

COLLAGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF PEDAGOGY SCIENCE AND ENGLISH LANGUAGE AND LITERATURE

PRACTICE AND PROBLEMS OF CONTINUOUS ASSESSMENT IMPLEMENTATION IN ABAFRANSUA CLUSTER IN CASE OF WOLKITE TOWN

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A SENIOR ESSAY SUBMITTED TO DEPARTMENT OF PEDAGOGY SCIENCE AND ENGLISH LANGUAGE AND LITERATURE OF WOLKITE UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE BACHELOR DEGREE OF ARTS AND SCIENCE

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JUNE 2022

WOLKITE, ETHIOPIA

ACKNOWLEDGMENT

I would like to express my deeply respectful gratitude to my adviser Mr. Yohannis, Z who has devoted his time and knowledge in giving us valuable and constructive comments, suggestions, encouragement and guidance from the beginning of the study till the completion of this senior essay work.

My sincere thanks also go to all principals, supervisor, teachers, and students of abafransua and addis hiwet primary schools for their collaboration in filling the questionnaire, giving honestly responses for the interview.

My Heartfelt thanks also go to my parents for their unreserved and all rounded encouragement and support to complete this study

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ACRONYMS AND ABBREVIATIONS

CA ……CONTINUOUS ASSESSMENT

MoE………MINISTER OF EDUCATION

USAID…… UNITED SATE AMERICA INTERNATIONA DIVELOPMENT

Abstract

The main purpose of this study was to assess the practice and problem of continuous assessment implementation in the selected one cluster schools in the case of Wolkite town. In order to meet this purpose, the study was attempted to answer the following basic research questions. What are the current practices of the continuous assessment and its implementation in abafransua cluster school? What are the main roles of teachers to implement continuous assessment? What is the instructional support from the supervisor and principals to initiate teachers' implement continuous assessments methods in abafransua cluster? What are major factors that affect the implementation of continuous assessment? Descriptive survey design employed to conduct the study. For our study samples are 1 supervisor, 2 principals, 17 teachers, and 325students'selected by simple random sampling techniques and available sampling techniques by respectively. Total sample size would need to respondents are 345 from the population. The data gathering instrument were questionnaire provided for both teachers and students. In addition to this interview were used to gather necessary information from the supervisor and school principals. From the study, it was found that continuous assessment implementation is low level in their school. This indicates that there is no successful practice. Teachers did not use different continuous assessment techniques to improve their students result. Different activities that are part of continuous assessments are not given for their students. The stakeholders' participation on continuous assessment implementation process is low. There is no sufficient support provided from concerned body for their teachers to implement continuous assessment. Shortage of time adversely affects the continuous assessment implementation. Concentration of students in the class highly affects the implementation of continuous assessment in their schools. Majority of students responded that about continuous assessment feeling is low. The majority of students responded that not sufficiently understands about the purpose of continuous assessment. Teachers are not appropriately explaining their role during the implementing of continuous assessment. Due to manifestation of these problems, it can be concluded that during teaching learning time continuous assessment implementation process going on in those schools was within a shadow of unsuccessfulness. Therefore, school principal and cluster supervisor strong partnerships must be constructed between the school and the home by allowing parents to be part of the school's management team. The school should allocate and adjust the available time and appropriate student-class ratio to implement continuous assessment properly in the schools

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Education is defined as the process of develop human knowledge, attitude, and abilities potentials. Education is an organized and sustained institution. It's a vital component of overall development and social change. It is continuous human learning process without any limit. So that, it should be checked by continuously with their achieved it goals. It's also a social process in which on individual attain social competences and growth within selected controlled institutionalize setting (Situna and J.E 1994.9).

However, evaluation is essential instrument to know what ever education is currently practices and implementation attends the intended goal or not. Educational evaluation maybe defines systematic processes of determining the extent to which institutional objective are achieved by pupils. There are many of educational evaluation. Therefore, educational evaluation has important aspect because continuous evaluation implies a systematically process which omit casual controlled observation of pupil and also evaluation assumes these instructional objectives have been achieved or not. It's difficult to judge clearly the nature and extents of student learning without previously determined (congeals, 1990:40).

McNamera (1999) in mebtea (2008) defined assessment is the set of process through which I make inferences about learner process skill, knowledge, and achievement. On the others hand education assessment is the vital in teaching and learning process because it provides the necessary feedback i require in order to maximize the outcomes of the educational efforts. Continuous assessment is being used increasingly an alternative to two terminal examinations because it provides more reliable information than examination. It builds up a picture of people performance over a long lasting and representative period (Farrant. 1980).

Craft (1996: p.35) also stated the following "the development of performance assessment techniques is an increasingly characteristics features of the education system of the world. The urgent need to promote the learning of skill and competencies that cannot be tested by more

traditional technique and to report on these lies behind arrange of related development in international assessment and reporting practice".

Depending on this concept Ethiopia introduced continuous assessment techniques since 1994 to implement it in all standards of schools. The advantages of continuous over the traditional examination systems were also introduced and several efforts have been made by the government and concerned bodies to implement continuous assessment. These problems of implementation include externals and within the school problems. Continuous assessment is mostly schedules once a month and teachers are not happy with continuous assessment because, most schools teacher lack skills of assessing students' performance by using continuous assessment and due to the way it was conceptualization and practiced and also due to some other inherited problems in its operation (Birhanu: 2004 quasha: 2005: p.2).

In the case of Wolkite town the researcher observed different documents like: -annual report, students' portfolio, rosters, statistical data indicate that high student's dropout rate, repetition rate, and low promotion rate. Even external communities feeling toward school were not good, because students' achievement was not successfully. Therefore, many of Wolkite town cluster schools especially abafransua cluster schools were mostly affected such kind of problems. The researcher was intended to remove this gap. So the researcher investigated the practice of continuous assessment and main problems that related to its implementation in the abafransua cluster for better implementation of continuous assessment.

1.2. Statement of the Problem

A number of factors affect the implantation of continuous assessment in schools. Some of the factors arise with-in the schools themselves. Keeping records and portfolios of the learners in their class size has its own impact in the implementation of continues assessment.

Continuous assessment involves collecting data in systematic way in continuous based one very fact on education activity. That means of setting continuous improvement in the learner and the total grading of the learners in cognitive, affective, and psycho-motor domain of learning systematically take account of all their performance during a given period of schooling (Alausa, Y: 1999). Some schools are placed where a scientifically oriented education is offered. Hence to begin with a teacher should be examining his/her students continuously to check the level of knowledge and skill acquire during teaching learning process in a class room and behavioral change in their students.

Here in case of Wolkite town selected cluster schools such as abafransua primary school and addis hiwet primary school have some problems to implement continuous assessment. I observed student's data from2012 - 2014 E.C annual reports are similar. It shows higher number of students' repetition rate, dropout rate and promotion rate are low. Even external community was not satisfied from that school's student's achievement. The researchers interested to conduct the study on this problem in order to assess the root cause and the problem to indicate appropriate solution to the concerned body.

In addition to this it attempts to investigate the problems related to implementation of continuous assessment in abafransua cluster schools. This study would attempt to answer the following basic research questions.

