

**PRACTICES AND CHALLENGES OF SCHOOL LEADERS' IN  
SUPPORTING IN THE ASSESSMENT OF PRE-PRIMARY  
STUDENTS' LEARNING IN KEMBATA TEMBARO ZONE**

**BY**

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DEPARTMENT OF EDUCATIONAL PLANNING & MANAGEMENT**

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JIMMA, ETHIOPIA

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NOVEMBER, 2021

JIMMA, ETHIOPIA

# LETTER OF APPROVAL

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This is to certify that the thesis prepared by Getenet Teketel entitled “*Practices and challenges of school leaders’ in supporting in the assessment of pre-primary students’ learning in Kembata Tembaro Zone*” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership fulfills with the regulation of the University and meets the accepted standards with respect to originality and quality.

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## Declaration

I, the undersigned declare that this thesis entitled “*Practices and challenges of school leaders’ in supporting in the assessment of pre-primary students’ learning in Kembata Tembaro Zone*”, SNNPR, is my original work. I also declare that this thesis has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

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## **ACRONYMS /ABBREVIATION**

<b>CPD</b>	Continuous Professional Development
<b>CRC</b>	Cluster Resource Center
<b>EEDR</b>	Ethiopian Education Development Roadmap
<b>ESAA</b>	Education Statistics Annual Abstract
<b>ESDP</b>	Educational Sector Development Program
<b>GER</b>	Gross Enrollment Rate
<b>GTP</b>	Growth and Transformational Plan
<b>MoE</b>	Minister of Education
<b>NAESP</b>	National Association of Elementary School Principals
<b>NEGP</b>	National Education Growth Program
<b>NGO</b>	None Governmental Organization
<b>OECD</b>	Organization of Economic Co-operation and Development
<b>PTSA</b>	Parent Teachers Students Association
<b>REB</b>	Regional Education Bureau
<b>SPSS</b>	Statistical Package for Social Science
<b>WEO</b>	Woreda Education Office
<b>ZED</b>	Zonal Education Department

## **ABSTRACT**

*The study was conducted to assess the Practices and challenges of school leaders' in supporting in the assessment of pre-primary students' learning in Kembata Tembaro Zone. To conduct the study, a descriptive survey design, with a quantitative and qualitative approach was applied. Then, 229 pre-primary schools were total population in Kemebata Tembaro Zone, the researcher used multistage sampling techniques for sampling; a purposive sampling technique was employed to select the sample of 40 schools and 84 teachers. By simple random sampling, 6 woredas, 40 department heads, and 10 CRC were selected. Finally, 40 school principals were selected by availability sampling. To this end, 40 pre-primary schools, 84 teachers, 80 school leaders (department heads and school principals), and 10 cluster supervisors (CRC) were included in the study. Questionnaire, interview, and documents review were the main data-gathering instruments for the study. The data gathered through questionnaires were analyzed with statistical tools percentage, mean, standard deviation and two-group T-test, and then supported by SPSS virsion-23. A qualitative analysis was in used to triangulate with the quantitative findings relation to each research question. Consequently, the findings of the study indicated that school leaders' practices were poor in supporting teachers in assessing pre-primary students' learning. Also, school leaders were found to perform their supporting roles like motivating, monitoring, and leading. Furthermore, principals give low attention for pre-primary education, less time scheduled trend; less properly use their knowledge and skills as their full potential. Finally, school leaders spend more time on non-instructional tasks. It also concluded in school leaders practices in supporting pre-primary assessment implementation gaps were incomplete set methods, set expected vision, timely evaluate assessment, giving feedbacks, and promote assessment literacy, as facilitating assessment were insufficient and as challenges low attention for pre-primary class, low applying their knowledge, believe assessment leadership as teachers role and low scheduled their time in Kambata Tembaro zone. Finally, recommendations such as school principals have given attention by their leadership practice. School rules and regulations revised by policymakers to provide appropriate training and workshops for teachers and school leaders, distinguish instructional and none-instructional tasks, and providing develop assessment leadership trend in a systematic manner.*

# CHAPTER ONE

## INTRODUCTION

This study considers the practices and challenges of pre-primary school leaders' support in assessing students' learning. This provides an overview of the current practices and challenges of assessing pre-primary students. School principals, department heads, and teachers have described trends of how to support students in implementing learning assessments every day. Thus chapter discusses the Background of the Study, Statement of the Problem, Research questions, and Significance of the Study, Delimitation, Limitation of the Study, and Definition of Operational key terms.

### **1.1 Background of the Study**

Pre-primary education is typically designed for children from lower years of age to the start of primary school. The educational properties of pre-primary education are characterized by interaction with peers and educators, through which children improve their use of language and social skills, and start to develop logical and reasoning skills. Children are also introduced to alphabetical and mathematical concepts and encouraged to explore their surrounding world and environment. Supervised gross motor activities (i.e. physical exercise through games and other activities) and play-based activities can be used as learning opportunities to promote social interactions with peers and to develop skills, autonomy, and school readiness (UIS, 2012).

According to Babar (2012), the pre-primary education and student's learning effectiveness depend on appropriate learning assessment; effective teaching and learning stems are from effective assessment, for effective assessment uses appropriate assessment strategies. Teachers who focus on data collection as a source of valuable information to enhance learning can be successful in supporting a range of students in one classroom. In order to do this effectively, classroom assessment practices need to be valid, educative, explicit, fair, and comprehensive.

Assessment is a critical aspect of the teaching and learning process which aims at collecting, interpreting, and analyzing the regarding students' performance. The quality of learning is determined by the quality of assessment practices in the classroom. There are many purposes of assessment that focus on the different dimensions of educational development, however, the most dominant purposes of assessment are improving students' learning and developing accountability measures for learning at classroom and school levels (Catherine,2008).

Assessments reflect the interest of modern cognitive theory in the process of learning and knowing in a given individual. In the current early childhood education milieu, there are four primary reasons for assessment, which are listed; first assessment to support learning, second assessment for identification of special needs, third assessment for program evaluation and monitoring trends, and finally assessment for school accountability (McMillan, 2001).

Furthermore, Penuel, and Watkins (2019) stated assessment as the formation of judgments on the quality of students' achievement. Carless, Joughin, and Mok (2006) perceived assessment as a mechanism to inform students about their learning performance and how they can improve on their learning outcomes. Boud and Falchikov (2006) also pointed out that assessment can have powerful effects on what students do and how they do it, communicates to them what they can and cannot succeed in doing, and builds or undermines their confidence as learners. In order to understand from the above scholars are three basic education pillars there are the quality of student's achievement, assessment mechanism and parent engagement their learning, and assessment lead to students be rationalize their everyday activity, then assessment more than a collection of data and linked with the basic issue of our problem of quality education.

