school CPD plan ,lesson plan and related documents were observed and analyzed for this study.

3.6. Data Collection Proceedings

The researcher was employed a series of data gathering procedures. The data were gathered by using questionnaire, interview, and document analysis. Pilot study were conducted prior to the final administration of the questionnaires to all respondents. The pilot test were granted the truthfulness of the instruments with the objective of assessment whether or not the items enclosed in the instruments enable the researcher to gather relevant and valid information. Apart from this, during the pilot test the purpose of pilot testing some items were made necessary changes so as to correct confusing questions. The end result of the pilot testing was consulted with advisors before the delivery of data gathering tools. Then, the final questionnaires were spread to all participants in the sample. In addition, for interview and document analysis the researcher was strictly adhere the ethical aspects confidentiality of the respondents.

3.7. Methods of Data Analysis

Both quantitative and qualitative data analysis methods were used in the study. Quantitative data which was collected through questionnaire from department heads,

teachers and students was organized, tabulated and described quantitatively, using percentage, frequency, mean and t-test by Version “21” software of SPSS (Statistical Package for Social Sciences). Those data which were collected from participants through interview, open-ended questions and document observation were presented and analyzed qualitatively using description by supplementing the data gathered through close-ended questionnaires, and categorized and discussed in line with close-ended question.

3.8. Ethical Consideration

The researcher has taken a letter of permission from Haramaya University and Harari regional education bureau for ethical approval. Along with the letter, the researcher went to the pilot school(Ereer Woldiya Secondary School) and introduced the objectives to all participants for pilot study. In this, the researcher was strictly adhered the ethical consideration and keep the confidentiality of the respondents as per their consent.

4. RESULT AND DISCUSSION

This chapter deals with the presentation and analysis of data gathered from groups of respondents using questionnaire ,interview and documents. The questionnaire was administered to teachers, department head and students. While the interview was conducted with secondary schools principals at selected sample schools, cluster supervisors and assessment expert in the regional education bureau. The first part of this chapter deals with the summery of distribution and return questionnaires and personal information of respondents. While the second section deals with the analysis of the findings of the study in relation to the basic research questions and presented with tables consequently.

Table2. Summary of distribution and return of completed questionnaires

No	Respondents	Distributed	Returned	Returned%
1	Teachers	136	127	93.3
2	Department Heads	36	36	100
3	Students	368	358	97.2
	Total	540	521	96.4

table 2 shows that majority(96.4%) of the distributed questionnaires were returned .From these, 93.3% teachers ,100% department Heads and 97.2% of Students were returned the distributed questionnaires. However, as per the proposed respondents only 3.6% were lagging to return the questionnaires. Therefore, it is enough to get necessary data for this study.

4.1. General Information of the Respondents

The general information of the respondents on the distributed questionnaires was discussed separately in the study. The general information like gender of the respondents, academic qualification, filed of the study, work experience, teaching load, age and grade of the students were gathered and analysed independently. Their responses were summarized in the following tables.

Table3. Sex of Respondents

Sex	Respondents							
	Department heads		Teachers		Students		Total	
	No	%	No	%	No	%	No	%
Male	27	75	106	83.4	171	47.7	304	58.3
Female	9	25	21	16.6	187	52.3	217	41.7
Total	36	100	127	100	358	100	521	100

Table 3, shows that, 75% department heads, 83.4% teachers and 47.7% students were male respondents. Whereas, 25%, 16.6% and 52.3% of department heads, teachers and students were female respondents respectively. Therefore majority of the respondents 58.3% were male and 41.7% of the respondents were female.

On the other hand, the interviewees, majority of school principals 4(100%), vice principals 5 (71.4%) and 5 (100%) cluster supervisors and assessment expert in the bureau were male respondents. From this, it is possible to conclude that female participation on the leadership position was very low at secondary schools as well as clusters. So that, female teachers should be encouraged to be leaders on different position in the education system and be models for female students as well.

Table 4. Academic Qualification

Academic qualification	Respondents					
	Department heads		Teachers		Total	
	No	%	No	%	No	%
Diploma	-		2	1.6	2	1.25
Degree	36	100	123	96.8	159	97.5
Master	-		2	1.6	2	1.25
Total	36	100	127	100	163	100

Table 4 indicates that, 100% department heads and 96.8% teachers' education level were degree holders. While, 1.6% of teachers were diploma holders. In the same instance, 1.6% of teachers were master holders.

On the other hand, all of the school principals, vice principals participated in the interviewee were degree holders. Accordingly all of cluster supervisors and assessment expert were also master holders. Therefore, from the data, we can infer that the academic qualification of teachers and school leaders at secondary school level were in good progress as per TDP framework.

Table 5. Filed of the Study of the Respondents

Filed of the Study	Respondents					
	Department heads		Teachers		Total	
	No	%	No	%	No	%
Natural Science	16	44.4	43	33.8	59	36.1
Social Science	14	38.8	44	34.6	58	35.5
Language	6	16.8	40	31.6	46	28.4
Total	36	100	127	100	163	100

Table 5 indicate that 44.4%, 38.8% and 16.8% of the department heads field of study were natural science ,social science and language respectively. In the case of teachers filed of study,38.8%, 34.6% and 31.6% of teachers were natural science, social science and language respectively. From this it can be conclude that the respondents filed of study were proportionally include in the study.

Table 6. Work experience of Respondents

Work experience	Respondents					
	Department heads		Teachers		Total	
	No	%	No	%	No	%
Less than 5 years	2	5.5	29	22.8	31	19.0
6 -10 years	12	33.3	31	24.4	43	26.3
11 - 15 years	11	30.5	33	25.9	44	26.9
16 - 20 years	6	16.6	20	15.7	26	15.9
21 years and above	5	14.1	14	11.0	19	11.9
Total	36	100	127	100	163	100

According to table 6, 33.3% of the department heads have total work experience in teaching and leading departments, were in the range of 6-10 years, 30.5% of them served between 11-15, and 16.6% of the respondents were between 16-20 years. The other 5.5% of the respondents served less than 5 years and 14.1% of them served 21 years and above.

Furthermore, from this table 24.4% teachers have 6-10 years' experience. Whereas, 22.8% of teachers served less than 5 years, 25.9% of them served 11-15 years,15.7% of the respondents had between 16-20 years of experience and the remaining 11% teachers served 21 years and above.

In the case of respondents who participated in the study, 50% of the principal and 65% of the vice principal have 11-15 years of experience. In the other side,50% of the principal

and 35% of the vice principal have 6-10 years of experience. But in the case of supervisors 75% have 11-15 years of experience. The remaining 25% of the respondents have 16-20 years of experience.

It could be possible to conclude that, the majority of the department heads and teachers principal and vice principal and supervisors had enough work experience to handle teaching learning process.

Table 7. Teachers and Department Heads Teaching Load

Work load	Respondents					
	Department heads		Teachers		Total	
	No	%	No	%	No	%
≤10 periods	5	14	11	8.8	16	10
11 – 15 periods	25	69.4	15	11.8	40	24.5
16 – 20 periods	6	16.6	75	59.0	81	49.6
≥ 21 periods	-	-	26	20.4	26	15.9
Total	36	100	127	100	163	100

Table 7 shows that, 14% of the department heads and 8.8% teachers revealed that they thought less than equal to 10 periods per week. Whereas, 69.4% department heads and 11.8% teachers thought between 11 – 15 period per week. Accordingly, 16.6% department heads and 59% teachers thought between 16 – 20 periods per week and 20.4% teachers thought 21 and above 21 periods per week. This indicates that 20.4% of teachers appeared to be over loaded.

Table 8 Age of the Students

Age	Respondents	
	f	%
≤ 15 years	171	47.7
16-18 years	179	50
≥ 19 years	8	2.3
	358	100

Based on table 8, 47.7% of the respondents age is less than equal to 15 years. The other 50% of the respondents age is between 16-18 years of age. The remaining 2.3% of the respondents age is greater than equal to 19 years. From this it can be concluded that majority of the respondents were inline the standard age limit of student in secondary first cycle schools.

Table 9. Grade of Students Respondents

Grade	Respondents	
	f	%
Grade 9	188	52.5
Grade 10	170	47.5
	358	100

According to table 9, 52.5% of the respondents were grade 9 and the remaining 47.5% were grade 10 students. From this it can conclude that there were proportional representation of grade 9 and grade 10 students in the study.

4.2. Items Related to the Overall Implementation of Continuous Assessment.

Response for items that related to the overall implementation of continuous assessment that were obtained from the respondents were summarized in the following tables.