1. What are the current practices of the continuous assessment and its implementation in abafransua cluster school?
2. What are the main roles of teachers to implement continuous assessment?
3. What is the instructional support from the supervisor and principals to initiate teachers' implement continuous assessments methods in abafransua cluster?
4. What are major factors that affect the implementation of continuous assessment?

1.3. Objectives of the Study

1.3.1. General Objective of the Study

The main purpose of this study was to assess the practice and problem of continuous assessment implementation in the selected one cluster schools in the case of Wolkite town.

1.3.2. Specific Objectives

1. To assess the current practice of continuous assessment implementation in abafrnsua cluster.

2. To investigate the role of teachers in implementing continuous assessment.

3. To describe instructional support from the supervisor and principals to initiate teachers for implementation of continuous assessment methods

4. To identify the major factors that affects the implementation of continuous assessment.

1.4. Significance of the Study

The main importance of this study would be expected to: Minimize the educational wastage on the cluster schools by decreasing students' dropout rate, repetition rate, and improve the students' achievement level. Improve the recording and documenting system on the schools.

Based on the suggested alternative teachers may get different supportive opportunity of improving the teacher's practice of implementing continuous assessment at primary school level. It's also school's principals and supervisor use as criteria to solve the problem. This study provides important feedbacks about the existing practice of implementing continuous assessment and its problems. Moreover, it provides opportunity for the learners to understand the importance of continuous assessment on their result.

It helps for reference materials to those who are conduct research on the problems. It helps to indicate criteria for continuous assessment and give suggestion on how to improve implementation of continuous assessment.

1.5. Delimitation of the Study

The practice and problems of continuous assessment implementation in the school might be encountered in almost all primary school in the country. Conducted the study with in limited on public primary schools in wolkite town abafransua cluster schools. In this town there are 10 schools and 3 clusters. Among those, the research was limited to some selected public primary schools in abafransua cluster, but it might not simple task to conduct the study in those all primary schools in abafransua cluster. In these cluster there are 4 schools, from those my research conducted on 2 schools. Those schools are abafransua primary and addis hiwet primary schools.

1.6. Limitation of the Study

While collecting the data researcher faces many problems. The major problems are: - lack of the researches skill, knowledge, and experiences of how to analysis the data and lack of adequate information concerned body and reference materials.

1.7. Operational Definition of Key Terms

Drop out: -is unable to complete one's annual education year.

Low rate promotion: -the number student where classroom grade to grade levels is less

Final: - it is type of evaluation method which given at the end of semester

Cooperative learning: -learning together as student serve by helping each other

Continuous Assessment: - a way of judging a student's ability by looking at the work they have done during the year rather than by an examination.

Practices: - Activities of teacher often regularly, in order to improve their skills or to purpose for a test.

1.8. Organization of the Study

This study has five chapters. Chapter one deals with the problem and its approach which includes: - back ground of study, statements of the problem, general and specific objective, significance of the study, delimitation of the study, operational definition of key terms and organizations of study. Chapter two deal with review of related literature. Chapter three deal with research design and methodology of study. Chapter four deal with data presentation, analysis and interpretation. Chapter five deal with summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. Concepts of Continuous Assessment

According USAID_AED (2009), assessment is the process you use to collect information about students that you will use to make educational decision about them. It means that assessment refers to the process of gathering relevant information, for the expressed purpose of making educational decision, not to the instrument for gathering it. Assessments are no decisions. Rather, assessment provides information to help you make the decision.

Assessment is the full ranges of information teachers gather in their classroom information that helps them understand their pupils monitoring their instruction and establishing valuable culture (Akrassion, 1994 in Gregory, 2001; p. 9). Similarly, assessment involves the use of information about students knows and can do what the students need to learn (Thomas, 2007:9). In addition, assessment is defining as it is an assessment requiring students to demonstrate the same kinds of competence or combination of knowledge, skill and attitudes that way need to apply in criterion situation derived from professional practice (Judich, Gulikers, Theo and Pout, 2008).

In general, the definition of assessment is derived by question it seeks to answer about what students should now, what the instruction contributes to student's growth, how learning can be improved. Assessment also should include inputs and environment i.e. where students, start from output, were they end up.

In school there are main components of assessment system. They are continuous assessment and end form assessment systems which refer to final examination. Continuous assessment has always been seen as a crucial element of learning and principal means by which individual feedback is supplied to students during the course. Continuous assessment has been defined by different scholars almost in a similar ways expect in the ways of expression for instance continuous assessment refers to making observation periodically to find out what assessment knows, understand and can do specific tasks are given to the learners based on what has been taught (IEQ 2003; 4).

Knowledge and understanding are the affective domain applies to characteristics such as attitudes, motives, interest and other personality traits. Assessment in the psycho-motor domain involves assessing the learner's ability to use his/her hands. Example in, hand writing construction and project from these definitions one could infer that continuous assessment is an assessment approach which involves the use favorite of assessment instrument assessing various components of learning behaviors personality traits and dexterity.

As MoE of Zambia (2005) cited in Kapambwe (2010) '''continuous assessment is defined as an on-going, diagnostic, classroom-based process that uses a variety of assessment tools to measure learner performance.''' Finally, Airasian (1991) cited in Alausa (1999) describes continuous assessment as ''an assessment approach which should depict the full range of sources and methods teachers used to gather, interpret and synthesis information about learners; information that is used to help teachers understand their learners, plan and monitor instruction and establish a viable classroom culture.''

2.2. Benefits of Continuous Assessment

According Darej, (2003) continuous assessment it means to be integrated with teaching in order to improve learning end to help, shape and directs the teaching learning process.

Hueratel-malias (1995) in Mebtea 2008), note that, continuous assessment unlike traditional test can document "a story for every is and what is ultimate goal of evaluation but to give us the knowledge to be able to reflect up on discuss and assist a student's journey through the learning process". (Brown 2001;22), Continuous assessment result can also inform decision making in terms of determining as to whether students should be promoted from one class to another. Continuous assessment is a powerful diagnostic tool that used to provide feedback to the learner and the teacher about the suitability of the curriculum and instructionally materials the effectiveness of the teaching methods and the strength and weakness of the student and it also help to demonstrate to students that they are taking progress (Mebtea, 2008:11). Similarly, Browne (2001) confirms that continuous assessment can also provide a more reliable estimate of students' capacity to manage time and handle stress.

Continuous assessment will afford student to readily see his/her developmental pattern through the data. This is to say that continuous assessment is much more useful to student since it provides them with ongoing feedback on their performance. Which helps them to become more self-critical

and encourage them to attempt to make improvement as they actually work through a course rather than leaving the real learning process to the very end (Mebata 2008)? Continuous assessment also provides the student with maximum opportunity to learn and to demonstrate from time to time the knowledge, the skill, and the attitudes that they have during the teaching learning process (Mecheal, 2005 in mebeta 2008). Different scholars also identify the benefit of continuous assessment as compared to that of traditional exam or end exam.

Additionally, it helps to assess development and progress, to serve as a means of improving school community relations, to facilitate the selection and improvement of assessment instruments, to appraise the teacher's competence, and to serve as a guiding principle for selection, and application of supervisory techniques.