School leaders have many roles and responsibilities to run instruction, according to; Blase, (1999) has identified six main roles for effective school principals: manager, instructional leader, disciplinarian, human relations facilitator, evaluator, and compromiser. Moreover, Billy (2009) has attested eight roles including resource investigator, innovator,

evaluator, completer, implementer, shaper, coordinator, and team worker. They have also listed eight unique functions within the principal role: these are planner, resource allocator, coordinator, Supervisor, disseminator of information, jurist, gatekeeper, and analyst. Some researchers suggest that empowering the growth of teachers is a new role for school leaders.

Additionally, student learning and assessment are regularly wanted to be supported by school leaders, school leaders play a great role in the effectiveness of pre-primary student learning and assessment (NPBED, 2015). There are stated principals wear multiple hats. In addition to administrative skills necessary to successfully lead a school, principals require knowledge of what students and teachers should know and be able to do. Principals, particularly those working in schools with pre-school, need additional expertise in integrating preschool with older grades and creating and implementing shared opportunities for teachers' professional development and planning time within and across grades. Combined, these skills are critical to ensuring high-quality experiences for students and support for teachers.

Jackie, (2015) state that all principals should have the following qualities;- An understanding of developmental science and instructional practices that support pre-school student learning, Knowledge of developmentally appropriate assessment principles and methods, Knowledge of professional competencies for teachers, and how to support teachers' efforts to provide quality learning environments for young children, Knowledge of appropriate assessment of educators to improve child outcomes and inform professional learning, The ability to develop partnerships in the community within and across disciplines that touch the lives of children and families, and Knowledge and skills for an effective school.

According to National Learning Assessment System [NLAS], (2019) the use of assessment in Ethiopia started in 1938 with National Examinations; however, National Learning Assessment was implemented much later, in 2000. Although classroom assessment was introduced along with modern education in 1908, it was given more attention in the 1994 ETP. To monitor and evaluate the quality of education on a regular basis, the National Educational Assessment and Examinations Agency (NEAEA) was re-established by the Council of Ministers Regulation No. 260/2012 by integrating the two assessment systems,

National Examinations and NLA.4 National Examinations is a census-based assessment that takes place in grades 10 and 12; NLA is a sample-based assessment undertaken in the exit cycle of primary and secondary education (grades 4, 8, 10 and 12). Early grade literacy and numeracy assessment, on the other hand, is conducted at grades 2 and 3. Both the National Examinations and the NLA have been administered on the basis of the national education and training policy and curricula of the country.

In Ethiopia, students in primary grades 1 to 4 are promoted by the system of continuous assessment by teachers of the school level. Therefore, the teachers are supposed to evaluate students in consideration of remarks, writings and judgments, etc. in the classroom, but in fact, many teachers do not perform evaluations other than examinations. Regarding the continuous assessment, problems similar to those of grades 1 to 4 arise. Many teachers make evaluation with tests in everyday classes (about 40%) and year-end examination (about 60%). In Kembata Tembaro zone pre-primary students learning assessment practiced by based on students' day to day performance in continuous assessment method, so assessment system in baseline play a great role it can decided the students later educational achievement as primary grade students entree assessment support, not have clear school leaders and pre-primary classes teachers relation; in this case pre-primary assessment issues were left behind

In the area of researcher, in Kembata Tembaro zone, school principals left behind the assessment of pre-primary students learning matters, poor support in facilitating, loose ongoing feedback, inadequate supply of relevant resources, lack of evaluating and analyzing assessment data, and less promote assessment literacy in public pre-primary classes. In these cases the researcher was interested to examine the current practices and challenges of school leaders' support in assessing pre-primary students' learning that can improve both teachers' and school leaders' limitations for advanced learning and toward intended general quality education improvement program.



## **1.2 Statement of the Problem**

School principals as instructional leaders serve a critical role in increasing teachers' effectiveness and improving student achievement. Their Central role is leading the efforts on student assessment systems using student data to inform school decisions. Principals as assessment leaders employ strategies such as creating a vision, fostering group goals, modeling effective practices, promoting teacher learning and development, planning curriculum, evaluating teaching practices with specific feedback, and strategically aligning resources to instructional goals (Margaret and Plecki, 2006). However, for principals to embody the assessment leader role successfully, they must first develop key competencies in assessment knowledge, an appreciation that means beliefs and skills (James, Holly, Richard and Nancy, 2008).

School principals play a key role in the delivery of quality instruction. Their responsibilities include ensuring educational strategies are in place that supports effective learning for all students. They serve as a facilitator, guider, and supporter of quality instructional practices. Good principals understand that improved test scores are important but know that quality instruction is essential for improving student achievement. Because the principal serves as the educational leader of the schools, it is imperative that they have a working knowledge of effective instructional strategies and understand the needs of their students and teachers. The responsibility for outlining effective practices for student instruction is a task that should be shared with teachers and may include support from the curriculum department and consultants. The process of identifying effective practices requires collaboration (Keith, 2010).

Therefore, principals' responsibilities should include ensuring effective collaboration takes place. They should acknowledge that collaboration is worthwhile, and it can work. It will not work, however, if a school's leaders do not put a great deal of work, planning, and trust into it. The collaborative process should begin with reviewing data and getting input from teachers, curriculum staff, and consultants to outline or modify the schools' action plan. Principals should not assume that all teachers have the same levels of learning regarding teaching strategies and best practices. Many teachers have limited experience with

educational policy and student assessment techniques. Therefore, school principals critically identify each teacher's limitation and provide the right improvement mechanism like schools target appropriate reform (Kristina and Hansen, 2016).

At the classroom level, school leaders' work closely with teachers, they can play a pivotal role in the improvement of student learning by helping pre-primary teachers develop and use sound assessments. The typical teacher will spend most of her or his professional time on assessment-related activities. When teachers and students improve their conversations, the quality of teaching and learning will benefit. Despite, the fact that little of principals' preparation time is spent learning about assessments (Dinham, 2005).

An additional responsibility of schools principals in supporting teachers for providing relevant assessing pre-primary students supervisory roles are motivated and provide ongoing support and make positive communication channels among their instructional teams. Teachers and paraprofessionals should feel valued. Teaching can be frustrating and lonely, all teachers need the advice of other experienced professionals in order to overcome the daily challenges they face. Motivated teachers support student achievement and seek out additional learning opportunities to improve their teaching skills (Vidoni, 2007).