Table 10 the extent which implementing continues assessment in lesson by teachers and DHs

No	Item	Rate	Respondent		Category		Total		Mean		SD		t-value	p-value
			T	DH	T	DH	f	%	T	DH	T	D		
1	How often do you include continuous assessment in your lesson plan?	Always	15	11.8	10	27.8	25	15.3	3.72	4.11	0.87	0.66	2.44	0.01
		Often	79	62.2	20	55.6	99	60.7						
		sometimes	20	15.7	6	16.7	26	15.9						
		rarely	9	7.1			9	5.5						
		Not at all	4	3.1			4	2.4						
2	How often do you observe students during in-class activities?	Always	46	36.2	19	52.8	65	39.8	4.36	4.27	0.48	0.91	0.74	0.46
		Often	81	63.8	10	27.8	91	55.8						
		sometimes			5	13.9	5	3.0						
		rarely			2	5.6	2	1.2						
3	How often do you give homework exercises as review for exams and class discussions?	Always	20	15.7	20	55.6	40	24.5	4.00	4.50	0.55	0.6	4.58	0.00
		Often	88	69.3	14	38.9	102	62.5						
4	How often do you reflect journals that are reviewed periodically during the semester	sometimes	19	15.0	2	5.6	21	12.8	2.36	2.55	0.94	1.13	1.04	0.30
		Always	1	0.8	2	5.6	3	1.8						
		Often	13	10.2	7	19.4	20	12.2						
		sometimes	42	33.1	5	13.9	47	28.8						
5	How do you conduct question and answer sessions, both formal, planned and informal	rarely	46	36.2	17	47.2	63	38.6						
		Not at all	15	11.7	5	13.9	20	12.2						
		Always	115	90.6	21	58.3	136	83.4	4.85	4.44	0.48	4.44	3.89	0.00
6	How often do you hold discussion between you and your student at various points in the	Often	5	3.9	10	27.8	15	9.2						
		sometimes	7	5.5	5	13.9	12	7.3	4.91	4.36	0.33	0.54	7.52	0.00
7	How often do you give in-class activities where students informally present their results?	Always	118	92.9	5	13.9	122	76.5						
		Often	7	5.5	21	58.3	28	17.1						
		sometimes	2	1.6	1	2.8	3	1.8	4.03	4.36	0.19	0.59	5.22	0.00
		Always	5	3.9	15	41.7	20	12.2						
		Often	122	96.1	19	52.8	141	86.5						
		sometimes			2	5.6	2	1.2						

NB f=frequency; df=degree of freedom=161;t-critical value=1.96, and $\alpha=0.05$ T=Teacher DH=Department Head SD=Std.Deviation

As it can be indicated in table 10, regarding item 1 majority (60.7%) of the respondents were often include continuous assessment in their lesson plan. The remaining 15.9% ,15.3%. 5.3% and 2.4 % of the respondents were sometimes ,always ,rarely and not at all include continuous assessment in their lesson plan respectively. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the DHs and teachers have different response on the inclusion of assessment in their lesson plan.

In case of item 2 of table 10, 55.8% of the respondents were often observe students during in-class activities. 39.8% of the respondents were always observe students during in-class activities. The remaining 3.0 % and 1.2% of the respondents were sometimes and rarely observe students during in-class activities respectively. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was no statistically significant difference between the respondents groups. This confirms the department heads and teachers have similar response on the observation of students during in-class activities.

Concerning item 3 of table 10 majority 62.5 % of the respondents were often give homework exercises as review for exams and class discussions. The other 24.5% and 12.8% of the respondents were always and sometimes give homework exercises as review for exams and class discussions respectively. The t-test result($\alpha=0.05$ significant level ; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on the activity of giving homework exercises as review for exams and class discussion.

According to item 4 of table 10 38.6% of the respondents were rarely reflect journals that are reviewed periodically during the semester. The other 28.8% , 18.4%. 12.2% and 1.8% of the respondents were sometimes, not at all, often and always reflect journals that are reviewed periodically during the semester respectively. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was no statistically significant difference between the respondents groups. This confirms the department heads and teachers have similar response on the reflect journals that are reviewed periodically during the semester.

Item 5 of table 10 majority 83.4% of the respondents were always conduct question and answer sessions, both formal—planned and informal—spontaneous. The remaining 9.2% and 7.3 % of the respondents were sometimes and often conduct question and answer sessions, both formal—planned and informal—spontaneous respectively. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on the conduct of question and answer sessions, both formal—planned and informal—spontaneous.

Regarding item 6 of table 10 majority (80.9%) of the respondents were always hold discussion with their students at various points in the class. The other 17.1% and 1.8% of the respondents were often and sometimes hold discussion with their students at various points in the class respectively. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant mean difference between the respondents groups. This confirms the department heads and teachers have different response on hold discussion with their students at various points in the class.

Based on item 7 of table 10 majority (86.5%) of the respondents were often give in-class activities where students informally present their results. The other 12.2% and 1.2% of the respondents were always and sometimes give in-class activities where students informally present their results respectively. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant mean difference between the respondents groups. This confirms the department heads and teachers have different response on the activity of giving in-class activities where students informally present their results.

Table 11. The extent which students evaluation in continuous assessment by teachers and DHs

No	Item	Rate	Respondent Category						Mean		SD		t-value	p-value
			T		DH		Total	T	DH	T	DH			
			f	%	f	%						f		
1	How often do you evaluate students in cognitive domain?	Always	7	5.5	16	44.4	23	14.1	4.05	4.27	0.2	0.74	2.94	0.00
		Often	12	94.	14	38.9	134	82.2			2			
		sometimes			6	16.7	6	3.6						
2	How often do you evaluate students in affective domain?	Always	14	11.	4	11.1	18	11.0	3.03	2.83	1.0	1.25	0.98	0.32
		Often	29	22.	7	19.4	36	22.0			5			
		sometimes	34	26.	10	27.8	44	26.9						
		rarely	48	37.	9	25.0	57	34.9						
		Not at all	2	1.6	6	16.7	8	4.9						
3	How often do you evaluate students in psychomotor domain?	Always	13	10.	1	2.8	14	8.5	2.89	2.27	1.2	0.97	2.71	0.00
		Often	32	25.	2	5.6	34	20.8			4			
		sometimes	31	24.	11	30.6	42	25.7						
		rarely	30	23.	14	38.9	44	26.9						
		Not at all	21	16.	8	22.2	29	17.7						
4	How often do you include all types of items when you prepare classroom tests?	Always	6	4.7	8	22.2	14	8.5	3.00	3.52	0.8	1.1	2.97	0.00
		Often	30	23.	12	33.3	42	25.7			6			
		sometimes	50	39.	7	19.4	57	34.9						
		rarely	41	32.	9	25.0	50	30.6						
5	How often do you clarify each assessment tools, instruction, its timing, and procedures to students?	Always	9	7.1	9	25.0	18	11.0	4.01	3.75	0.3	0.99	2.50	0.01
		Often	11	87.	14	38.9	125	76.6			5			
		sometimes	7	5.5	8	22.2	15	9.2						
		rarely			5	13.9	5	3.0						

NB f=frequency; df=degree of freedom=161;t-critical value=1.96, and $\alpha=0.05$ T=Teacher DH=Department Head SD=Std.Deviation

Based on table 11, regarding item 1 majority 82% of the respondents were often evaluate students cognitive domain. 14% of the respondents were always evaluate students cognitive domain. The remaining 3% of the respondents were sometimes evaluate the students cognitive domain. The t-test result($\alpha=0.05$ significant level;df=161) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on the evaluation of students cognitive domain.

Regarding item 2 of table 11 , 34% of the respondents were rarely evaluate students affective domain. The others 26%,22 %. 11% and 4 % of the respondents were sometimes, often, always and not at all evaluate students affective domain respectively. The t-test result($\alpha=0.05$ significant level;df=161) shows there was no statistically significant mean difference between the respondents groups. This confirms the department heads and teachers have similar response on evaluation of students affective domain.

Concerning item 3 of table 11, 26% of the respondents were rarely evaluate students psychomotor domain.25% of the respondents were replied sometimes evaluate students psychomotor domain. The others 20 %,17% and 8 % of the respondents were replied sometimes, often, not at all , and always evaluate students psychomotor domain respectively. The t-test result($\alpha=0.05$ significant level;df=161) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on the evaluation of students psychomotor domain.

Item 4 of table 11, 34% of the respondents were sometimes include all types of items in their classroom tests. 30% of the respondents were replied rarely include all types of items in their classroom tests. The remaining 25% and 8% of the respondents were replied often and always include all types of items in their classroom tests respectively. The t-test result($\alpha=0.05$ significant level;df=161) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on the inclusion of all types of item in the preparation of classroom tests.

Regarding item 5 of table 11, majority 76 % of the respondents were often clarified each assessment tools, instruction, its timing, and procedures to their students.11 % of the respondents were replied always clarified each assessment tools, instruction, its timing, and

procedures to their students. The remaining 9% and 3% of the respondents were replied sometimes and rarely clarified each assessment tools, instruction, its timing, and procedures to their students respectively. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on the clarification each assessment tools, instruction, its timing, and procedures to their students.