Wintle and Harrison (2000, p. 8) wrote that: "Assessment is at the very heart of the teaching and learning process. It helps us: evaluate our own teaching; to consider the strength and weaknesses of curriculum; to priorities our effort most productively; to diagnose difficulties with individual children and to allow us to pass on information to parent about pupils. Thus, assessment interacts with the curriculum, parents, the learner, and the teacher.''

Jacons and Gawe (1996:282) in Zakhe(2007) state that continuous assessment has many advantages for both the learner and educator.

These advantages are: -The promotion of the learners is not continued to a couple of tests and one or two examinations a year since continuous assessment is an ongoing process. Lerner is always aware of how they are progressing in their learner as everything is exposed to them. Sickness and other causes of absenteeism do not disadvantage the learners since assessment is continuous. Continuous assessment is not threatening to learners. It can enable learners to realize their strength and weakness as they learn. It provides opportunity for weak learners to improve their weakness by both formative and summative continuous assessment.

2.3. Characteristic of Continuous Assessments

There are four major characteristics of continuous assessment that the implementer should understand. These are: - systematic, comprehensive, cumulative, and guidance oriented.

Systematic nature continuous assessment is said to be systemic in the sense that it require an operational plan which indicate what measurement are table made of the pupils performance at

what time intervals or time duration the school year the measurement are to be made and the results recorded and the nature of the tools or instruments to be used in measurement and express continuous assessment it takes place over a period of time and ongoing learning is assessed regularity and the records of learners progress are up date through out of the year.

Similarly, Ojerind and Falayajo (1964), states that continuous assessment is systematic because every action is planned and well through of before it is taken. I.e. what to assess, how to assess, time of assessment, time to be spent by the pupil, instrument to be used etc. are every determined and planned in advance. In general, it requires for teachers systematically observe, measure, evaluate and record learning out comes in a planned and periodic manner.

Comprehensive nature continuous assessment is comprehensive in the sense that many types of instrument are used in determine all aspects of learning in the cognitive, affective and psycho-motor using all possible techniques in data collection (Anikawize, 2004).

Continuous assessment may can in form of tests, projects, assessment questionnaires and interviews. Also Suren (2004), note that continuous assessment allows for integrated assessment. This includes combining a numbers of different assessment methods. A Varity of assessment methods and opportunities must be providing through which learners can demonstrate their abilities.

Cumulative nature continuous assessment is cumulative since any decision to be made any point in time on then pupil takes in to account of all previous decision about him.

According to Ellingtone(1997), continuous assessment is cumulative as it involves keeping of accurate records of all measurement taken on the students in a given school year. These records are used to give a true picture of the students at any movement. Similarly, Suren (2004) note that, continuous assessment allows for summative assessment to be planned carefully from the beginning of two years. To include variety of assessment strategies for example: exercise, tests, projects, school and class tests are some of the strategies which will provide learners with arrange opportunity to show what they have learned.

Guidance Oriented nature continuous assessment is guidance oriented because information is used to guide his placement, Career prospects and location training further development. According to Suren (2004) continuous assessment is a guidance oriented because the information obtains from continuous assessment encouraging pupil’s effort and support the growth and development of learners: Learners become active participation in learning and assessment. Understand the criteria

that are used for assessment activities involved in self-evaluation set individual target for themselves reflect on their learning and their by experience raised self-esteem.

2.4. Types of assessment

Assessment is often divided in to initial, formative and summative categories for the purpose of considering different objectives for assessment practices.

2.4.1. Initial assessment

It referred to as pre-assessment or diagnostic assessment, initial assessments are conducted prior to instruction or intervention of establish a basic line from which individual student growth can be measured.

2.4.2. Formative assessment

Formative assessment is generally carried out through out a course or project. Formative assessment also referred to as "educative assessment," is used to aid learning. In an educational setting, formative assessment might be a teacher (or peer) or the learner, providing feedback on a student's work and would not necessarily be used for grading purposes. Formative assessments can take the form of diagnostic standardized tests.

2.4.3. Summative assessment

Summative assessment is generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students a course grade. Summative assessments are evaluative.

Educational Researcher, Robert Stake (2003) stated in Linn and Miller (2005, p.35). Explains the difference between formative and summative assessment with the following analogy:

When the cook tastes the soup, that's formative. When the guests taste the soup, that's summative

Summative and formative assessments are often referred to in a learning contact as assessment of learning and assessment for learning respectively. Assessment of learning is generally summative in nature and intended to measure learning out comes and report those out comes to students, parents and administrators.

2.5. Method or Techniques

It has been definition in above paragraph that continuous assessment consists of systematically gathering information through this job is carried out more successful will be final assessment of learning process. Acording to Shamim(2009), a continues assessment strategy refers to the different tools or producers used in the class room to understand the academic achievement levels

of learners in terms of their knowledge, attitudes and skills some of most practiced instruments are test, assignment, project, observation, presentation and oral question.

2.5.1. Test or Quiz

Test is a method or instrument/systematic produce which involve a group of question of written tests that are designed to draw out students' performance or to check that attainment of teaching objective (Asmare, 2008). Similarly, Good (1973) in Asmare (2008), states that tests are a group of question or task assessment to responded the purpose being to provide a quantitative representation of pupil trait it is designed to measure. Therefore, a test can be conceived as a method/ an instrument or systematic procedure which involves a group of question that are mainly designed to elicit student's performance or to check the attainment of teaching objectives. Test could be phrases in different ways closed-end selection types such as: true/false, multiple choice, and matching types and open-end selection types such as: short answer, essay and completion types are using the combination of the formats is usually advisable.

2.5.2. Assignment

Assignment is a problem solving exercise with a clear guidelines and specified length assessment like tests is more structured and less open-ended than the project but unlike tests they do not necessarily involves strict adherence's to prescribed producer or fact and like tests. Well-designed assessment can integrate different topics within the unit and provide a learning experience in its own rights. As well as assessing the students' knowledge (Viscardil Keye and Yates, 1996: 4)

2.5.3. Project Works

A project is an exercise on a single objective (topic) that require investigation in which the time constraints more relaxed than assessment moreover project require much more information than assessment and hence require the involvement of groups of learners working together. Projects are used to measure in comprehensive range of skill and integration of activities (MOE, 2004: 18). Project is an opportunity for students to show connection in there learning through investigation and production of report (MECY, 2006: 17).

2.5.4. Observation

Observation is the process measuring the frequency duration, topology etc of student's action usually in a natural setting with non-interactive methods (formal or informal observation of classroom) to know what students actually do. How they manifest their motives, attitudes and values special care planning are required for sensitive target behavior. But it is usually worse if for highly valid useful results (Eric, 2009:1370). Similarly, Heaton (1990) in Metbea (2008) confirms

that observation is the best method of assessing those aspects a communicative language performance that is less easy to capture in a traditional paper pencil format. Observation as a continuous assessment method provided opportunity for class room teachers to assess their student's skill in a non-threatening atmosphere. In addition, this will in turn help teachers to identify the strength and weakness of their student for further decision (Mebtea, 2008).

2.5.5. Oral questions

Oral question is evaluations of students' knowledge level through a face to face investigate dialogue with teachers. Its allow measurement able greater depth and students achievement in considerable greater depth and breadth through follow up questions etc. (Eric, 2009:130).