In the same way, school principals have known students' assessment process responsibilities of teachers. Specific expectations of principals as assessment leaders have received increasing attention in the research. Investigations conducted by (Noonan and Renihan, 2008) provided useful guidelines for principals involved in assessment leadership. Then (Stiggins, 2001), for example, proposed how principals can work toward assessment success. He made to point out that, for success in school-based assessment, principals must have: i) clear and appropriate achievement targets and ii) a literate staff. These two conditions lay the foundation for the five criteria used as a framework for principal evaluation literacy. That is, i) students' proper expectations of achievement, ii) evaluations that serve educational purposes, iii) that accurately serve their intended purposes, iv) evaluations of student performance to draw conclusions with a wide range of

confidence, and v) Elimination of biases that may affect the accuracy of the results. He added that principals need to become more aware of the different types of assessments, and they also need to remove barriers in order to better leadership in assessment.

School leaders can contribute to improved student learning by shaping the conditions and climate in which teaching and learning occur. A large body of research on school effectiveness and improvement from a wide range of countries and school contexts has consistently highlighted the pivotal role of school leadership in making schools more effective (Townsend, 2007). The finding that the relationship between leadership and student learning is mediated through such factors underscores the powerful role of the school leader in helping to create the conditions for effective teaching and learning. School leaders influence the motivations, capacities, and working conditions of teachers who in turn shape classroom practice and student learning and there are identifies four major domains of responsibility as key tasks for school leadership to improve teaching and learning within their schools: supporting and developing teacher quality, defining goals and measuring progress, strategic resource management and collaboration with external partners (OECD, 2008).

According to Dennis, et al. (2019) the School leaders as Assessment Leaders expect the following four areas of assessment competencies: - 1) Advance level of assessment for learning performance activities. Development and utilization of assessment tasks, communicating assessment results, ensuring the trustworthiness of assessment, utilization of assessment data in lesson planning, clarification of learning outcomes and success criteria, utilization of assessment tools to identify professional training needs, communication with parents, and enhancement of community's trust. 2) Assessment for learning mentoring skills activities are: establish a collegial peer-evaluation of teaching, identify training needs of teachers based on the results of needs, and communicate to teachers their training needs. 3) Engage with teachers and students in using assessment activities teacher's beliefs and values draw strong commitment from teachers, and promote discussion of assessment to teachers, students, and other stakeholders, and 4) develop an assessment culture that promotes a high level of student achievement and learning activities.

Inappropriately, much local and national research in assessment leadership is inadequate, especially; in the researcher areas that have not focused more on assessment leadership at pre-primary.

The assessment leadership responsibility assumes for as teachers mandate only, for this cause many principals cannot provide enough support for teachers, hence high variation between in regional and school-based student assessment result. Even so, the importance of assessment leadership practices in assessment reform efforts is evident in the process of ensuring student academic performance as well as educational quality. Educational sector development program-v suggested that regular assessment of student performance can be used to guide resource allocations and changes to strategies for teacher training, curriculum development, and the provision of facilities in schools (MoE, 2015).

Moreover, many local and national research finding are addressing different pre-primary program challenges, for example (Bezawit Talegeta, 2019) Addis Ababa University; her thesis illustrate in research finding pre-primary education major challenges in a form of physical, materials, and human resource constraints as faced the program, same as (Temesgen Yadeta, 2016) in Jimma zone pre-primary education program also point out educational curriculum availability and implementation, inadequate indoor and outdoor teaching and learning facility, shortage of professionally skilled teachers, conducive learning environment, and less care for pre-primary children.

Therefore, this study was conducted to fill the knowledge and research gaps of the pre-primary teachers' and school leaders' consistent support on students' learning assessment. What are professionals missing when assessing students from that proposed pre-primary school curriculum goals? Inadequate school leaders consistency monitoring and support with constructive feedback linked with matters of general education quality program through baseline level. Then it is attempting to investigate the current practice and major challenges of school principals' support assessing pre-primary students' learning in Kembata Tembaro Zone selected woredas.

In other words, in the area of study, some pre-school students faced problems through the process of teaching-learning and evaluation, such as School principals are poorly supported and trained by teachers, do not consider assessment leadership as a principal role, and do not address the role of leadership-promotion, allocation of relevant resources, close contact with teachers, inability to cooperate, apply appropriate assessment methods, provide consistent quantitative and qualitative feedback, and competent difference leadership roles, pre-primary teachers improve assessment skills and improve student performance. The purpose of this research was to investigate how school leaders currently practice and what the major challenges are in assessing pre-primary students' learning in the Kembata Tembaro Zone. For a more in-depth study, the following main questions were proposed.

### **1.3 The Research Questions**

1. What is the assessment leadership in supporting pre-primary student learning?
2. To what extent do school leaders facilitate assessment in pre-primary students learning?
3. What challenges do school leaders face in supporting assessment in pre-primary students learning?

### **1.4 Objectives of the Study**

#### **1.4.1 General Objective**

The general objective of the study focused to investigate the current practices and challenges of school leaders' support in assessing pre-primary students' learning in the Kembata Tembaro Zone.

#### **1.4.2 Specific Objectives**

The specific objectives of this research were:-

- To identify the assessment leadership practices in supporting pre-primary students' learning.

- To point out the extent of school leaders' facilitate assessment in pre-primary students' learning.
- To investigate the challenges that faced school leaders' support assessment in pre-primary students' learning.

## **1.5 Significance of the Study**

This study is crucial for school principals, WEOs, Zonal education desk, and REBs to understand the constraints on implementing assessment leadership practices, and it may help teachers fill the gap between pre-school student's assessments activities. The main aims of assessment were helping teachers to ensure effective teaching, and implement that all the ministry policies, rules, and regulations are implemented (MoE, 1994). In view of this, the survey should provide the following benefits:

- It may serve as an input for different school principals to know their weaknesses and strengths on assessment leadership practices and then encourage them to give more attention to implementing assessment activities in pre-primary schools.
- It may assist WEO, to know implementation constraints and strengths on assessment leadership practices at the school level then they provide appropriate plans as short-term training and workshop for school principals, teachers, and department heads.
- It may help for the Zonal education desk to monitor and evaluate with practical feedback, set school rule and regulation related to school leadership roles and responsibilities as assessment leaders. And contribute to ensure general quality education program and take timely corrective action with their combined effort, and scaling up the best practices to other areas and,
- It may assist REB; decision-making for future planning, preparing implementation manual, and providing training, also it will help other researchers undertake wide-scale research in the dimension of school leaders as assessment leaders.