Table 12. Monitoring ,Evaluating ,Grading, Recording and Reporting Continuous Assessment by Teachers and DHs

No	Item	Rate	Respondent Category						Mean		SD		t-value	p-value
			T		DH		Total		T	DH	T	DH		
			f	%	f	%	f	%						
1	How often do you check student’s work and give them constructive feedback?	Always	15	11.8	21	58.3	36	22	4.11	4.41	0.32	0.8	3.34	0.00
		Often	112	88.2	10	27.8	122	74.8						
		sometimes			4	11.1	4	2.4						
		rarely			1	2.8	1	0.6						
2	How often do you grade or mark what was done by students?	Always	110	86.6	21	58.3	131	80.3	4.81	4.41	0.49	0.77	3.76	0.00
		Often	11	8.7	9	25.0	20	12.2						
		sometimes	6	4.7	6	16.7	12	7.3						
3	How often do you record the assessment result?	Always	21	16.5	17	47.2	38	23.3	3.94	4.13	0.72	0.99	1.29	0.19
		Often	87	68.5	10	27.8	97	59.5						
		sometimes	10	7.9	6	16.7	16	9.8						
		rarely	9	7.1	3	8.3	12	7.3						
4	How often do you report the recorded results to school?	Always	3	2.4	4	11.1	7	4.2	2.26	2.75	1.09	1.2	2.28	0.02
		Often	19	15.0	5	13.9	24	14.7						
		sometimes	22	17.3	10	27.8	32	19.6						
		rarely	48	37.8	12	33.3	60	36.8						
5	How often do you evaluate the effectiveness of your assessment techniques practice?	Always	7	5.5	5	13.9	12	7.3	2.69	2.86	1.15	1.24	1.75	0.45
		Often	29	22.8	5	13.9	34	20.8						
		sometimes	30	23.6	11	30.6	41	25.1						
		rarely	40	31.5	10	27.8	50	30.6						
		Not at all	21	16.5	5	13.9	26	15.9						
6	How often do you include continuous assessment reflection in your portfolio?	Always	11	8.7	3	8.3	14	8.5	2.87	2.38	1.12	1.24	2.22	0.02
		Often	26	20.5	4	11.1	30	18.4						
		sometimes	40	31.5	7	19.4	47	28.8						
		rarely	36	28.3	12	33.3	48	29.4						
		Not at all	14	11.0	10	27.8	24	14.7						

NB f=frequency; df=degree of freedom=161;t-critical value=1.96, and $\alpha=0.05$ T=Teacher DH=Department Head SD=Std.Deviatio

As it can be indicated in table 12, regarding item 1 majority 74.8% of the respondents were often check student's work and give them constructive feedback. The remaining 22% , 2.4%. and 0.6% of the respondents were always , sometimes and rarely check student's work and give them constructive feedback respectively. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on the activities of checking student's work and give them constructive feedback.

In case of item 2 of table 12 , majority 80.3% of the respondents were always grade or mark what was done by their students. The remaining 12.2% and 7.3% of the respondents were often and sometimes grade or mark what was done by their students respectively. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant mean difference between the respondents groups. This confirms the department heads and teachers have different response on the grade or mark what was done by their students.

Concrering item 3 of table 12, 59.5% of the respondents were often record the assessment result. The remaining 23.3% , 9.8%. and 7.3% of the respondents were always , sometimes and rarely record the assessment result respectively. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was no statistically significant difference between the respondents groups. This confirms the department heads and teachers have similar response on the record the assessment result.

Item 4 of table 12, 36.8 of the respondents were rarely report the recorded results to their school. The remaining 24.5% , 19.6%. 14.7% and 4.2% of the respondents were not at all , sometimes , often and always report the recorded results to their school respectively. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response in reporting the recorded results to their school.

Item 5 of table 12, 30.6% of the respondents were rarely evaluate the effectiveness of their assessment techniques practice. The others 25.1% , 20.8%. 15.9% and 7.3% of the respondents were sometimes , often , not at all and always evaluate the effectiveness of their assessment techniques practice respectively. The t-test result($\alpha=0.05$ significant level; $df=161$) shows

there was no statistically significant difference between the respondents groups. This confirms the department heads and teachers have similar response on the evaluate the effectiveness of their assessment techniques practice.

Based on item 6 of table 12 , 29.4 %of the respondents were rarely include continuous assessment reflection in their portfolio.The remaining 28.8% , 18.4%. 14.7% and 8.5% of the respondents were sometimes , Often , not at all and always include continuous assessment reflection in their portfolio respectively. The t-test result($\alpha=0.05$ significant level;df=161) shows there was statistically significant mean difference between the respondents groups. This confirms the department heads and teachers have different response on the inclusion of continuousassessmentreflectionintheirportfolio.

Table 13. Continuous Assessment Implementation on the eyes of Students

No	Item	Likart	Students	
			f	%
1	Our teachers include all type of items in classroom tests.	Agree	195	54.5%
		Undecided	101	28.2%
		Disagree	62	17.6%
2	Our teachers observe us during in-class activities.	Agree	300	83.8%
		Undecided	50	14%
		Disagree	8	2.3%
3	Our teachers hold discussion with us at various points in the class.	Agree	337	94.1%
		Undecided	10	2.0%
		Disagree	11	2.1%
4	Our teachers grade or mark our work.	Agree	350	97.8%
		Undecided	5	1.3%
		Disagree	3	0.8%
5	Our teachers record continuous assessment results.	Agree	137	38.3%
		Undecided	200	55.9%
		Disagree	21	5.8%

As it can be observed in table 13 ,regarding item 1 , 54.5% of the respondents were agree that their teachers include all type of items in classroom test. The other 28.2% of the respondents were replied undecided to the item. The remaining 17.6 of the respondents were replied disagree to their teachers include all types of items in classroom test.

Concerning item 2 table 13 majority 83.8%of the respondents their teachers were agree that their teachers observe them during in-class activities..The other 14%of the respondents were replied undecided to the item. The remaining 2.3% of the respondents were replied disagree to their teachers observe them during in-class activities .

Regarding item 3 table 13, majority 94.1%of the respondents agree that their teachers hold discussion with them at various points in the class.The other 2.1%of the respondents were replied disagree to the item. The remaining 2.0%of the respondents were replied undecided to there teachers hold discussion with them at various points in the class.

Item 4 of table 13 majority 97.8%of the respondents agree that their teachers grade or mark their work.The other 1.3%of the respondents were replied undecided to the item. The

remaining 0.8% of the respondents were replied disagree to their teachers grade or mark their work.

As it can be observed in table 13, regarding item 5, 55.9% of the respondents were replied undecided that their teachers record continuous assessment results. The other 38.3% of the respondents were replied agree to the item. The remaining 5.8% of the respondents were disagree to their teachers record continuous assessment results.

Table 14. Class Room Implementation of Continuous Assessment Techniques by Teachers and DHs

No	Item	likart	Teachers	
			f	%
1	I give class work to my students.	Always	67	52.8
		Often	50	39.4
		sometimes	10	7.9
2	I give home work to my students.	Always	61	48.0
		Often	50	39.4
		sometimes	13	10.2
		rarely	3	2.4
3	I ask my students oral questions.	Always	73	57.5
		Often	34	26.8
		sometimes	15	11.8
		rarely	5	3.9
4	I give assignments to my students.	Always	92	72.4
		Often	30	23.6
		sometimes	5	3.9
5	I give project works to my students.	Always	21	16.5
		Often	14	11.0
		sometimes	20	15.7
		rarely	72	56.7
6	I give practical works or laboratory works to my students.	Always	29	22.8
		Often	30	23.6
		sometimes	7	5.5
		rarely	61	48.0
7	I give classroom tests to my students.	Always	90	70.9
		Often	28	22.0
		sometimes	5	3.9
		rarely	4	3.1
8	I can clarify each assessment tools, instruction, and procedure to my students.	Always	80	63.0
		Often	42	33.1
		sometimes	4	3.1
		rarely	1	0.8
9	I can observe each student's activities when they are performing the given task	Always	94	74.0
		Often	29	22.8
		sometimes	4	3.1
10	I can check works(home works, Class works, assignments ---) and give constructive feedback?	Always	90	70.9
		Often	31	24.4
		sometimes	6	4.7

As it can be indicated in table 14 ,regarding item 1, 52.8 % of the respondents were always gave class work to their students.The remaining 39.4% and 7.9%. of the respondents were replied often and sometimes gave class work to their students respectively.

In case of item 2 of table 14, 48.0% of the respondents were always gave home work to their students.The remaining 39.4%,10.2%.and 2.4%. of the respondents were often sometimes and rarely gave home work to their students respectively.

Concerning item 3 of table 14, majority 72.4% of the respondents were always ask their students oral questions.The remaining 26.8%,11.8%.and 3.9%. of the respondents were often sometimes and rarely asked their students oral questions respectively.

Item 4 of table 14, 52.8 % of the respondents were always giae assignments to their students.The remaining 23.6% and 3.9%. of the respondents were often and sometimes gave assignments to their students respectively.

Item 5 of table 14 ,56.7% of the respondents were rarely gave project works to their students.The remaining 16.5%,15.7%.and 11.0%. of the respondents were always, sometimes and often gave project works to their students respectively.

Regarding item 6 of table 14 , 48.0% of the respondents were rarely gave practical works or laboratory works to their students.The remaining 23.6%,22.8%.and 5.5%. of the respondents were often, always and sometimes gave practical works or laboratory works to their students respectively.

Regarding item 7 of table 14 , majority 70.9% of the respondents were always gave classroom tests to their students..The remaining 22.0%,3.9%.and 3.1%. of the respondents were often, sometimes and rarely gave classroom tests to their students respectively.

Regarding item 8 of table 14, 63.0% of the respondents were always clarified each assessment tools, instruction, and procedure to their students..The remaining 33.1%,3.1%.and 0.8%. of the respondents were often, sometimes and rarely clarified each assessment tools, instruction, and procedure to their students respectively.