2.5.6. Students presentation

The presentation enables students to demonstrate what and how they have learned and is the conclusion of work carried out over several weeks (Christen, Simcatherin and Jacqui, 2006:181). Similarly, Shaaban (2001) in Mebtea (2008), state that presentations are important for assessment because they can provide a comprehensive record of students in both oral and written performance

2.5.7. Practical Work

Practical work assessment is competence based methods where by pre-operational abilities are measure in most direct and real world approach. It is beyond paper and pencil tests and most other methods is measuring skill. It is preferable to most other methods is measuring the application and generalization of learning to specific setting situations etc (Eric, 2009: 131).

In general, practical work assessment provides a more direct measure of what has been learned.

2.6. Factors of Continuous Assessment

Despite the benefits that have been observed in the course of implementation continuous assessment. Many workloads related changes like large class size and staffing high people to teaching ratio/remediation and enrichment, people absenteeism, teaching and learning resource, skill challenges that have been identified different literature as result of implementing continuous assessment in school. Similarly, Mebtea (2008) identified four challenges of implementing continuous oral assessment namely student's linguists back ground structural, absence of college level assessment policies, inadequacies in the use of informal continuous oral assessment methods negligence of formative continuous assessment and other challenges like time constraints, lack of supplementary reading materials and lack of administrative support.

2.6.1. Work Load Related Challenges

Work load is the measures of the amount and types of work performed by an individual with in a given period of time. It's both a quantitative measure of the person's perception of his abilities to perform the work. Business Dictionary, as mentioned above there are many work load related challenges in implementing continuous assessment some of these are large class size and remediation and enrichment etc.

2.6.1.1. Large Class Size

Class size is commonly defended as the standard numbers of students in class. As it has been stated in education labor relation conclusion in practice however class is large than the state norms in the case of Ethiopia class size for primary school is 1:50 class size for secondary is 1:40 and for higher education class size 1:40 and 1:40 less than.

2.6.2. Remediation and Enrichment

Sharperd (2000:10), points out that in order for assessment to play a more useful role in helping students learn it should be more in to the middle of the teaching and learning process instead of being past phones as only the end point of instruction. This is to say that assessment of learning is no longer seen as external examination added at the end of a course but as continuous process from the very being of the course. Although continuous assessment is should be well interrelated with the teaching learning process. Number of the teacher still felt that the number of students and the nature of the continuous assessment took a lot of time for teachers. As a result, teachers got concerned that the time spent on remediation and enrichment was excessive and many teachers did not be given that they wound finish the syllabus with continuous assessment (IAEA, 2008).

2.6.2. Teachers Continuous Assessment Skill

Once important aspects of continuous assessment skill availability of valid reliable tests could be used in all school there is a need to construct tests following established procured and practice. To make the result comparable across all the school teachers need to be equipped with skill of tests constriction and administration. Therefore, teacher is not adequately prepared for operating the continuous assessment system. If may lead to a tendency to merely "cook up" scores in the name of continuous assessment. Thus teachers should be encouraging to from favorable attitudes to words the practice they should be more aware of the requirement of the continuous assessment system. It's important and how to implement if many teachers misapplied the continuous assessment instrument leading to more continuous testing of learner instead of continuous assessment.

2.6.3. Teachers Attitudes towards Continuous Assessment

Most school teachers believe that continuous assessment cans the students' performance as well as teaching leaning process. Despite they believe importance because of work load related challenges they develop negative attitudes implementing continuous assessment though they need to have a positive attitude toward this particular innovation for imposed change in an education is often unsuccessful (Silkes, 1992). According to Sultan in silkes (1992), teacher's perceptions towards continuous assessment are not always positive indeed appear to have some reservation about implementing new assessment techniques such as self-assessment and peer the assessment in their teaching. They appear to have doubts about now continuous assessment will be contribute to student's achievement and doubts about their own role in the class room in the new system.

2.7. Parents and governments involvement in assessment

The other important issue related to the students' assessment is the active involvement of parents in their children's assessment. This can enhance the teaching and learning process by creating two-way communication between schools and parents. Parents and governments should be involved in the creation and monitoring of the assessment policy.

As Shipman (1993) mentioned in Wintle and Harrison (200, p. 37):

'''The progress charted on each child can be used not only by the teacher to help the child, but involve the parents. They will discuss the results they receive with the teacher. That is a short step from encouraging them to see and discuss detailed progress sheets on which the report is based. This promises a wealth of information as base for cooperation over learning between teacher, child and parents.'''

2.8. Current Practice of Continuous Assessment

The practice of continuous assessment in primary school is mainly concerned with the overall improvement of student's academic achievement. However, in actual practice different studies reveal that continuous assessment is not properly implemented. For instance, Suren (2004) shows that continuous assessment is not being implemented in terms of a wide range of alternative assessment strategy as it was intended to with pen and pencil testing still being the more dominate practice.

According to Elui (2008), represented that most teacher lays more emphasis on the use of test and examination to assess the learner progress. But these tests and examination are only used to measure learning out comes related to knowledge, understanding and application rather than measuring the learner's skill and attitudes (MOE, 2004).

Continuous assessment is much more useful to students, since it provides them with ongoing feedback. On their performances which help them to become more improvement as they actually work through a course rather than leaving the real learning process to the very end (Mebtea (2008). But the current practice of the provision of timely feedback and continuously is very poor (Selemnow 2011).

2.9. Continuous assessment in context of Ethiopia.

The education and training policy (1994) declared continuous assessment in academic and practical subjects, including aptitude tests will be conducted to ascertain the formation of all round profile of students at all levels.

Students in the first cycle of primary education should be assessed using conventional examination given. Their promotion will depend only on the continuous assessment. The primary purpose of assessment at this stage must be diagnostic and remedial.

As MOE (2010), every teacher should carry out regular check on the progress of all students in each subject. This is done through continuous and formal assessment. It is intended to be spontaneous and natural parts of the teaching and learning process, not merely an activity that takes place at the end of term or year.

The main requirement of the implementation of the revised curriculum will be the planning of assessment tasks as part of the school program that will show teachers whether, or not students are achieving the expected competencies. These tasks are intended to be under taken throughout the year. Such assessment is known as continuous assessment. As the MOE (1999) cited in education quality assurance package blue print, short coming related to assessment include: -lack of understanding policy guide line by some implements, proper control and supervision mechanisms especially at school and regional levels, and commitment on the part of teachers and learners regarding continuous assessment, which at the end of the day, results in unrealistic or fabricated continuous assessment marks.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

For this study the researcher employed descriptive survey design. Because this design enables researcher investigate the continuous assessment implementation in the schools and to describe the existing reality. Both qualitative and quantitative approaches

3.2. Description of Study Area

Wolkite town is found in gurage zone SNNPs regional state in Southern Ethiopia and the city of gurage zone. Wolkite town far from Addis Ababa by 153 KM. Abafransua Cluster primary school found in the center of the Gubre sub-cityand addis hiwet primary school found in wolkite town and also Abafransua primary school is the largest and most advanced school in wolkite town gubre sub-city Gurage zone SNNPs regional state.