## **1.6 Delimitation of the Study**

In order to make the study more practical and possible, the study was delimited in the point of practices and challenges of school leaders' support in assessing pre-primary students' learning. Thus, school leader's support is a broad term and relates to complex educational leadership theories, so this study was delimited geographically Kembata Tembaro Zone, due to researcher work experience and interest in pre-primary schools, pre-primary education baseline for all kinds education and in conceptually school leaders' support which related to effective assessment support: school leader's specific activities, school leaders facilitating roles and main challenges of school leaders faced when supporting assessment.

To minimize the scope of the study, the researcher was restricted the study on 6 woredas, 40 schools, 80 school leaders, and 10 CRC/ cluster resources center supervisors. Due to schools are running both primary school and pre-primary classes in the same ground. School leaders both school principals' department heads and CRC are running teaching and learning and also closed relation with pre-primary education.

## **1.7 Limitation of the Study**

It fact, research work could not be completely free from restrictions. Hence, some limitations were also observed in this study. First, seeming limitation was that most of the woredas found far from each other. Second, during the time when data collection climatic factors affect transport systems challenged to freely move from one woreda to another and, school to school. Third, while data collection the principals, teachers and department heads were over busy because end of school year they final exam there are not permitted to respond the questionnaires and interview on time.

There was also being unwilling to fill in and return back the questionnaire as per the required time. There was an acute shortage of books or a lack of recent literature in the area. However the listed challenges were overcome by manipulative strategies; by providing coffee and tea ceremony for respondents and kindly request their time to return back the questionnaires, communicating to the woreda administrators to solve the problems related to the distance by providing a means of transportation and creating the awareness to the

respondent to understand the importance of their reaction to the study and make them free to use their time in responding the question. In spite of these shortcomings, however, it was attempted to make the study as complete as possible.

## 1.8 Definitions of Key Terms

- **Assessment:** is a systematic process for obtaining information from observation, interviews, portfolios, and other sources that can be used to make judgments about students' characteristics (Brown, 1990).
- **Assessment literacy:** is the ability to organize, analyzes, and assimilates data for evaluating and adjusting curriculum and instructional practices to meet student needs (NTF, 2016).
- **Challenges:** are factors that hinder and affect the school leaders' support in pre-primary students' learning assessment.
- **Instructional leaders-** are school leaders; he/she focused on principal tasks to promote growth in students' learning (Blase and Blasé, 1999).
- **Practice:** -An action rather than ideas the actual framework of school leaders support on assessing pre -primary students.
- **Pre-primary school-** is a kind of school that serves as students those are learning basic education before enroll primary classes (EEDR: 2019).
- **Professional Development-** is the process of engage teachers' creative and reflective skills in ways that effect deeper understanding of their work and improved teaching practice (OECD, 2005).
- **School based training-** is a kind of short-term training provided by school principals or supervisors even if expertise teachers based on implementing constraints and teachers need assessment at school level (EEDR: 2019).
- **School leaders:** are principal, assistant principal or other individual who are focused school leadership tasks to promote school performance.



## **1.9 Organization of the Study**

The study was organized into five chapters based on the study objectives. Chapter one introduced the study with a brief view into the background, which summed up the motivation for the study. It also indicated the problem with the statement, the research question. In general, and specific objectives, the significance of the study, delimitation of the study, organization of the study. Chapter two comprised a literature review and involved an in-depth study of current literature on school leaders supporting assessment to realize students' academic achievement with preprimary assessment. Chapter three presented a detailed account of the research design. It included the methods and procedures used in sampling, the collection of data, and an analysis of the data that was collected, and ethical issues. Chapter four presented the findings of the study as they emerged from the data. Chapter five presents a discussion of findings in relation to the literature, studied, conclusions, and recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter focused on a review of the literature related to the research questions in practice and challenges of school leaders' support in assessing pre-primary students' learning. This unit is organized into different sections. Each section has been a strong rule to release necessary information to conduct the study effectively as well as toward assessment. In addition, the literature integrates various research findings on the issues of practices and challenges of school leaders' support in assessing pre- primary students' learning, which helps the researcher to see various findings conducted in different areas.

#### **2.2 Concepts of Learning Assessment**

Assessment can be defined as the process of gathering ongoing and comprehensive information about specific aspects of a child's knowledge, behavior, skill level, or personality for the purpose of making evaluative decisions. Assessments can be conducted for different purposes. Screening and diagnostic tools were developed to make identification and placement decisions for individual children (Meisels, 2001).

Learning assessments is gathering information on students' performance is a valuable strategy to identify children's needs, ensure they are learning, and document changes over time. NAEYC promotes systematic assessment that relies on regular and periodic observations of students' engagement in authentic tasks during everyday activities. It is important that programs develop specific plans for conducting assessments, as well as schedules for systematic team reviews of students' learning. We must consider the following guidelines when planning assessments as assessing in meaningful contexts consider individual and cultural factors and Involve families (Angela and Losardo, 2004).

## **2.3 Areas of School Leaders Support Assessment**

Effective Assessment leaders perform the following activities while supporting assessment, there are setting appropriate assessment methods, setting common assessment standards, providing ongoing constructive feedback, evaluating and analyzing assessment data, promoting assessment literacy, engaging partnership, and providing relevant resources.

### **2.3.1 Set Appropriate Assessment Methodology**

The primary purpose for instructional assessments is the identification of developmental and academic competencies for individual students and monitoring of progress over time. Constant awareness of each student's acquisition and use of knowledge and skills, along with attentiveness to dispositions and attitudes, provides a point of departure for the design and modification of curriculum activities; there are different forms of assessment methods: formative assessment, summative assessment, informal assessment formal assessment (Kristine, 2008).

Formative assessment- The philosophy behind formative assessment is that assessment and teaching should be integrated into the whole. The power of such an assessment doesn't come from intricate technology or from using specific assessment instruments. It comes from recognizing how much learning is taking place in the common tasks of the school day and how much insight into student learning teachers can mine from this material (McNamee and Chen, 2005, p.76).

Assessment for learning is an ongoing assessment it is an integral part of the learning and development process. It involves practitioners observing children understand their level of achievement, interests, and learning styles, and then shaping learning experiences for each child reflecting those observations. Additionally, Ozan, and, Kincal, (2018), it is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. The following suggests some teaching strategies that will support the development of assessment for learning in your classroom; - Sharing learning objectives

with students, helping students to know and recognize the standards they are aiming for give students clear success criteria and then relating them to the learning objectives, Involving students in peer and self-assessment, Providing feedback that leads students to recognize their next steps and how to take them, Promoting confidence that every student can improve, Involving both teacher and student in reviewing and reflecting on assessment information.