Regarding item 9 of table 14 , majority 74.0% of the respondents were always observed each student's activities when they are performing the given task. The remaining 24.4% and 3.1% of the respondents were often and sometimes observed each student's activities when they are performing the given task respectively.

Based on item 10 of table 14 , majority 70.9% of the respondents were always checked works(home works, class works, assignments ---) and gave constructive feedback. The remaining 24.4% and 4.7% of the respondents were often and sometimes checked works(home works, class works, assignments ---) and gave constructive feedback respectively.

Table 15 Classroom Implementation of Continuous Assessment on the Eyes of Students

No	Item	Likart	Students	
			f	%
1	How often do teachers give class work?	Always	50	14
		Often	270	75.4
		sometimes	28	7.8
		rarely	10	2.8
2	How often do teachers give homework?	Always	59	16.5%
		Often	261	72.9%
		sometimes	38	10.6%
3	How often do teachers ask students oral questions?	Always	48	13.4
		Often	301	84.1
		sometimes	9	2.5
4	How often do teachers give assignments?	always	6	5.6%
		often	54	13.1%
		sometimes	231	64.5%
		rarely	47	13.1%
		not at all	20	5.6%
5	How often do teachers give project work?	Always		
		Often		
		sometimes	9	2.5%
		rarely	325	90.8%
6	How often do teachers give practical work or laboratory work?	Not at all	24	6.7%
		sometimes	327	91.3%
		rarely	20	5.6%
7	How often do teachers give classroom tests?	Not at all	11	3.3%
		Always	72	20.1%
		Often	261	72.9%
8	How often do teachers clarify each assessment tools, instruction, and procedure to students?	sometimes	25	7.0%
		Always	95	26.5%
		Often	241	67.3%
9	How often do teachers observe each student's activities when they are performing the given task	sometimes	22	6.1%
		always	29	8.1%
		often	325	90.8%
10	How often do teachers check works(home works, Class works, assignments ---) and give constructive feedback?	sometimes	4	1.1%
		always	7	2.0%
		often	327	91.3%
		sometimes	24	6.7%

As it can be indicated in table 15 ,regarding item 1 majority 75.4% of the respondents were often believed their teachers gave class work.The remaining 14% ,7.8% and 7.9%. of the respondents were always, sometimes and rarely believed their teachers gave class work respectively.

In case of item 2 of table 15, majority 72.9%% of the respondents were often believed their teachers gave homework.The remaining 16.5%%.and 10.6% of the respondents were always and sometimes believed their teachers gave homework respectively.

Concerning item 3 of table 15, majority 84.1 %of the respondents were often believed their teachers asked students oral questions.The remaining 13.4%.and 2.5%. of the respondents were always and sometimes believed their teachers asked students oral questions respectively.

Item 4 of table 15 ,regarding item 1 majority 64.5%% of the respondents were sometimes believed teachers gave assignments.The remaining 13.1%,13.1% ,5.6% and 5.6% of the respondents were often , rarely ,always and not at all believed teachers gave assignments respectively.

Item 5 of table 15, majority 90.8%of the respondents were rarely believed their teachers gave project work.The remaining 6.7%and 2.5% of the respondents were not at all and sometimes believed their teachers gave project work respectively.

Regarding item 6 of table 15 , majority 91.3%of the respondents were sometimes believed their gave practical work or laboratory work.The remaining 5.6%and 3.% of the respondents were rarely and not at all believed their give practical work or laboratory work respectively.

Regarding item 7 of table 15 , majority 72.9%% of the respondents were ooften believed teachers give classroom tests.The remaining 22.0%,3.9%.and 3.1%. of the respondents were often, sometimes and rarely gave classroom tests to their students respectively.

Regarding item 8 of table 15 majority 67.3%of the respondents were always believed their teachers clarified each assessment tools, instruction, and procedure to students.The remaining 26.5%.and 6.1% of the respondents were always and sometimes believed their teachers clarified each assessment tools, instruction, and procedure to students respectively.

Regarding item 9 of table 15 , majority 90.8% of the respondents were often believed teachers observed each student's activities when they are performing the given task. The remaining 8.1% and 1.1% of the respondents were always and sometimes often believed teachers observed each student's activities when they are performing the given task respectively.

Based on item 10 of table 15 , majority 91.3% of the respondents were often believed teachers checked works(home works, class works, assignments ---) and give constructive feedback. The remaining 6.7% and 2.0% of the respondents were sometimes and always believed teachers check works (home works, class works, assignments ---) and gave constructive feedback respectively .

Table 16. Major Challenges in the implementation of Continuous Assessment

No	Item	Rate	Respondent Category						Mean		SD		t-value	p-value
			T		DH		Total		T	DH	T	DH		
			f	%	f	%	f	%						
1	Work load has an adverse impact on the proper implementation of continuous assessment.	Agree	12	98.4	24	66.7	14	91.3	4.90	3.83	0.38	1.23	8.49	0.00
		Undecided	5				9							
		Disagree	1	0.8	6	16.7	7	4.2						
2	Large classroom size has an adverse impact on the proper implementation of continuous assessment in your school.	Agree	12	97.7	28	77.7	15	93.1	4.88	4.19	0.39	0.85	6.89	0.00
		Undecided	4				2							
		Disagree	3	2.4	7	19.4	10	6.13						
3	Teachers have high-level stress in test taking and marking in your school.	Agree	11	89.7	23	63.9	13	84	4.59	3.66	0.77	1.3	5.34	0.00
		Undecided	4				7							
		Disagree	10	7.9	5	13.9	15	9.2						
4	There is lack of moderation from the supervisors for not checking the process of continuous assessment as part of their work in your school.	Agree	11	89.8	23	27.8	13	62.5	4.58	3.77	0.7	1.22	5.05	0.00
		Undecided	4				7							
		Strongly Disagree	3	2.4	6	16.7	9	5.4						

NB f=frequency; df=degree of freedom=161;t-critical value=1.96, and $\alpha=0.05$ T=Teacher DH=Department Head SD=Std. Deviation

Item 1 of table 16 majority 91.3% of the respondents were agree work load had an adverse impact on the proper implementation of continuous assessment. The other 4.2% of the respondents were replied undecided to this item. Similarly, 4.2% of the respondents were replied disagree that work load had an adverse impact on the proper implementation of continuous assessment. The t-test result ($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on the work load had an adverse impact on the proper implementation of continuous assessment.

Item 2 of table 16 majority 93.1% of the respondents were agree large classroom size has an adverse impact on the proper implementation of continuous assessment in their school. The other 6.13% of the respondents were replied undecided to the item. The remaining 0.6% of the respondents were agree that large classroom size has an adverse impact on the proper implementation of continuous assessment in their school. The t-test result ($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on the large classroom size has an adverse impact on the proper implementation of continuous assessment in their school.

Regarding item 3 of table 16 majority 84 % of the respondents were agree that teachers had high-level stress in test taking and marking in their schools. The other 9.2% of the respondents were replied undecided to this item. The remaining 6.6% of the respondents were disagree that teachers have high-level stress in test taking and marking in their school. The t-test result ($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on the teachers had high-level stress in test taking and marking in their school.

Based on item 4 of table 16, 62.5 % of the respondents were agree the absence of moderation from the supervisors for not checking the process of continuous assessment as part of their work in their school. The other 10.4% of the respondents were replied undecided to the item. The remaining 5.4% of the respondents were replied disagree that the absence of moderation

from the supervisors for not checking the process of continuous assessment as part of their work in their school. The t-test result ($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on the the absence of moderation from the supervisors for not checking the process of continuous assessment as part of their work in their school.

Based on the information obtained from the interview, principal, vice principal, cluster supervisor and assessment expert were suggest some challenges that hinder the implementation of continuous assessment in secondary schools. According to them the major challenges were the insufficient school facilities like ICT infrastructure, the inadequacy of knowledge and skill in the side of the implementer, large classroom size, lack of organized manual for the implementation of continuous assessment and lack of attention for pre service training on continuous assessment.

Table 17. Inputs Challenges in the implementation of continuous Assessment

No	Item	Rate	Respondent Category						Mean		SD		t-value	p-value
			T		DH		Total		T	DH	T	DH		
			f	%	f	%	f	%						
1	There are not record books that show exactly how continuous assessment marks should be recorded in your school.	Agree	12	9.8	30	83.3	42	25.74	2.19	4.27	0.65	0.74	16.33	0.00
		Undecided	114	89.8	6	16.7	120	73.6						
		Disagree	1	0.8			1	0.6						
2	Adequate budget is not allocated for the implementation of continuous assessment independently.	Agree	127	100	36	100	163	100	4.94	4.63	0.22	0.48	5.32	0.00
3	There is not continuous assessment frame work, guideline and handbook and important formats in your school.	Agree	127	100	36	100	163	100	4.95	4.69	0.21	0.46	4.75	0.00
4	There are not enough computers, internet access and updated books that are related to continuous assessment in your school.	Agree	122	96	20	55.6	142	87.1	4.11	3.61	0.42	1.17	4.02	0.00
		Undecided	5	3.9	10	27.8	15	9.2						
		Disagree			6	16.7	6	3.6						

NB f=frequency; df=degree of freedom=161;t-critical value=1.96, and $\alpha=0.05$ T=Teacher DH=Department Head SD=Std.Deviation

Item 1 of table 17 majority 73.6% of the respondents were replied undecided the absence of record books that show exactly how continuous assessment marks recorded in their school. The other 25.74% of the respondents were agree that the absence of record books that show exactly how continuous assessment marks recorded in their school. The other 0.6% of the respondents were replied disagree the absence of record books that show exactly how continuous assessment marks recorded in their school. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on the absence of record books that show exactly how continuous assessment marks recorded in their school.