3.3. Source of Data

Two kinds of data sources were used in the study i.e. primary and secondary. The main primary sources of data are Teachers, students and principals and supervisor. This primary source of data provides original information and face to face interaction of respondents. This data was collected through open ended and closed ended questionnaires and interview. Secondary source of data need analysis of documents. It would be observed the different time recorded documents such as: - mark lists, and rosters through analysis of documents.

3.4. Target Population, Sample Size and Sampling Techniques

The study targeted in Wolkite town selected primary schools. There were 10(ten) public primary schools and 3(three) clusters. Conduct all these clusters were unmanageable and it needs much resource for the researcher. From these3(three) clusters, abafransua cluster schools were selected by using purposive sampling because of observed continuous assessment problems as the researcher well known in the area. In these cluster there are 4(four) schools. The sample size would be taken as 2(50%) of them, because it considers the number of students were higher than the others school in the cluster. Those schools are Abafransua primary and Addis hiwet primary schools. The populations of those schools are 1(one) supervisor, 6(six) principals, 111 teachers, and 3254(three thousand two hundred fifty-four) students in schools. Then total populations for my study are3372.

From those using available and simple random sampling techniques selected the respondents such as 1(one) supervisor, 2(two) principals, 17(seventeen) teachers, and 325(three hundred twenty-five) students. Total sample size would need to respondents are 345 from the population.

Table 1: Sample Size and Sample Techniques

No	Respondent	Population	Sample	Sampling techniques	%
1	supervisor	1	1	Available	100
2	Principal	6	2	Simple random	33.3
3	Teachers	111	17	Simple random	15.32
4	Student	3254	325	Simple random	10
Total	Total	3372	345		10.23

In this cluster there are 1(one) supervisor, 6(six) principals, 111 teachers, and 3254 students. Then total populations are 345. They are used two types of sampling techniques selected the respondents. These are available and simple random sampling techniques. The total numbers of respondents in the schools are 1(100%) supervisor, 2(33.3%) principals, 17(15.32%) teachers, and 325(10%) students. Total samples are 345 selected.

3.5. Data Gathering Tools

This study was undertaken through questionnaire, structured interview and document analysis to collect relevant and valid data.

3.5.1. Questionnaire

According to (MoE: 2004, P.29) questionnaires can be used to get information about many education aspects such as the attitudes of teacher towards their profession and the job satisfaction of them. Because questionnaire would help teacher to gather a detail of information within the shortest period of time. Therefore, the questionnaires would be distributed to all selected teachers and student's participation the study. Questionnaires prepared for respondents are focus on open ended and close ended questions.

3.5.2. Interview

Interviews were prepared for supervisor and principals from selected schools in abafransua cluster. It helps to obtain detailed information about factor that affects continuous assessment implementation in the schools. From this instrument gathered the qualitative data.

3.5.3. Document Analysis

Documents have an analysis used as a source of information in education research MOE (April, 1999, p.82). Therefore, the researcher would use all documents that related to continuous assessment practices like mark lists and rosters.

3.5.4. Data Gathering Procedures

The study would initially review related literature improved theoretical background and instrument of data collection. Then researcher would visit abafransua cluster selected primary schools to get current information as introductory review. Before to study the detail process of data collection, researcher would have contacted with the facilitators of the selected primary school and would discussed with them about the importance of the study and starting point of particular time. The researcher would be given information on how to deal with questionnaires. To give us information using questionnaire would provide approximately 1:30 hours. They observed the actual work place it would take around 30 minutes. Therefore, the research questionnaire would be gathered and managed by quantitative data. Interview would be gathered and analysis qualitative data.

3.5. Method of Data Analysis

The researcher used both quantitative and qualitative method of data analysis. The data that gathered from target population through close ended questionnaire were organized and presented in table form and analyzed by using both frequency and percentage. On other hand, the data that collected through guided interview, open ended question and the data from secondary source analyzed and interpreted qualitative for recommendation were made.

3.6. Ethical Consideration

The study was conducted in way that protects the dignity and safety of the participants. The participants are given enough times to turn the questionnaire to give valid information.

The interviews have not forced to participant in the study rather the researcher convinced them by explaining the general objective and confidentiality of the information. The area and the time for interview were selected by participants themselves.

UNIT FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with many variables such as characteristics of respondents, analysis and interpretation of data that gathered through questionnaire and interview from supervisor, principals, teachers and students on the practice and problems of continuous assessment implementation in selected primary school of Wolkite town.

4.1. Characteristics of the Respondent

Table 2**:** Characteristics of respondent

No	**Item**	**Option**	**Respondents**								**Total**	
			Supervisor		**Principals**		**Teachers**		**Students**			
			No	**%**	**No**	**%**	**No**	**%**	**No**	**%**	**No**	**%**
1	Sex	Male	1	100	2	100	11	65	186	57	200	58
		Female	-	-	-	-	6	35	139	43	145	42
		Total	1	100	2	100	17	100	325	100	345	100
2	Age	14-19	-	--	-	-	-	-	302	93	302	88
		20-25	--	-	-	-	7	41	23	7	30	9
		26-35	-	-	1	50	4	24	-	-	5	1
		36 above	1	100	1	50	6	35	-	--	8	2
		Total	1	100	2	100	17	100	325	100	325	100
3	Qualification	certificate	-	--	-	-	-	-	-	-	-	-
		Diploma	-	-	-	-	10	59	-	-	10	50
		BA degree	1	100	1	50	7	41	-	-	9	45
		MA degree	-	-	1	50	-	-	-	-	1	5
		Total	1	100	2	100	17	100	-	-	20	100
4	Service years	1-5	-	-	1	50	5	29.4	-	-	6	30
		6-10	-	-	1	50	7	41.2	-	-	8	40
		Above 10	1	100	-	-	5	29.4	-	-	6	30
		Total	1	100	2	100	17	100	-	-	20	100

Item 1 of table 2 is about sex of the respondents. In this regard all principals and supervisor are male. Majority 11(65%) and 186(57%) of the teachers and student's respondents are male

respectively. From this analysis it can be concluded that majority the respondents are male and still the participation of females is not significant.

Item 2 in the same table 2 is about age of the respondents. In this regard the age of student's respondent 302(93%) were between 14-19 years old. 7(11%) of teachers and 23(7%) of students were between 20-25 years old. 1(50%) of principal and 4(235%) of teacher's respondents were between 26-35 years old. 1(100%) of supervisor, 1(50%) of principal, and 6(35%) of teachers were above 36-year-old. Therefore, majority 302(88%) of respondents were between 14-19 years old. Regarding to the age many of respondents were between 14-19 years old.

Item 3of table 2 is about qualification of the respondents. In this regard1 (100%) of supervisor and1 (50%) of principal were BA degree holder, 1(50%) of principal were MA degree holder, 10(59%) of teacher's diploma holders, 7(41%) of teacher's BA degree holder and there is no certificate holder. Therefore, data is show that majority of respondents 10(59%) are diploma holder and there is no certificate holder. From this analysis it can be concluded that diploma holder participants in particular provide accurately information for my study.