After teaching a lesson, we need to determine whether the lesson was accessible to all students while still challenging to the more capable, what the students learned and still need to know, how we can improve the lesson to make it more effective, and, if necessary, what other lesson we might offer as a better alternative. This continual evaluation of instructional choices is at the heart of improving our teaching practice. Moreover, formative assessments are commonly said to be for learning because educators use the results to modify and improve teaching techniques during an instructional period, while summative assessments are said to be of learning because they evaluate academic achievement at the conclusion of an instructional period, and an assessment expert put it, “When the cook tastes the soup, that’s formative assessment. When the customer; tastes the soup. That’s a summative assessment” (Robert, 2014).

Summative assessment- is generally carried out at the end of teaching-learning a course or module. In a pre-primary educational setting, summative assessments are typically used to assign students a course grade. Summative assessments are evaluative. Summative assessments are made to summarize what the students have learned, to determine whether they understand the subject matter well. This type of assessment is typically graded and can take the form of tests, exams, or projects. Summative assessments are often used to determine whether a student has passed or failed a class. A criticism of summative assessments is that they are reductive, and learners discover how well they have acquired knowledge too late for it to be of use (Paul Black, 2016).

Informal Assessment - the ideal method of assessing children is through authentic, naturalistic observations that occur on an ongoing basis. The observations should occur during daily activities, teaching, and care routines to describe the development and learning of children. The assessment is not a one-time event since it is difficult to gather valid and

reliable indicators of development from this type of information (NAEYC/NAECS/SDE, 2003). Methods of engaging in the ongoing assessment include observations, portfolios, anecdotal notes, Teachers' ratings. Parents' ratings, inventories, peer and self-evaluation, discussion, and checklists are kinds of informal assessment.

Formal assessment- usually implies a written document, such as a test, quiz, or paper, Standardized Testing, Criterion-referenced Tests. A formal assessment is given a numerical score or grade based on student performance,

### **2.3.2 Set Common Assessments Standards**

The clear expectations for the engagement of teachers and school leaders that can be set through frameworks such as standards, competence frameworks, and curricula, help to define roles within learning organizations. Expectations can guide the provision of appropriate support, whilst maintaining the freedom to take risks, develop and innovate, have ownership, and stimulate collaboration within and across areas of the curriculum and school development.

## **2.4 School Leaders Roles in Assessment**

According to Alonzo, et al (2019), the School leaders as Assessment Leaders expect the following four areas assessment competencies. Development and utilization of assessment task, communicating assessment results, ensuring the trustworthiness of assessment, adherence to ethical standards, utilization of assessment data in lesson planning, selection of suitable learning experiences, clarification of learning outcomes and success criteria, adaptation of teaching processes, provision of opportunities for students' involvement in the assessment processes, development of an environment that values individual learner, directing students towards learning, utilization of assessment tool to identify professional training needs, communication with parents/ guardians, and enhancement of community's trust.

School leader are key players in school reform and students achievement. Being an assessment leader includes assessing students, teachers, and curriculum, and helping ensure

that they are all working together to create measurable student learning goals, and aligning those goals to assessment tools. In this way, real data is analyzed and can be used to improve student learning. Principals can employ data not only to measure student progress but also to direct instruction and drive professional development based on the measurement of the success of particular strategies. Teachers can then take these findings and combine them with feedback and input from students to customize their teaching plans. Involving students in assessing their own learning helps create good classroom rapport (Jenkins, and Pfeifer, 2012).

#### **2.4.1 Assessment for Learning Mentoring Skills**

Establish a collegial peer-evaluation of teaching, identify training needs of teachers based on the results of needs, communicate to teachers their training needs, provide professional training/guide/mentoring to teachers, and develop a professional development plan with emphasis on assessment and content-knowledge skills

#### **2.4.2 Principles of Effective Assessment**

A learning system is one that improves over time, in which all participants active learners who work are together to achieve improved wellbeing and educational outcomes for all. A learning system focuses on using high quality assessment information to support and continuously improve the progress and achievement of each learner across the system while also strengthening and improving the system itself. It requires trust across the system to share assessment information. The system uses assessment information that builds from the bottom up. Assessment information about the progress and achievement of individual learners allows teachers to consider each learner's current and future learning. There are four central premises of assessment in a learning system: Assessment information is used for improvement, Assessment is a process, Quality assessment information is used at all levels of the system and Support is provided by national assessment tools and resources (Absolum, et al. 2007).

Assessment information is used for improvement:-A learning system uses assessment information for formative purposes – to improve the teaching and learning of

individual learners. This involves teachers and learners having an understanding of educational goals and indicators of development and learning, determining how learners are progressing towards those goals, and identifying what adjustments need to be made to further their progress toward achieving those goals. Any assessment information may be used for formative purposes. Teachers' knowledge of each learner is vital to ensure assessment is fit for purpose; as valid, dependable as reliable and appropriate as fair (National Research Council. 2010).

Assessment is a process: assessment in a learning system is best viewed as a process and not just as an event. Viewing assessment as a process to support and improve the progress and achievement of learners. It may be informal (from conversations and observations) or it may be formal (a planned assessment activity). Rich data gathered by teachers about individual learners is appropriate for formative purposes, but will generally be aggregated and stripped of detail when used for summative purposes (Fredonia, 2017).

Quality assessment information system: it should be used within and among all layers of the learning system to promote improvement in learning and raise learner achievement. The flow of assessment information needs to be coherent and have integrity. Sound formative use of assessment across the system should be able to demonstrate improvement in achieving equitable outcomes for learners (William, 1998).

Support is provided by national assessment tools and resources: Within a learning system, judgments about learners' development and learning are made in relation to nationally co-constructed and developed assessment tools and resources. Teachers may use those that best support their judgments of learners' progress and achievement. Such tools and resources also provide nationally referenced information or expectations that are used consistently across the multiple layers of the education sector (Southworth, 2009).

Indicators of good assessment: these central premises of assessment in a learning system lead us to identify a set of indicators of good assessment practice that further enhance and support the improvement of teaching and learning for individual learners. There are assess what is valued, enable learners to be active participants in assessment, develop

assessment capability, gather a broad range of assessment information, participate of all responsible in the assessment process, pay attention to learner wellbeing and consider the potential consequences of assessment (Absolum, et al. 2007).

## **2.5 School Leaders as Instructional Leadership**

Instructional leadership differs from that of a school administrator or manager in a number of ways. The principals who pride themselves as administrators usually are too preoccupied in dealing with strictly managerial duties, while principals who are instructional leaders involve themselves in setting clear goals, allocating resources to instruction, managing the curriculum, monitoring lesson plans, and evaluating teachers. In short, instructional leadership reflects those actions a principal takes to promote growth in student learning (Lingam, and Lingam, 2016). The instructional leader makes instructional quality the top priority of the school and attempts to bring that vision to realization.