Item 2 of table 17 all 100% of the respondents were agree that inadequate of budget allocation for the implementation of continuous assessment independently. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on inadequate of budget allocation for the implementation of continuous assessment independently.

Regarding item 3 of table 17 all 100% of the respondents were agree the absence of continuous assessment frame work, guideline and handbook and important formats in their schools. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on the continuous assessment frame work, guideline and handbook and important formats in their schools.

Based on item 4 of table 17 majority 87.1% of the respondents were agree the absence of enough computers, internet access and updated books that are related to continuous assessment in their schools. The other 9.2% of the respondents were replied undecided to the item. The remaining 3.6% of the respondents were replied disagree for the absence of enough computers, internet access and updated books that are related to continuous assessment in their schools. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads

and teachers have different response on the the absence of enough computers, internet access and updated books that are related to continuous assessment in their schools.

Table 18. Training Related Challenges in the Implementation of continuous Assessment

N o	Item	Rate	Respondent Category						Mean		SD		t- value	p-value
			T		DH		Total		T	DH	T	DH		
			f	%	f	%	f	%						
1	The issue of continuous assessment adequately addressed in preservice training.	Agree			3	8.4	3	1.8	1.96	2.05	0.3	0.92	1.93	0.35
		Undecided	6	4.7	4	11.1	10	6.13			6			
		Disagree	121	95.3	29	80.6	150	91.9						
2	Continuous assessment is selected as a cpd need as per the professional development toolkit(CPD)	Agree			10	13.9	13	3.06	1.937	2.25	0.3	0.9	3.236	0.00
		Undecided	3	2.4		13.9		4.9			2			
		Disagree	124	97.7	26	72.3	150	91.9						
3	Workshops, seminars and short-term training about the implementation continuous assessment were arranged in your school.	Agree	15	11.8			15	9.19	2.93	1.94	0.7	0.58	6.79	0.00
		Undecided	91	71.7	5	13.9	96	58.8			9			
		Disagree	21	16.6	31	86.1	52	31.8						
4	Experience sharing were arranged in your school to improve teachers'skill to implement continuous assessment.	Undecided	7	5.5	5	13.9	12	7.3			0.3	0.55	156	0.8
		Disagree	120	94.5	31	86.1	151	92.6			5			
5	There is a linkage between schools and higher education so as to provide training about continuous assessment in your school.	Agree			6	16.6	6	3.6	1.92	2.33	0.2	1.17	3.55	0.00
		Undecided	1	0.8	5	13.9	6	3.6			8			
		Disagree	126	99.2	25	69.4	151	92.5						
6	Teachers have enough and appropriate knowledge to implement Continuous assessment in your school.	Agree	32	25.2	8	22.2	40	24.5	2.52	2.50	1.1	1.25	0.12	0.90
		Undecided	5	3.9	8	22.2	13	7.9			8			
		Disagree	90	70.9	20	55.6	110	67.4						
7	Teachers have the needed skill to implement Continuous assessment in your school.	Agree	33	25.9	3	8.4	36	21.9	2.63	2.11	1.2	0.97	2.62	0.01
		Undecided	3	2.4	7	19.4	10	6.1			5			
		Disagree	91	71.7	26	72.2	117	71.7						

NB f=frequency; df=degree of freedom=161;t-critical value=1.96, and $\alpha=0.05$ T=Teacher DH=Department Head SD=Std. Deviation

As it can be shown in table 18 ,item 1 majority 91.9% of the respondents were replied disagree in the issue of continuous assessment adequately addressed in pre-service training. The other 6.13% of the respondents were replied undecided in the issue of continuous assessment adequately addressed in pre-service training. The remaining 1.8% of the respondents were replied agree the issue of continuous assessment adequately addressed in pre service training. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was no statistically significant difference between the respondents groups. This confirms the department heads and teachers have similar response on the issue of continuous assessment adequately addressed in pre service training.

In case of item 2 of table 18 , majority of the respondents 91.9% were disagree continuous assessment is selected as a CPD need as per the professional development toolkit(CPD). The 4.9% of the respondents were replied undecided Continuous assessment is selected as a CPD need as per the professional development toolkit(CPD). The remaining 3.06% of the respondents were replied agree continuous assessment is selected as a CPD need as per the professional development toolkit(CPD). The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on the Continuous assessment is selected as a CPD need as per the professional development toolkit(CPD).

Concreting item 3 of table 18, of the respondents 58.8% were replied undecided in workshops, seminars and short-term training about the implementation continuous assessment were arranged in their school. 31.8% of the respondents were replied disagree in workshops, seminars and short-term training about the implementation continuous assessment were arranged in their school. The remaining 9.19% of the respondents were agree in workshops, seminars and short-term training about the implementation continuous assessment were arranged in their school. The t-test result($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on workshops, seminars and short-term training about the implementation continuous assessment were arranged in their school..

Item 4 of table 18 majority 92.6% of the respondents were replied disagree experience sharing were arranged in their school to improve teachers' skill to implement continuous assessment. The remaining 7.3% of the respondents were replied undecided experience sharing were arranged in their school to improve teachers' skill to implement continuous assessment. The t-test result ($\alpha=0.05$ significant level; $df=161$) shows there was no statistically significant difference between the respondents groups. This confirms the department heads and teachers have similar response on the experience sharing were arranged in their school to improve teachers' skill to implement continuous assessment.

Item 5 of table 18 majority 92.54% of the respondents were agree in the presence of linkage between schools and higher education so as to provide training about continuous assessment in their school. 3.6% of the respondents were replied undecided in the presence of linkage between schools and higher education so as to provide training about continuous assessment in their school. Similarly, 3.6% of the respondents were replied disagree in the presence of linkage between schools and higher education so as to provide training about continuous assessment in their school. The t-test result ($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on the presence of linkage between schools and higher education so as to provide training about continuous assessment in their school.

Regarding item 6 of table 18, 67.4% of the respondents were disagree teachers have enough and appropriate knowledge to implement continuous assessment in their school. 24.5% of the respondents were replied agree teachers have enough and appropriate knowledge to implement Continuous assessment in their school. The remaining 7.9% of the respondents were replied undecided teachers have enough and appropriate knowledge to implement continuous assessment in their school. The t-test result ($\alpha=0.05$ significant level; $df=161$) shows there was no statistically significant difference between the respondents groups. This confirms the department heads and teachers have similar response on teachers have enough and appropriate knowledge to implement continuous assessment in their school.

Based on item 7 of table 18 majority 71.7% of the respondents were disagree teachers have the needed skill to implement Continuous assessment in their school. 21.9% of the

respondents were agree teachers have the needed skill to implement continuous assessment in their school. 6.1% of the respondents were replied undecided teachers have the needed skill to implement Continuous assessment in their school. The t-test result ($\alpha=0.05$ significant level; $df=161$) shows there was statistically significant difference between the respondents groups. This confirms the department heads and teachers have different response on teachers have the needed skill to implement Continuous assessment in their school.

Table 19. Items Related implementation of continuous Assessment as role of Department Heads

No	Item	Likart	Department Head	
			f	%
1	Providing instructional leadership by overseeing curriculum planning, developing and managing assessment strategies, etc.	Agree	20	55.6%
		Undecided	8	22.2%
		Disagree	8	22.2%
2	Creation of positive school climate and culture which reduce learners' absenteeism and promote learners and teacher's motivation.	Agree	16	44.5%
		Undecided	9	25.0%
		Disagree	11	30.6%
3	Motivation of teachers to implement continuous assessment, despite the challenges encountered.	Agree	31	86.1%
		Undecided	5	13.9%
4	Monitoring teachers in their practice of continuous assessment, by conducting school-based supervision in the school.	Agree	12	33.3%
		Undecided	9	25.0%
		Disagree	15	41.6%
5	Providing technical support and leadership for the teachers so that they successfully implement continuous assessment in the school.	Agree	14	38.9%
		Undecided	10	27.8%
		Disagree	12	33.1%
6	Cheeking teachers' portfolio so as to know continuous assessment recordings.	Agree	8	22.2%
		Undecided	5	13.9%
		Disagree	23	63.9%
7	Conducting department meeting focusing continuous assessment as an agenda.	Agree	6	16.7%
		Undecided	4	11.1%
		Disagree	26	72.2%

Based on table 19 ,regarding item 1, 55.6% of the respondents were agree that Providing instructional leadership by overseeing curriculum planning, developing and managing assessment strategies. The other 22.2% of the respondents were replied undecided in Providing instructional leadership by overseeing curriculum planning, developing and managing assessment strategies. The remaining ,22.2% of the respondents were replied disagree in Providing instructional leadership by overseeing curriculum planning, developing and managing assessment strategies. From this it can be conclude that majority of the department heads that were participating in the study were play their role in providing instructional leadership so as to make effective classroom assessment strategies in their schools.