Item 4 of table 2 is about service year of the respondents. In this regard 1(50%) of principals, and 5(29%) of teachers were "between" 1-5 service year, 1(50%) of principal respondent and 7(41%) of teacher's respondents were "between"6-10 service years, and 5(29%) of teacher's respondent and 1(100%) of supervisor were above 10 service years. Thus data show that majority 7(41%) of respondents were "between" 6-10 service years. From this analysis it can be concluded that respondents have experience for how to implement different continuous assessment techniques. For our study those experienced respondents provide accurate information.

4.2. The current practice of the continuous assessment and its implementation in schools.

Table3: The current practice of continuous assessment in the school

No	**Item**	**Response of teacher's**										**Total**	
		Very high		**high**		**Medium**		**Low**		**Very low**			
		No	**%**	**No**	**%**	**No**	**%**	**No**	**%**	**No**	**%**		
1	The extent of awareness about continuous assessment for teacher	2	12	10	58	3	18	2	12	_	_	17	100

2	The level of importance of continuous assessment in their school	5	29	7	41	4	24	1	6	-	-	17	100
3	The status of continuous assessment improve teaching-learning process	8	47	5	29	3	18	1	6	_	_	17	100
4	The level of continuous assessment implementing in your school	2	12	3	18	5	29	7	41	-	-	17	100

As one can observe in table 3 item1, about the extent of the awareness for teachers on continuous assessment, majority 10(59%) of teachers responded that the awareness level for teachers on continuous assessment is high. In addition to this 2(12%) of teachers responded that the awareness level for teachers on continuous assessment is very high. From this analysis it can be conclude that there is no awareness gap for teachers on the continuous assessment.

The same table 3 item 2, about the importance of continuous assessment in their school. Data indicate that majority 7 (41%) of teachers responded that about the importance of continuous assessment in their school is high. In addition to this 5(29%) of teachers responded that about the importance of continuous assessment in their school is very highly. Therefore, based on this analysis it can be conclude that continuous assessment is must essential to improve their student's achievement level.

From the same table 3item 3, regarding to continuous assessment improve teaching-learning process in their school. Majority 8(47%) of teachers responded that continuous assessment is very highly improve the teaching-learning process. In addition to this 5(29%) of teachers responded continuous assessment is highly improve the teaching-learning process. Therefore, based on this analysis it can be concluding that majority of respondents, responded continuous assessment are improving teaching-learning process in their school.

From the above table 3item 4, about continuous assessment implementation in their school, the majority 7(41%) of teachers responded that continuous assessment is low level implementing in their school. In addition to this 5(29%) of teachers responded that continuous assessment is moderately implementing in their school. Therefore, based on this analysis it can be concluding

that continuous assessment is low level practice in their school. This indicate that there is no successful practice, because some problems hinder that related with class size, shortage of time, unwillingness of students and less interest of student for continuous assessment affect proper practice of continuous assessment in their school.

4.3. The main roles of teachers to continuous assessment implementation.

Table 4: Teachers role in continuous assessment implementation

No	Item	Response of teachers				Total	
		Yes		No			
		frequency	%	frequency	%	frequency	%
1	Different activities given for students to implement continuous assessment	7	41	10	59	17	100
2	Frequent feedback provide to their students	5	29	12	71	17	100
3	Regarding to implement appropriate techniques of continuous assessment	6	35	11	65	17	100

As one can observe in table 4 item 1, regarding different activities given for students to implement continuous assessment, majority 10(59%) of teachers responded that activities not given for students. Therefore, based on this analysis it can be conclude that different activities that are part of continuous assessments are not given for my students.

Table 4 item2, regarding provide frequent feedback for their students on the time. Data indicate that majority 12(71%) of teachers responded that not give frequent feedback for their students. Therefore, based on this analysis it can be concluding that delay frequent feedback for their students.

According to the above table 4 item 3, regarding to implement appropriate techniques for continuous assessment implementation, the majority 11(65%) of teacher's respondent responded that did not implement or use appropriate techniques of continuous assessments. Therefore, based on this analysis it can be concluding that teachers did not use different adequate continuous assessment techniques to improve their students result.

4.4. The instructional support from the supervisors and principals to initiate teacher for continuous assessment implementation.

Table5: Instructional Support from the Supervisor and Principals to Initiate Teacher.

No	Item	Responses of teachers

		Very high		High		Medium		Low		Very low	
		No	**%**	**No**	**%**	**No**	**%**	**No**	**%**	**No**	**%**
1	the stakeholder participation in continuous assessment implementation	3	18	3	18	4	24	7	40	_	_
2	Supports from supervisor to implement continuous assessment	4	24	6	35	7	41	_	_	_	_
3	The school principals' support to implement continuous assessment	3	18	2	12	5	29	7	41	_	_

As one can observe in above table 5 item 1, regarding stakeholder's participation in the continuous assessment implementation, majority 7(41%) of teachers responded that the participation of stakeholder for continuous assessment implementation is low. Therefore, based on this analysis it can be concluding that the stakeholders' participation on continuous assessment implementation process is low.

In the same table 5 item 2, respondents were asked regarding to supervisor support for continuous assessment in their school, the data indicate that majority 7(41%) of teacher respondents responded that moderately supervisor provide the support for continuous assessment implementation. In addition to this 6(35%) of teacher respondents responded that highly supervisor provide the support for continuous assessment implementation. From this analysis it can be conclude that on some extent supervisor given support for their teachers to implement continuous assessment.

In the same table 5 item 3, regarding to school principals give the support for continuous assessment implementation, data indicate that majority7(41%) of teacher's respondent responded that support from school principals are low. In addition to this 5(29%) of teacher's respondent responded that school principals moderately provide their support for teachers to implement continuous assessment. From the interview and open ended questionnaire respondents responded that all concerned body like supervisor, principals, and other education expert does not provide appropriate support for their teachers to implement continuous assessment. Therefore, based on this analysis it can be concluding that there is no sufficient support provided from concerned body for their teachers to implement continuous assessment.

4.5. Major factors that affecting the implementation of continuous assessment.

Table 6: Factor that affecting implementation of continuous assessment.

No	Item	Response of teachers							
		High		Medium		Low		Total	
		No	%	No	%	No	%	No	%
1	Unwillingness and lack of motivation from the students	7	41	6	35	4	24	17	100
2	Lack of support from school administration	8	47	7	41	2	12	17	100
3	Shortage of Time	7	41	5	29	5	29	17	100
4	High student-class ratio	9	53	6	35	2	12		

From the above table 6 items 1, about Unwillingness and lack of motivation on students, majority 7(41%) of teacher's respondent responded that highly affect the implementation of continuous assessment. In addition to this 6(35%) of teacher's respondents answered that the unwillingness and lack of motivation on students moderately affect the implementation of continuous assessment. Therefore, based on this analysis it can be concluding that willingness and interest of students for continuous assessment implementation are must important.

The same table 6 item 2, about lack of support from school administration as a factor for continuous assessment implementation, the majority 8(47%) of teacher respondents responded that lack of support from school administration highly affect the implementation of continuous assessment in the school. In addition to this 7(41%) of teacher's respondents responded that lack of support from school administration moderately affect the implementation of continuous assessment in the school. Therefore, based on this analysis it can be conclude that school administrative support for continuous assessment implementation is highly essential.