School leaders as instructional leaders provide strong support and assistance to teacher teaching and student learning, the school leaders need to have a deeper understanding of what constitutes effective practice in curriculum, assessment, and instruction, their functions as implementing the curriculum, instruction, and assessment activities at the classroom level. Similarly idea, that one characteristic of an effective principal is devotion to the hands-on evaluation of student work and high involvement in the social moderation activity to discuss student output. The deep knowledge of schools' heads of assessment for learning facilitates the development of school assessment systems which account for the use of several of assessment information to every level of decision to make regarding student learning (Stiggins and Duke, 2008).

Therefore instructional leadership focused and spent more time that leading instructional matters like; creating education vision, allocating resources, monitoring curriculum, facilitating assessment, and moreover teaching and learning improvement areas as three-dimension like defining the schools' mission, managing the instructional program, and promoting a positive school learning climate. There are also become three knowledge



want to improve school leaders and as well as teachers; instructional, curriculum, and assessment.

### **2.5.1 Instructional Knowledge**

Instructional leadership skills are the traits possessed by effective educational leaders to inspire action and optimism. These leaders set an example for others by treating teachers fairly and making an impression with their honesty and integrity. Effective leaders are supportive of those around them and provide inspiration to achieve individual and collective educational goals. They use their excellent communication skills to gather feedback, ask for ideas, and make informed decisions regarding the processes of the educational institutions they run (Prytula, 2013).

Instructional leadership is most commonly associated with school principals who manage teaching-learning, budgeting, and scheduling and are responsible for the success of each student in their schools. These individuals often strive to empower teachers to become leaders themselves, distributing the weight of the school's responsibilities more equitably and providing a model of teamwork for students to look up to. If school leaders improve teachers' instructional leadership skills there will consider the following areas; conduct formal observations at regular intervals, provide helpful feedback, establish realistic expectations, keep learning, encourage continued learning and share a clear school vision (Jenkins, 2009).

### **2.5.2 Curriculum Knowledge**

Principals must monitor how the curriculum is taught and participate in how it is developed. The knowledge that principals gain through this process can ensure that teachers understand the curriculum and have access to all the necessary tools and resources. They then can hold teachers, students, and themselves responsible for the results. Not only do principals need adequate knowledge and skill to assess teacher performance, they also need a sense of self-efficacy that they can do so successfully (Ruebling, Stow, Kayona, and Clarke, 2008).

Different Scholars light on curriculum knowledge are the following; effective principals possess knowledge of the curriculum and good instructional practices, and, subsequently, focus their attention in their schools on curriculum and instruction, effective principals monitor the implementation of curriculum standards and make sure. Principals are in a good position to support pre-primary teacher effectiveness through observations and conversations with teachers, principals need to spend time in classrooms in order to effectively monitor and encourage curriculum implementation and quality instructional practices (Linda, and Behar, 1994).

### **2.5.3 Assessment Knowledge**

One of the aims of assessment practices is to determine the effectiveness of the teaching and learning processes going on in the classroom and, in turn, to find ways to enrich children's learning outcomes (Croft and Singh, 1994).

To succeed in reaching these goals in School, it is imperative that school leaders be well-equipped in their crucial role as instructional leaders, particularly in the area of school-based assessment. School leaders need deeper knowledge and skills to enable them to demonstrate and model sound assessment practices. A superficial understanding of school-based assessment may hinder their judgment, adversely affecting the decisions they make. Through applying best practices in assessment, school leaders can contribute towards improving children's performance in their school work. School leaders are also classroom instructors, and this role and expectation warrants lifting their competence in undertaking quality assessment in schools. Assessment-literate school leaders are vital for success in school-based assessment (Singh, 1997).

They can then continually make instructional decisions though in the process of teaching, calling their reports on the basis of oral feedback from students and through numerous informal means. One such means is observation, which is indispensable in the effective teaching process. These informal methods of assessment are intended to complement and supplement formal methods. Sangster and Overall (2006, p. 16) make this

point: Assessment will be viewed as a process that can be applied to many situations and the types of assessment are just the tools that you can use to gather the data to inform your practice. For too long, assessment has been seen as something that can be attached to the rest of teaching: almost an optional after-thought.

This should be of concern to all stakeholders, particularly the principal one, which in this case is the education ministry. Since school leaders serve as instructional leaders, they should be professionally prepared so that they can support and monitor teachers in employing good assessment practices. Should teachers have difficulties, they must be able to rely on school leaders for guidance and support: as instructional leaders, school leaders need to be well versed in the processes and purposes of assessment. Otherwise, they will not be able to provide advice and guidance to their teachers on various aspects of assessment, such as those characteristics associated with the two fundamental principles of assessment validity and reliability (Daniele, 2017).

Besides more formal assessments such as tests and examinations, school leaders and teachers should realize that they need to pay also more attention to informal procedures of assessment, which are generally known as formative assessment, that is, assessment for learning. As far back as the 1990s, Narsamma, (2016) mentioned that “Teachers need little convincing that teaching and assessment go together and that there are many ways of using assessment as a teaching and learning aid”. All school professionals including school heads need to take attention of this advice. Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils’ learning. It thus differs from assessment designed primarily to serve the purposes of accountability; or of ranking or certifying competence.

They faced difficulties in providing comprehensive feedback on students’ learning outcomes to parents, guiding and supporting teachers, preparing high-quality assessment tasks, and in carrying out an effective assessment for learning. These are important assessment responsibilities of all instructional leaders and competence in each one is critical in enhancing children’s learning outcomes. The findings of the study have also demonstrated

that, in the absence of relevant knowledge and skills on assessment, difficulties abound relating to the application of the basic principles of best practices in assessment in everyday learning and teaching activity. Almost all school leaders pointed out the challenges they experienced due to their limited knowledge and skills in assessment, and this may have adversely affected children's school experience and learning outcomes (Croft and Singh, 1994).

As reported by the school leaders, the provider of initial teacher education did not prepare them well on the assessment. Also, hardly any in-service education and training was provided to the school leaders by the principal stakeholder, who in turn actually expects them to guide other teachers on instruction and assessment (Lingam, and Lingam, 2016).