Concerning item 2 table 19, 44.5% of the respondents were agree that play their role in creating positive school climate and culture which reduce learners' absenteeism and promote learners and teacher's motivation. The other 25% of the respondents were replied undecided in Creating of positive school climate and culture which reduce learners' absenteeism and promote learners and teacher's motivation. While The other 30.6 of the respondents were replied disagree in creating of positive school climate and culture which reduce learners' absenteeism and promote learners and teacher's motivation.

Regarding item 3 table 19, majority 86.1% of the respondents were agree motivating teachers to implement continuous assessment, despite the challenges encountered. The remaining 13.9% of the respondents were replied undecided in motivating teachers to implement continuous assessment, despite the challenges encountered.

Item 4 of table 19, 41.6% of the respondents were disagree that monitoring teachers in their practice of continuous assessment, by conducting school-based supervision in their school. The other 33.3% of the respondents were replied agree to monitoring teachers in their practice of continuous assessment, by conducting school-based supervision in their school. The remaining 25% of the respondents were replied undecided in mmonitoring teachers in their practice of continuous assessment, by conducting school-based supervision in their school.

Regarding item 5 table 19, 38.9% of the respondents were agree in providing technical support and leadership for the teachers so that they successfully implement continuous

assessment in the school. The other 33.1% of the respondents were replied disagree to providing technical support and leadership for the teachers so that they successfully implement continuous assessment in the school. The remaining 27.8% of the respondents were replied undecided in Providing technical support and leadership for the teachers so that they successfully implement continuous assessment in the school.

Item 6 of table 19, 63.9% of the respondents were disagree in checking teachers' portfolio so as to know continuous assessment recordings. The other 22.2% of the respondents were replied agree in Checking teachers' portfolio so as to know continuous assessment recordings. The remaining 13.9% of the respondents were replied undecided in checking teachers' portfolio so as to know continuous assessment recordings

As it can be observed in table 19, regarding item 7 majority 72.2% of the respondents were disagree conducting department meeting focusing continuous assessment as an agenda. The other 16.7% of the respondents were replied agree in conducting department meeting focusing continuous assessment as an agenda. The remaining 11.1% of the respondents were replied undecided to conducting department meeting focusing continuous assessment as an agenda.

4.3. Opportunities in implementing continuous assessment in Secondary Schools

Based on the response from department heads and teachers in open ended item of the questionnaire, the following points were raised as opportunities in implementing continuous assessment in school level.

- Most of the time the issue Continuous assessment was considering as an agenda in mid-term ,bi- annual and annual meeting in regional and school level. In this, the monitoring and evaluation system of the schools were address continuous assessment as apriority agenda in teaching and learning process.
- In regional level capacity building programmes were arranged for school communities about continuous assessment .from this , it can be seen training facility was one of the opportunity in implementing continuous assessment in secondary schools under the this study.

- The availability of material resource like national continuous assessment manual for secondary teachers and **SMESE** manual for science teachers were also the opportunities in implementing continuous assessment in secondary schools.
- Considering and selecting continuous assessment as CPD need in school level
- The incorporation of continuous assessment in inspection standard
- Monitoring of cluster supervisors in the implementation of continuous assessment stated in their lesson plan
- The existence of appropriate work load for teachers
- The existence of financial input through school and block grant so as to support the implementation

Based to the above discussion, there are some opportunities like capacity building program on the area of continuous assessment, material and resources support , monitoring and evaluation system as opportunities in implementing continuous assessment were available in school.

It further confirm that data obtained from principal, vice principal, cluster supervisors and assessment expert also suggested some potential opportunities in implementing continuous assessment in secondary schools. In these, training opportunities in regional level, availabilities of monitoring and evaluation instruments along with successive supervision and government allocation of school based budget in the form of school and block grant to support teaching and learning in school level were some opportunities in order to implement continuous assessment in secondary schools

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main aim of this study was to investigate the opportunities and challenges of implementing continuous assessment in s government secondary schools of Harari regional state. In order to address this purpose, basic research questions related to the existing practice of continuous assessment implementation, opportunities and challenges in implementing continuous assessment in the schools under study were raised.

The descriptive survey method which was supplemented by qualitative research to enrich data was employed for this study. In the case of schools sampling, the researcher was selected four government secondary schools of Harari regional state by availability sampling method. Then 136 teachers and 368 students were selected using systematic random sampling technique. Moreover, 36 department heads, 4 school principals, 7 vice principals and 4 cluster supervisors and one assessment expert were also included in the study. The information was mainly gathered from teachers, department heads and students through questionnaires. Accordingly 127 teachers, 36 DHs and 358 students returned the questionnaires. Additionally, interview was conducted with 4 school principals, 7 vice principals and 4 cluster supervisors and 1 assessment expert. To extract more information which needs clarification documents which relate to CA implementation were observed.

The data were collected from respondents through questionnaires were analyzed and interpreted using difference statistical tools such as: frequency, percentage mean and t-test. Consequently the data gathered through interview were analyzed qualitatively using description by supplementing the data gathered through close ended questionnaires. T-test was used in testing the responses difference between groups of respondents at $\alpha=0.05$ level of significances.. Hence, based on the analysis made, the major findings were summarized as follows.

1. In the case of items related to the existing practice of continuous assessment implementation in the secondary schools, the following major findings were brought in the study.

Most of the respondents were often including continuous assessment in their lesson plan, observe students during in class activities, and gave homework exercise as a review for

exams and class discussions. However, some respondents rarely reflected journals that reviewed periodically during the semester. Some respondents also conducted question and answer sessions both formal-planned and informal-spontaneous, hold discussion with their students, gave in class activities where students informally present their result.

The other core findings in relation with the existing practise of students' evaluation in continuous assessment by teachers and DHs were also reflected in the following manner. Majority of the respondents were evaluating students' cognitive domain. Concerning the evaluation of students' affective and psychomotor domain, most of the respondents were rarely evaluating students' affective and psychomotor domains. Regarding reporting the recorded result, most of the respondents rarely reported the recorded results to their school.

The findings of classroom implementation of continuous assessment practice indicated that most of the respondents were always gave class work to their students, gave home work to their students, asked their students oral questions, gave assignments to their students, gave classroom tests to their students, clarified each assessment tools, instruction, and procedure to their students, observed each student's activities when they are performing the given task, checked works (home works, class works, assignments ---) and gave constructive feedback.

2. In the case of items related to major challenges in the implementation of Continuous assessment

Majority of the respondents were replied agree work load and large classroom size had an adverse impact on the proper implementation of continuous assessment their schools. Similarly, teachers had high-level stress in test taking and marking in their schools, the absence of moderation from the supervisors for not checking the process of continuous assessment as part of their work in their school.

The findings of inputs challenges in the implementation of continuous assessment are reflected in the following ways. Majority of the respondents were agree the inadequate of budget allocation for the implementation of continuous assessment independently, the absence of continuous assessment frame work, guideline and handbook and important formats in their schools, the absence of enough computers, internet access and updated books that are related to continuous assessment in their schools.

The findings of training related challenges in the implementation of continuous assessment indicated that majority of the respondents were replied disagree in continuous assessment

adequately addressed in pre- service training and selected as a CPD need as per the professional development toolkit (CPD). Regarding experience sharing, majority of the respondents were replied disagree experience sharing were arranged in their school to improve teachers 'skill to implement continuous assessment.

3. opportunities in implementing continuous assessment in Secondary Schools

The findings obtained from open ended questionnaires of teachers and DHs are the following. In first, most of the time the issue continuous assessment was considering as an agenda in mid-term ,bia- annual and annual meeting in regional and school level. In regional level capacity building programmes were arranged for school communities about continuous assessment. From this, it can be seen training facility was one of the opportunity in implementing continuous assessment in secondary schools under the study. In second, the availability of material resource like national continuous assessment manual for secondary teachers and SMESE manual for science teachers were also the opportunities in implementing continuous assessment in secondary schools. In third, the incorporation of CA in inspection standard. In forth, monitoring of cluster supervisors in the implementation of continuous assessment stated in their lesson plan. In fifth, he existence of financial input through school and block grant so as to support the implementation. It further confirm that data obtained from principal, vice principal, cluster supervisors and assessment expert also suggested some potential opportunities in implementing continuous assessment in secondary schools. In these, training opportunities in regional level, availabilities of monitoring and evaluation instruments along with successive supervision and government allocation of school based budget in the form of school and block grant to support teaching and learning in school level were some opportunities in order to implement CA in secondary schools.

5.2. Conclusions

Based on the above findings the following conclusions were drawn

1. In the case of items related to the existing practice of continuous assessment implementation in the secondary schools, based on the findings the following conclusions were drawn.

Based on the findings, respondents replied positively with some items related with the existing practice of continuous assessment in secondary schools. In this, respondents assured that included continuous assessment in their lesson plan, observed students during in class activities, gave homework exercise as a review for exams and class discussions, conducted question and answer sessions both formal and informal and hold discussion with their students. Based on this, it can be conclude that there is a room for students to engage in learning and teaching process and also there is some items of continuous assessment are implementing in secondary schools.

According to the findings, there was not reflection of journals that reviewed periodically in secondary schools. Therefore, secondary schools teachers have limited in knowledge and skill using different sources in implementing continuous assessment.