The same table 6 item 3, respondents were asked about Shortage of time as factors affecting continuous assessment implementation; majority 7(41%) of teachers responded that shortage of time highly affect the implementation of continuous assessment whereas 5(29%) of teacher's respondents responded that the shortage of time is not as a factor to implement continuous assessment. In addition to this from interview and open ended questionnaire respondents responded that shortage of time as a factor that affects the implementation of continuous

assessment. From this analysis it can be conclude that shortage of time adversely affect the continuous assessment implementation.

In the above table 6 item 4, respondents were asked about high student-class ratio as factor that affect the continuous assessment implementation, majority 9(53%) of teachers responded that high student class ratio highly affect the implementation of continuous assessment in the school. In addition to this 6(35%) of teacher respondents responded that high student-class moderately affect the continuous assessment implementation. From this analysis it can be conclude that concentration of student in one class affect the implementation of continuous assessment. The number of class-student's ratio is high in their school.

4.6. The students' perception toward the continuous assessment

Table 7: Students Perception toward the Continuous Assessment**.**

No	**Item**	**Option**	**Response of students**	
			frequency	**%**
1	About feeling of continuous assessment.	Positive	77	24
		Negative	116	36
		Some extent positive	132	40
		Total	325	100
2	The extent of understanding purpose of continuous assessment.	Very high	70	22
		High	22	6
		Medium	163	50
		Low	70	22
		Very low	-	-
		Total	325	100
3	The levels of teachers explain their role in continuous assessment process.	Very high	39	12
		High	62	19
		Medium	116	36
		Low	93	28
		Very low	15	5
		Total	325	100
4	About continuous feedback from their teachers on time.	Yes	62	19
		No	186	57
		Some extent yes	77	24
		Total	325	100
5	About using appropriate	Yes	70	21

	continuous assessments methods.	No	217	67
		Some extent yes	38	12
		Total	325	100
6	The feeling about continuous assessment to improve your result.	Very high	209	64
		High	62	19
		Medium	54	17
		Low	-	-
		Very low	-	-
		Total	325	100
7	Academic achievement of students in 1st semester continuous assessments result.	Low less than 60%	54	17
		Medium 60-80%	163	50
		High>80%	108	33
		Total	325	100
8	Satisfaction on 1st semester result.	Very high	31	10
		High	139	43
		Medium	116	35
		Low	31	10
		Very low	8	2
		Total	325	100

From the above table 7item 1, regarding to their feeling about continuous assessment, data show that majority 132(40%) of student's respondents responded that had some extent positive feeling about continuous assessment. Therefore, based on this analysis it can be conclude that students feeling about continuous assessment is low.

The same table 7 item 2, regarding to extent of understand the purpose of continuous assessment, the data indicate that majority 163(50%) of student's respondents responded that moderately understand the purpose of continuous assessment. From this analysis it can be conclude that students understand some extents of purpose of continuous assessment.

In the same table 7 item 3, the respondents were asked about teachers explain student's role during the continuous assessment implementation. Data indicate that the majority 116(36%) of student's respondents responded that moderately explain their roles. In addition to this 93(28%) of student's respondents responded that teachers not explain their roles. Therefore, based on this analysis it can

be conclude that teachers appropriately not explain their role during the implementing of continuous assessment.

The same table 7 item 4, about continuous feedback from their teachers. According to the data majority 186(57%) of student's respondents responded that did not obtain continuous feedback from their teachers. Therefore, this analysis indicates that students about their achievement did not obtain timely feedback from their teachers.

From the above table 7item5, regarding to appropriate continuous assessment techniques, majority 217(67%) of student's respondent responded that different subject teachers did not use appropriate continuous assessment techniques. Therefore, based on this analysis it can be conclude that different subject teachers did not provide relevant continuous assessment techniques for their students.

Item 6 of in the same table 7, regarding to feeling about continuous assessment to improve their result; the majority 209(64%) of student's respondent responded that continuous assessments are very highly improve their results. Therefore, based on this analysis it can be concluding that students believed that continuous assessments are improve their results.

Item 7from the same table7, about their academic achievement in 1stsemester, data show that 54 (17%) of student's respondent responded that achieved less than 60%, 163(50%) of student's respondent responded that achieved between 60-80%, and 108(33%) of student's respondent responded that achieved greater than 80% in the 1stsemester result. From this analysis it can be conclude that majority of students achieved between 60-80% of results in 1stsemester.

Item 8 in the same table 7, about their satisfaction of 1st semester results, majority 139(43%) of student's respondent responded that highly satisfied on their result. In addition to this 116(36%) of students respondent responded that moderately satisfied on their result. Therefore, based on this analysis it can be concluding that majority of students satisfied on their result.

CHAPTER FIVE

SUMMARY, CONCLUSION and RECOMMENDATION

This chapter deals with the summary of the study, the conclusion drawn on the basis of findings and recommendations.

5.1. Summary

The main purpose of this study was to assess the practice and problem of continuous assessment implementation in the selected one cluster schools in the case of Wolkite town. In order to meet this purpose, the study was attempted to find the following basic research question:

1. What are the current practices of the continuous assessment and its implementation in abafransua cluster school?
2. What are the main roles of teachers 'to implement continuous assessment?
3. What is the instructional support from the supervisor and principals to initiate teachers' implement continuous assessments methods in abafransua cluster?
4. What are major factors that affect the implementation of continuous assessment?

Based on the above leading question review of related literature was organized. To conduct the study, descriptive survey design that involved both qualitative and quantitative data was employed. Questionnaire and interview were the major data gathering instruments. In addition, document analysis also used to obtain supplementary data. Participants of my study were selected 1 supervisor, 2 principals, 17 teachers and 325 students by simple random and available sampling techniques. Both open ended and close ended questionnaires were developed for the teachers and for students open ended questionnaires were developed. Interview question were also developed for the supervisor and principals. Data gathered were organized, tabulated and analyzed by using numerical value, and percentages

From this study the following finding were obtained:

- The majority of respondent said that, continuous assessment is low level practice in their schools. These indicate that there is no successful practice, because some problems hinder that related with inappropriate student-class ratio, shortage of time, and less interest of student for continuous assessment implementation. Those factors affect proper practice of continuous assessment in their school.

- The majority of teachers respondents 10(58.82%) said that, they did not give adequate activities for their students to implement continuous assessment. These data indicate that teachers not provide the adequate continuous assessment techniques for their students.
- Majority of teachers responded that does not given timely feedback for their students.
- Majority of teacher respondents responded that moderately supervisor provide the support for continuous assessment implementation.
- The majority of teachers' respondents responded that there is no sufficient support from the concerned body to implement continuous assessment.
- The majority of teachers' respondents responded that unwillingness and lack of motivation from the students, shortage of time, high student-class ratio are highly affecting to continuous assessment implementation in their schools.
- Majority of students responded that about continuous assessment feeling is low.
- The majority of students responded that not sufficiently understands about the purpose of continuous assessment.
- The majority of students responded that teachers are not appropriately explaining their role during the implementing of continuous assessment.
- Majority of students responded that the purpose of continuous assessment understanding some extents.
- Majority of students responded that teachers not give timely feedback to their students.
- Majority of responded that different subject teachers did not give relevant continuous assessment techniques for their students.

5.2. Conclusion

Based on the basic question of the study its major finding the following conclusions were drawn.