## **2.6 Assessment Leadership Practices**

Militello, Schweid, and Sireci, (2010) suggests five key assessment leadership practices: (a) establishing a vision for data use, (b) setting clear and appropriate learning targets aligned to content standards, (c) using assessment data to evaluate and adjust instructional programs matched student needs, (d) developing assessment competencies among teachers through collaborative learning experiences, and (e) engaging in ongoing self-reflection in assessments. Moreover, Stiggins and Duke (2008) articulate ten essential competencies of principals working as assessment leaders that reflect specific knowledge and skills they must possess and use to engage in these practices. These competencies encompass understanding diverse types of classroom assessments and their relationship to student learning, knowing how to analyze data for instructional purposes, and identifying attributes of quality assessment systems.

In order for principals to focus on teaching and learning especially in terms of quantifiable student progress, a practice of assessment should be a superior degree than it has been in the past. Therefore, today's school leaders are focused on building a vision for their schools, sharing leadership with teachers, and influencing schools to operate as learning communities. Accomplishing these essential school improvement efforts requires collecting and assessing data to determine needs, and monitoring instruction and curriculum

to determine if the identified needs are addressed. School principals use to exhibit and connect that leadership to meet their school goals in particular focus on the following goals: Building and sustaining a school vision, sharing leadership, leading a learning community, using data to make instructional decisions and, monitoring curriculum and instruction (Stiggins, 2001).

Westman (2010, cited Keefe et al., 2004); school principals assume a vital part in the delivery of quality education. Their obligations incorporate guaranteeing educational strategies are set up that support viable learning for all students. They serve as a facilitator, guides, and supporter of quality instructional practices. Great principals comprehend that enhanced test scores are critical yet realize that quality direction is fundamental for enhancing student accomplishment. Since the Principal serves as the educational pioneer in schools, it is basic that they have a working knowledge of powerful instructional strategies and comprehend the necessities of their students and teachers. The responsibility for outlining successful practices for student instruction is a task that ought to be shared with the ability and may incorporate support from the curriculum department and professionals.

There are should be accepted the essential role in enhancing student achievement through their assistance, direction, and support of successful instructional strategies. They must be willing to work together with staff to decide proper instructional systems and support teachers through active involvement, coordinated effort, and effective leadership among them.

### **2.6.1 Promoting Assessment Literacy**

The cornerstone of assessment leadership and effective student assessment and data use practices is assessment literacy as Guskey, (2010), which is the ability to organize, analyze, and integrate data for the purpose of evaluating and adjusting instructional practices to address student learning needs. It requires the capacity to examine student data, develop action plans based on the data, and engage in discussions about data use. Essential skills of assessment literacy include understanding the purposes of assessments and their instructional reliability and validity, addressing personal beliefs and biases about assessments, constructing good formative assessments, aligning assessments with

curriculum standards, evaluating and scoring student work, and using assessments to inform instruction.

The primary purpose of assessment is to improve students' learning as both student and teacher respond to the information that is provided, information is needed about what knowledge, understanding, or skills students need.

### **2.6.2 School Leaders Roles in Assessment**

School principals are essential to the development of effective student assessment and data use practices in schools. Its implementation is not accomplished by the principal alone. Rather, assessment leadership involves building assessment literacy among teaching professionals while also creating a culture of inquiry that promotes communities of practice (Gedik and Bellibas, 2015). Inquiry-based learning environments require principals and teachers to adopt a common vision for effective student assessment and data use practices with distributed roles and responsibilities among all stakeholders.

Student assessment includes arranging time, resources, and professional learning opportunities for teachers not only to create and refine assessment tools and data use strategies, but also to learn about and engage in professional conversations around student achievement. Through dedicating resources to developing and reflecting on effective student assessment and data use practices, principals communicate to all stakeholders' expertise about and investment in curriculum and instruction with guidance on how to balance school accountability, professional values, and student needs. The cumulative effects of shared leadership help to establish consensus and contribute to a sustainable culture of inquiry that yields positive learning outcomes for students (Gedik and Bellibas, 2015).

One of the most important responsibilities of any school leader is establishing a vision and inviting others to share in its development. Effective educational leaders help their schools to develop or endorse visions that embody the best thinking about teaching and learning. School leaders inspire others to reach ambitious goals. A school must have a vision that all staff and community members recognize as a common direction of growth something that inspires them to be better and can put simply, an effective school vision

statement is inspirational, aspirational, and communicates what the school hopes to achieve (Mestry, et al., 2013).

Principals build trust by supporting and nurturing teacher development by providing feedback that helps teachers to improve. This is more likely to occur when principals exercise the collegiality of leadership. Additionally, principals are in the best position to help teachers improve in areas of weakness and can accomplish this through observations and dialogue that shows respect for teachers as professionals (Patricia and Holland, 2009).

Therefore, successful school principals understand that it is important to establish clear learning goals and gather school-wide and even communitywide commitment to these goals. The development of a clear vision and goals for learning is emphasized by principals of high-achieving schools. Moreover, school leaders are expected to perform the following activities in supporting assessment there are setting appropriate assessment methods with teachers and students, motivating teachers, setting common assessment standards, providing ongoing constructive feedback, periodically evaluating and analyzing student's assessment data, promoting assessment literacy (Shepard, 2019).

## **2.7 The School Leaders as Assessment Leaders**

As school leaders assume the roles of instructional leaders, they need to have a deeper understanding of sound assessment practices and to develop their skills in ensuring that school assessment practices are of high quality and assessment results are used effectively to inform teaching and learning. According to Dinham, (2005) high-performing school heads are characterized by their strong focus on students particularly on ensuring their learning rather than on teachers and their teaching. In sum, school leaders provide strong support and assistance to teacher teaching and student learning, the school heads need to have a deeper understanding of what constitutes effective practice in curriculum, assessment, and instruction.

School leaders as instructional leaders involve designing and implementing the curriculum, instruction, and assessment activities at the classroom level. The characteristics of an effective principal are devotion to the hands-on evaluation of student work and high

involvement in the social moderation activity to discuss student output. As put forward by Stiggins and Duke (2008): school heads can be pivotal in the improvement of student learning by helping teachers develop and use sound classroom assessments that strengthen instruction and student learning (Dennis Alonzo, 2019 ).

Thus, the above scholars are ensured that school leaders as a key responsibility for assessment leaders, contradictory much researcher area assumes that assessment leadership responsibility is given only for teachers.

## **2.8 Allocating Relevant Resource**

School leaders are designed to help teachers develop their understanding and skills on school resource utilization so that they can lead improvements in teaching and learning in their schools. Education resources refer to all human, material, non -material audio-visual school environments and community materials available in an academic environment to facilitate school administration and simplify the teaching-learning process. They also include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners. Education resources cover all those materials human and non-human, drawn or photographed, built manually or electronically operated books, and all forms of related materials used in the teaching and learning process (Usman, Yunusa Dangara, 2016).