The findings of this study revealed that teachers and department heads highly focused on cognitive domain and poorly focused on affective and psychomotor domains in students evaluation. In addition ,the finding also indicate that classroom test were limited in the inclusion of different types. Therefore it can be conclude that teacher education curriculum and courses don't give adequate attention in measurement and evaluation course.

In the case of monitoring, evaluating, grading, recording and reporting practise of continuous assessment the main findings were students and department-heads gave checking student's work and giving them constructive feedback. The findings of the study indicate that teachers and department-heads were not a such active in include continuous assessment reflection in their portfolio, in evaluating the effectiveness of their assessment techniques practice and reporting the recorded result to their schools. Based on this, it can be conclude that there were gaps in monitoring and evaluation of the implementation of continuous assessment.

The findings of classroom implementation of continuous assessment practice indicate that majority of teachers and DHs gave classwork ,homework ,oral questions ,assignments , classroom tests and clarification each assessment tools, instruction, and procedure to their students. However, they didn't give enough practical works or laboratory works to their students. Based on this, it can be conclude that the current practise of continuous assessment implementation was partially good.

2. In the case of items related to major challenges in the implementation of Continuous assessment

The findings revealed the major challenges like work load, large classroom size high-level stress, absence of moderation problem of budget allocation , absence of continuous assessment frame work, guideline and handbook and important formats absence of enough computers, internet access and updated books that are related to continuous assessment in their schools had a negative impact on the implementation of continuous assessment. Based on this it can be conclude that those high schools were not conducive in order to implement continuous assessment.

The findings also indicated other challenges like problem of pre and in service training, problem of CPD, absence of experience sharing, gaps of knowledge and skills of implementers were highly affected the implementation of continuous assessment in secondary schools. Therefore it can be conclude that all stockholders were not play their role as per their expectation.

3. opportunities in implementing continuous assessment in Secondary Schools

Based on the findings, respondents suggested some opportunities like the inclusion of CA as an agenda in different meeting of the sector ,the arrangement of capacity building program in regional level, the availability of some national manual, the existence of financial input through school and block grant, the incorporation of continuous assessment in inspection standard and considering and selecting continuous assessment as CPD need in school level in implementing continuous assessment. Therefore it can be conclude that both the federal and regional governments considered implementation of continuous assessment as a priority agenda in teaching learning process.

5.3. Recommendation

Based on the findings obtained and conclusion drawn from this study, the following recommendations are forwarded.

1. In the case of items related to the existing practice of continuous assessment implementation in the secondary schools.

According to the findings and the conclusion drawn secondary schools teachers have limited in knowledge and skill using different sources in implementing continuous assessment. Teacher education curriculum and courses couldn't gave adequate attention in measurement and evaluation course. There were also gaps in monitoring and evaluation of the implementation of continuous assessment. In order to improve the practise of continuous assessment implementation in secondary schools, it needs to form advisory committee that monitor CA implementation at school level. Supervisors and school principals along with DHs should strength their monitoring and supervision strategies. In the case of alleviating the problem related with curriculum of pre-service training and consolidate the practise, MoSHE should revise the pre-serves training teacher education curriculum and course content related with assessment and evaluation so as to give attention for affective and psychomotor domains.

Furthermore, MoE should include efforts of teachers and DHs activities of performing continuous assessment in performance appraisal criteria. In order to alleviate the problem reflection of portfolio, MoE and HREB should set strategy that assess , mark and utilize teachers portfolio with a special focus of the inclusion of continuous assessment reflection for licensing and relicensing. In order to strengthen the skills, HREB and schools need to develop the capacity of teachers and department heads through in-service training with a collaboration of universities and teacher education collages.

2. In the case of items related to major challenges in the implementation of Continuous assessment

The findings revealed the major challenges like knowledge, skill, input and material gaps in implementing CA in secondary schools. Because of these challenges, those high schools were not conducive in implementing continuous assessment.

In order to mitigate these challenges, schools should appropriately allocate the work load considering the implementation of continuous assessment. Along these, MoE and HREB should set a clear and consistent work load for teachers and department heads. In order to minimize the stress, schools have to arrange refreshment program periodically. For the problem of moderation, HREB should aware cluster supervisors moderation is as part of their work. In order to alleviate the budget problem, HREB should allocate independent budget activity for continuous assessment practice. For educational inputs, MoE and HREB should provide the necessary material, computer and internet access with respect of updated continuous assessment materials in form of e-book for all teachers.

Apart from these, MoSHE should give attention on revision of pre-serves teacher education curriculum and emphasize continuous assessment in courses. Schools should include issues of CA in annual training plan. In addition, experience sharing forum should develop in school level and educational leaders in all level should motivate teachers so as to realize experience sharing. Accordingly, MoSHE should consider CA in newly develop road map of education and allocate enough course that address the knowledge gap of teachers and department heads. In addition, HREB should build the capacity of supervisors in order to follow coach strategy.

3. opportunities in implementing continuous assessment in Secondary Schools

Based on the findings, respondents suggested some opportunities like the inclusion of CA as an agenda in different meeting of the sector, the arrangement of capacity building program in regional level, the availability of some national manual, the existence of financial input through school and block grant, the incorporation of continuous assessment in inspection standard and considering and selecting continuous assessment as CPD need in school level in implementing continuous assessment. In order to sustain the opportunities Schools should have to strengthen monitoring and evaluation system

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7 APPENDICES

Appendix I Sample Questionnaire Distributed to Teachers

Haramaya University
Post Graduate Program Directorate
College of Education and Behavioral Sciences
Department of Educational Planning and Management

For Teachers

Introduction

Dear respondents! The purpose of this questionnaire is to collect relevant information for the partial fulfillment master thesis entitled” *Opportunities and Challenges of Implementing Continuous Assessment In Government Secondary Schools in Harari Regional State*”. So, your sincere cooperation in answering each question is highly important. The information will be used for academic purpose only and responses will be kept confidential.

Thank you in advance for your cooperation!

Note: Please make your responses to the questions as to the instruction given for each part, either by checking ‘√’ for objective part or give written responses for subjective part.

You do not need to write your name on the questionnaire

I. General Information

Direction: please, select the appropriate answer and check “√” in the blank Space.

1. Gender A. Female_____ B. Male _____
2. Academic qualification A. Diploma _____ B. Degree_____ C. Master_____
3. Filed of the Study you Teach A. Natural Science_____ B. Social Science_____ C. Language _____
4. For how many Years you teach the subject Matter?
 A. Less than 5 years_____ B. 6-10 years _____ C. 11-15 years _____
 D. 16-20 years_____ E. 21 years and above _____
5. Your period load per week?
 A. ≤10 periods _____ B. 11 – 15 periods_____ C. 16 – 20 periods _____
 D. ≥ 21 periods _____

I. Items Related to the Overall Implementation of Continuous Assessment by Teachers.

The followings are the major activities performed by teachers in order to implement continuous assessment. Please check “√” in the space provide. (N.B 5= Always 4= Often 3= sometimes 2= rarely 1= Not at all).

No	Items	5	4	3	2	1
1	How often do you include continuous assessment in your lesson plan?					
2	How often do you observe students during in-class activities?					
3	How often do you give homework exercises as review for exams and class discussions?					
4	How often do you reflect journals that are reviewed periodically during the semester?					
5	How do you conduct question and answer sessions, both formal—planned and informal—spontaneous?					
6	How often do you hold discussion between you and your student at various points in the class?					
7	How often do you give in-class activities where students informally present their results?					
8	How often do you evaluate students in cognitive domain?					
9	How often do you evaluate students in affective domain?					
10	How often do you evaluate students in psychomotor domain?					
11	How often do you include all type of items when you prepare classroom tests?					
12	How often do you clarify each assessment tool, instruction, its timing, and procedures to students?					
13	How often do you check student's work and give them constructive feedback?					
14	How often do you grade or mark what was done by students?					

No	Items	5	4	3	2	1
15	How often do you record the assessment result?					
16	How often do you report the recorded results to school?					
17	How often do you evaluate the effectiveness of your assessment techniques practice?					
18	How often do you include continuous assessment reflection in your portfolio					

II. Items Related to Classroom Implementation of Continuous Assessment Techniques

The following continuous assessment techniques are listed. How often do you implement it? Please check “√” in the space provide according to your practice (N.B 5= Always 4= Often 3= sometimes 2= rarely 1= Not at all).

No	Items	5	4	3	2	1
1	I give class work to my students.					
2	I give home work to my students.					
3	I ask my students oral questions.					
4	I give assignments to my students.					
5	I give project works to my students.					
6	I give practical works or laboratory works to my students.					
7	I give classroom tests to my students.					
8	I can clarify each assessment tools, instruction, and procedure to my students.					
9	I can observe each student's activities when they are performing the given task					
10	I can check works(home works,					

	Class works, assignments ---) and give constructive feedback?					
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III. Items Related to Major Challenges in Implementation of Continuous Assessment in Secondary School.