- The implementation of learners' continuous assessment in the targeted abafransua cluster schools is poor. It is also difficult of inappropriate student-class ratio, shortage of time, and less interest of student for continuous assessment implementation. Those factors affect proper practice of continuous assessment in their school. In addition, the system of giving feedback for learners' achievement regularly with appropriate detail is completely week. This indicates that there is no successful continuous assessment implementation.
- In these schools teachers not appropriately perform their roles by using different techniques and activities that are part of continuous assessments.

- There is no sufficient support provided from concerned body for their teachers to implement continuous assessment.
- In case of these schools unwillingness and less interest from their students, shortage of time, high student-class ratio are highly affecting continuous assessment implementation in their schools.

5.3. Recommendation

In the light of the finding of the study the following recommendation were forwarded:

- ✓ It is preferable that, the school principals and cluster supervisor support teachers by giving short time training to properly implement continuous assessment for their students by using different convincing techniques.
- ✓ To increase willingness and motivation of students the school principals and teachers create awareness about the purposes of continuous assessment.
- ✓ From the study, it can be concluded that stakeholder involvement is a key factor in implementing continuous assessment. Schools cannot be to meet the needs of pupils without help from parents. The literature reminds us that students learning increases when parents participate in decision making that affects their children. Therefore, school principals and cluster supervisor strong partnerships must construct between the school and the home by allowing parents to be part of the school's management team.
- ✓ The school's principals and teachers should allocate and adjust the available time to implement continuous assessment properly in the school.
- ✓ To make appropriate student- class ratio the school principals generate revenue from participate different internal and external community, parent, voluntary organization and non-governmental organization construct additional block.
- ✓ The teachers also should explain the role of the students what they are doing in the continuous assessment.

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APPENDIX A

WOLKITE UNIVERSITY

College of Education and Behavioral Sciences

Department of pedagogical Science and English language and literature

Data collection from school teacher, student, supervisor and principal on practice and problem of continuous assessment implementation

Dear Respondent,

The purpose of this questioner is to assess the practice and problem of continuous assessment implementation program. Your genuine, corrected and unambiguous responses is highly appreciated

General Direction

Do not write your name on the question paper.

Read all the instructions before attempting to answer the questions.

Put a tick (X) mark on the box to choose one of the suggested like scales and you are also requested to write short answer for the questions that require your opinion.

Please make sure that you have cancelled the change made in response before you change any response if necessary.

Prepared by*;* Chalachew tsegaye

5/Marital states **Questioners for teachers**

I General information

1/ sex male female

2/ Age 20- 25 26-30 > 30

3/ Educational level Degree Diploma Certificate

4/ Service year in teaching 1-6 6-9 10-12 13- 18 > 18

single married widowed

Part 1

Instruction: items related with teachers' attitude (beliefs) on the current practice of continuous assessment in the school

Please tick (√) to reflect your opinion. (use the following scales)1= very high 2= high 3= medium 4=low 5=very low

NO	Item	RESPOSE OF TEACHERS				
		Very high	High	Medium	Low	Very low
1	The extent of awareness about continuous assessment for teacher					
2	The level of importance of continuous assessment in their school					
3	The status of continuous assessment improve teaching-learning process					

4	The level of continuous assessment implementing in your school					

Instruction: items related with teachers' attitude (beliefs) on Teachers role in continuous assessment implementation

Please tick (√) to reflect your opinion. (use the following scales) Yes/NO

No	**Item**	**Response of teachers**	
		Yes	**No**
1	Different activities given for students to implement continuous assessment		
2	Frequent feedback provide to their students		
3	Regarding to implement appropriate techniques of continuous assessment		

Instruction: items related with teachers' attitude (beliefs) on Instructional Support from the Supervisor and Principals to Initiate Teacher

Please tick (√) to reflect your opinion. (Use the following scales)1= very high 2= high 3= medium 4=low 5=very low

NO	Item	RESPOSE OF TEACHERS				
		Very high	High	Medium	Low	Very low
1	the stakeholder participation in continuous assessment implementation					
2	supports from supervisor to implement continuous assessment					
3	The school principals' support to implement continuous assessment					

Instruction: items related with teachers' attitude (beliefs) on Factor that affecting implementation of continuous assessment

Please tick (√) to reflect your opinion. (use the following scales) 1= high 2= medium 3=low

No	**Item**	**Response of teachers**		
		High	**Medium**	**Low**
1	Unwillingness and lack of motivation from the students			
2	Lack of support from school administration			
3	Shortage of Time			
4	High student-class ratio			

APPENDIX B

Questioners for students

Part 1

Instruction: items related with teachers' attitude (beliefs) on Students Perception toward the Continuous Assessment**.**

Read the following question and choose one of the given alternatives

No	Item	Option	Response of students
1	About feeling of continuous assessment.	Positive	
		Negative	
		Some extent positive	
		Total	
2	The extent of understanding purpose of continuous assessment.	Very high	
		High	
		Medium	
		Low	
		Very low	
		Total	
3	The levels of teachers explain their role in continuous assessment process.	Very high	
		High	
		Medium	
		Low	
		Very low	
		Total	
4	About continuous feedback from their teachers on time.	Yes	
		No	
		Some extent yes	
		Total	
5	About using appropriate continuous assessments methods.	Yes	
		No	
		Some extent yes	

		Total	
6	The feeling about continuous assessment to improve your result.	Very high	
		High	
		Medium	
		Low	
		Very low	
		Total	
7	Academic achievement of students in 1st semester continuous assessments result.	Low less than 60%	
		Medium 60-80%	
		High>80%	
		Total	
8	Satisfaction on 1st semester result.	Very high	
		High	
		Medium	
		Low	
		Very low	
		Total	

APPENDIX C

WOLKITE UNIVERSITY

College of Education and Behavioral Sciences

Department of pedagogical Science and English language and literature

Data collection from school teacher, student, supervisor and principal on practice and problem of continuous assessment implementation

Dear Respondent,

The purpose of this questioner is to assess the practice and problem of continuous assessment implementation program. Your genuine, corrected and unambiguous responses is highly appreciated

General Direction

Do not write your name on the question paper.

Read all the instructions before attempting to answer the questions.

Put a tick (X) mark on the box to choose one of the suggested like scales and you are also requested to write short answer for the questions that require your opinion.

Please make sure that you have cancelled the change made in response before you change any response if necessary.

5/Marital states **Questioners for principal and supervisor**

I General information

1/ sex male *female*

2/ Age 20- 25 *26-30* *> 30*

3/ Educational level *Degree* *Diploma* *Certificate*

4/ Service year in teaching 1-6 *6-9* *10-12* *13- 18* *> 18*

single *married*

Part 3

Interview Guide for cluster resource center supervisors and principal

General direction the purpose of this interview is to collect data on the practice and problem of continuous assessment implementation program from your cluster resource center School. The information you provide would be used only for research purpose then you are kindly requested to give your responses honestly and responsibly.

1. What are the current practices of the continuous assessment and its implementation in your school?
2. What are the main roles of teachers' to implement continuous assessment?
3. What is the instructional support from the supervisor and principals to initiate teachers' implement continuous assessments methods in your school?
4. What are major factors that affect the implementation of continuous assessment?