The following could be challenges of implementing continuous assessments in secondary school. Please provide appropriate response by using tick mark “√” to the corresponding items (N.B 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2= Disagree, 1=Strongly Disagree)

No	Items	5	4	3	2	1
1	Work load has an adverse impact on the proper implementation of continuous assessment.					
2	Large classroom size has an adverse impact on the proper implementation of continuous assessment in your school.					
3	Teachers have high-level stress in test taking and marking in your school.					
4	There is lack of moderation from the supervisors for not checking the process of continuous assessment as part of their work in your school.					
5	There are not record books that show exactly how continuous assessment marks should be recorded in your school.					
6	Adequate budget is not allocated for the implementation of continuous assessment independently.					
7	There is not continuous assessment frame work, guideline and handbook and important formats in your school.					
8	There are not enough computers, internet access and updated books that are related to continuous assessment in your school.					
9	The issue of continuous assessment adequately addressed in preservice training.					
10	Continuous assessment could selected as a CPD need as per the professional development toolkit (CPD)					
11	Workshops, seminars and short-term training about the implementation continuous assessment were arranged in your					

No	Items	5	4	3	2	1
	school.					
12	Experience sharing were arranged in your school to improve teachers' skill to implement continuous assessment.					
13	There is a linkage between schools and higher education so as to provide training about continuous assessment in your school.					
14	Teachers have enough and appropriate knowledge to implement Continuous assessment in your school.					
15	Teachers have the needed skill to implement Continuous assessment in your school.					

IX. Non –structured Questionnaire

1. What are the opportunities in implementing continuous assessment in your school?

2. What are the challenges of implementing continuous assessment in your school?

3. In what ways that we could alleviate the challenges that hinder the implementation of continuous assessment?

Appendix II Sample Questionnaire Distributed to Department heads

Haramaya University
Post Graduate Program Directorate
College of Education and Behavioural Sciences
Department of Educational Planning and Management

For Department Heads

Introduction

Dear respondents! The purpose of this questionnaire is to collect relevant information for the partial fulfilment master thesis

entitled “**Opportunities and Challenges of Implementing Continuous Assessment In Government Secondary Schools in Harari Regional State**”. So, your sincere cooperation in answering each question is highly important. The information will be used for academic purpose only and responses will be kept confidential.

Thank you in advance for your cooperation!

Note: Please make your responses to the questions as to the instruction given for each part, either by checking '✓' for objective part or give written responses for subjective part.

You do not need to write your name on the questionnaire

II. General Information

Direction: please, select the appropriate answer and check “√” in the blank Space.

6. Gender A. Female _____ B. Male _____
7. Academic qualification A. Diploma _____ B. Degree _____ C. Master _____
8. Field of the Study you Teach A. Natural Science _____ B. Social Science _____
C. Language _____
9. Work experience.
- B. Less than 5 years _____ B. 6-10 years _____ C. 11-15 years _____
 D. 16-20 years _____ E. 21 years and above _____
10. Your period load per week?
- A. ≤ 10 periods _____ B. 11 – 15 periods _____ C. 16 – 20 periods _____
 D. ≥ 21 periods _____

III. Items Related to the Overall Implementation of Continuous Assessment.

The followings are the major activities in order to implement continuous assessment. Please check “√” in the space provide. (N.B 5= Always 4= Often 3= sometimes 2= rarely 1= Not at all).

No	Items	5	4	3	2	1
1	How often do you include continuous assessment in your lesson plan?					
2	How often do you observe students during in-class activities?					
3	How often do you give homework exercises as review for exams and class discussions?					
4	How often do you reflect journals that are reviewed periodically during the semester ?					
5	How do you conduct question and answer sessions, both formal—planned and informal—spontaneous ?					
6	How often do you hold discussion between you and your student at various points in the class?					
7	How often do you give in-class activities where students informally present their results?					
8	How often do you evaluate students in cognitive domain?					
9	How often do you evaluate students in affective domain?					
10	How often do you evaluate students in psychomotor domain?					
11	How often do you include all types of items when you prepare classroom tests?					
12	How often do you clarify each assessment tools, instruction, its timing, and procedures to students?					
13	How often do you check student’s work and give them constructive feedback?					
14	How often do you grade or mark what was done by students?					
15	How often do you record the assessment result?					

No	Items	5	4	3	2	1
16	How often do you report the recorded results to school?					
17	How often do you evaluate the effectiveness of your assessment techniques practice?					
18	How often do you include continuous assessment reflection in your portfolio?					

IV. Items Related to Major Challenges on the Implementation of Continuous Assessment.

The following could be challenges of implementing continuous assessments in secondary school. Please provide appropriate response by using tick mark “√” to the corresponding items (N.B 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2= Disagree, 1=Strongly Disagree)

No	Items	5	4	3	2	1
1	Work load has an adverse impact on the proper implementation of continuous assessment.					
2	Large classroom size has an adverse impact on the proper implementation of continuous assessment in your school.					
3	Teachers have high-level stress in test taking and marking in your school.					
4	There is lack of moderation from the supervisors for not checking the process of continuous assessment as part of their work in your school.					
5	There are not record books that show exactly how continuous assessment marks should be recorded in your school.					
6	Adequate budget is not allocated for the implementation of continuous assessment independently.					
7	There is not continuous assessment frame work, guideline and handbook and important formats in your school.					
8	There are not enough computers, internet access and updated					

No	Items	5	4	3	2	1
	books that are related to continuous assessment in your school.					
9	The issue of continuous assessment adequately addressed in preservice training.					
10	Continuous assessment is selected as a CPD need as per the professional development toolkit (CPD)					
11	Workshops, seminars and short-term training about the implementation continuous assessment were arranged in your school.					
12	Experience sharing were arranged in your school to improve teachers' skill to implement continuous assessment.					
13	There is a linkage between schools and higher education so as to provide training about continuous assessment in your school.					
14	Teachers have enough and appropriate knowledge to implement Continuous assessment in your school.					
15	Teachers have the needed skill to implement Continuous assessment in your school.					

2 What are the challenges in implementing continuous assessment in your school?

3. In what ways that we could alleviate the challenges that hinder in the implementation of continuous assessment?

Thank You!

Appendix III Sample Questionnaire Distributed to Students

Haramaya University
Post Graduate Program Directorate
College of Education and Behavioural Sciences
Department of Educational Planning and Management

Questionnaire for Students

Introduction

Dear respondents! The purpose of this questionnaire is to collect relevant information for the partial fulfilment master thesis entitled” *Opportunities and Challenges of Implementing Continuous Assessment In Government Secondary Schools in Harari Regional State*”. So, your sincere cooperation in answering each question is highly important. The information will be used for academic purpose only and responses will be kept confidential.

Thank you in advance for your cooperation!

Note: Please give your responses to the questions as the instruction given for each part, either by checking ‘√’ for objective part or give written responses for subjective part.

You do not need to write your name on the questionnaire

I. General Information

Direction: Please, select the choice that reflects your opinion and replay by checking ‘√’ or write your response when necessary.

1. Gender : A. Female _____ B. Male _____

3. Age : A. ≤ 15 years _____ B. 16-18 years _____

C. ≥ 19 years _____

4. Grade : A. Grade 9 _____ B. Grade 10. _____

II. Items Related to overall Implementation of Continuous assessment.

How would you agree on the overall implementation of continuous assessment? Please check "✓" mark using the 5 rating scales below. (N.B. 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2= Disagree, 1=Strongly Disagree)

No	Items	5	4	3	2	1
1	Our teachers include all type of items in classroom tests.					
2	Our teachers observe us during in-class activities.					
3	Our teachers hold discussion with us at various points in the class.					
4	Our teachers grade or mark our work.					
5	Our teachers record continuous assessment results.					

III. Items related to Classroom Implementation of Continuous Assessment.

How often the following activities implemented in your school? Please check "✓" in the space provide according to its implementation (N.B 5= Always 4= Often 3= sometimes 2= rarely 1= Not at all).

No	Items related to Continuous Assessment Techniques	5	4	3	2	1
1	How often do teachers give class work?					
2	How often do teachers give homework?					
3	How often do teachers ask students oral questions?					
4	How often do teachers give assignments?					
5	How often do teachers give project work?					
6	How often do teachers give practical work or laboratory work?					
7	How often do teachers give classroom tests?					
8	How often do teachers clarify each assessment tools, instruction, and procedure to students?					
9	How often do teachers observe each student's activities when they are performing the given task					
10	How often do teachers check works(home works, Class works, assignments ---) and give constructive feedback?					

IV. Non –structured Questionnaire

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

Appendix IV Sample Interview and Checklist

Haramaya University
Post Graduate Program Directorate
College of Education and Behavioural Sciences
Department of Educational Planning and Management

Interview: school principals, vice principals, supervisors and expert.

Dear respondents! The purpose of this interview is to collect relevant information for the partial fulfilment of master thesis entitled” *Opportunities and Challenges of Implementing Continuous Assessment In Government Secondary Schools in Harari Regional State*”. So, your sincere cooperation in answering each question is highly important. The information will be used for academic purpose only and responses will be kept confidential.

Thank you in advance for your cooperation!

1. Name of the school/Institution _____
2. Years of service on the position _____
3. Educational qualification _____
4. Gender _____
5. What are the opportunities in implementing continuous assessment in your secondary school?
6. What are challenges of implementing continuous assessment in your secondary school?
7. In your opinion how would you address challenges that hinder the implementation of continuous assessment in your school?
8. In what ways do educational leaders contribute their efforts in implementing continuous assessment in your secondary school?
9. How would you support and encourage teachers to implement continuous assessment in your school?