Education resources include the teachers in the school, human beings in the community, real objects, specimens or models, chalk and display boards, school buildings and layout, the community at large, and other fundamental materials like pencils, pens, exercise books ... which the learners are expected to have at any point in time to facilitate learning (Usman, Yunusa Dangara, 2016) cited in, (NOUN, 2009). Education resources and time and effort and care and attention are no doubt important in the development of a conducive teaching-learning environment. The use of these resources could give more valuable and powerful direction to the teacher than any personal efforts without the materials.



In school leaders, education resources are not only limited but can be effectively and efficiently managed when management activities are properly harmonized, organized, coordinated, and controlled by the school management team. This idea is supported by also (Usman, Yunusa Dangara, 2016) it is not the availability of these resources alone that guarantees the effective performance of the school, but their adequacy and effective utilization. However, No matter how well packaged a school administration or a school system is at any level of education, without adequate and efficient utilization of the available resources, the system may fail to achieve its desired results. There are major resources which school runs like physical resources, financial resources, time, human resources, and others most help to realize educational goals.

The ultimate accountability for the effective school leaders of school finances lies with the office of the manager. School leaders allocate funds to various activities in accordance with the budget, authorize the payment of school funds, administer school funds both lawfully and morally, determine a school budget in consultation with other stakeholders such as heads of department, senior teachers, and the Board of education, and ensure that the school has the funds it needs and that those funds are used effectively and efficiently (Usman, Yunusa Dangara, 2016).

Time is collected as school resources, according to (Kalu, 2012) it is a unique resource and is considered as one of the scarce resources known to man. Time is the most expensive of all resources due to its non-recoverable nature. Time utilization is the proper allocation of time to the various stages and tasks of administrative activities. The application of hours of duty to organizational activities is to ensure an equal combination of time with other resources. The use of time is one of the parameters to measure an effective school administration. In a school system, time is managed through the use of a timetable. Consequently, time management stands as an effective tool necessary for the organization's effectiveness in the realization of set out objectives and goals (Ugwulashi, 2013).

According to Ugwulashi, (2013) school leaders can properly time running in the workplace has a number of positive effects, ranging from making you a more focused and valuable teacher to reducing the stress of your job. Time is a precious commodity on any

job. Teachers appreciate teachers who can get the maximum amount of good work done in the minimum amount of time. (i) Setting Priorities, (ii) General life improvement, (iii) Reducing stress and negativity, (iv) productivity and performance, and (v) Developing teachers practicing good time management helps staff perform better at their job. School leaders can make sure that their teachers understand that tasks are expected to be completed and without excuses. These can actually train and develop staff at the same time. The new employee will learn the process along with what are the expectations of a leader. The extra time given to developing colleagues will have a positive impact on the entire school. Managing time appropriately leads to achieving results easily with limited resources.

Generally, School leaders supported pre-primary teachers' professional development sufficiently. They have mostly accounted for relevant resources to support teachers' activities and motivate teachers about innovations related to education by providing extra materials that are available for classroom use, minimizing instructional time wasted by different managerial issues meetings and workshops, and equitable distribution of resources in the school.

## **2.9 Challenges in Leadership of Assessment**

School principals increasingly have been involved in more assessment leadership practices. Specifically, they identified barriers in beliefs about data use, fit with school culture, availability of adequate assessment resources, and easily accessible data from teachers, and knowledge gap among instruction, assessment, and curriculum areas and training in operationalizing school-improvement plans to accelerate student outcomes effectively (Ulmer, 2002). These factors interfere with principals' abilities to establish and support effective student assessment and data use practices in their schools. However, even with better systems, principals and teachers continue to identify a range of challenges including fears about data security, beliefs about data utility, inadequate knowledge, and skills to perform data analysis tasks, and lack of adequate training, resources, and leadership supports.

At the core of implementation issues is limited exposure to assessment courses as part of principal and teacher preparation programs and continuing educating professional development of opportunities (Popham, 2010). Lack of coursework on effective student assessment and data use practices likely has contributed to variations in beliefs, knowledge, and skills among principals and teachers particularly at school levels. With respect to assessment leadership, principals tend to demonstrate higher levels of assessment knowledge and skills for engaging in ethical assessment practices and selecting a strategy or device for data collection than for interpreting and using data to inform instructional decisions.

The limitations of principal and teacher preparation plans and sustained education opportunities exacerbate the depth of challenges that school districts and schools face when successfully implementing student assessment systems, which require positive learning outcomes for all students. Therefore many school leaders are not considered themselves as assessment leaders, thus any clear responsibility to support students assessing system with teachers, no proposed adequate time for supporting students' assessment method, limited knowhow, and skills around students' assessment and these problems appear in pre-primary classes.

## **CHAPTER THREE**

### **THE RESEARCH DESIGN AND METHODOLOGY**

#### **Introduction**

This chapter presents the Location of Study Site, Research Design, the Research Method, the Sources of Data, and Population, the Sample Size and Sampling Techniques, the Procedures of Data Collection, the Data Collection Instruments, Reliability and Validity Check, procedures of data collection, the Methods of Data Analysis and Ethical considerations.

#### **3.1 Location and Description of the Study Area**

The study was conducted in Southern Nations Nationalities and Peoples Regional States, Kembata Tembaro Zone. The administrative center is Durame which is found 127 km from Hawassa and 350 km away from Addis Ababa the capital city of Ethiopia. Geographically, the relative location of Kembata Tembaro Zone is in the north Hadiya Zone, in the east Haleba Zone, in the south Wolyita Zone, and in the west Dawro Zone, and Oromia Regional State. Kembata Tembaro Zone has 8 woredas and 4 town administrations and 229 government primary schools with pre-primary classes, and 37 secondary schools at this time. The zone was well known for education and educating their generations for a long time ago.

The physical topography of the zone is highlands, plateaus, and low lands. It has comfortable weather conditions that have been woyena dega and suitable for life and most of the populations have been farmers. Agriculture, which accounts for more than 90% is the most dominant income source of the population. The zone was poor in the case of infrastructure and less expansion of roads. Among these, the study sites were Durame town, and Shinshicho town administrations, and Angecha, Dameboya, Kachebira, and Tembaro woredas public primary schools.

### **3.2 The Research Design**

In this study, a particularly descriptive survey research design was employed. Due to the major goal of this study is to describe the practices and challenges of school leaders' support in assessing pre-primary students learning assessment, it is also relevant to gather detailed information concerning the current status of the practices and challenges of school leader's support.

Moreover, descriptive research design made possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Bhat (2020) states that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Additionally, Bhat describes that descriptive survey research design helps to gather data at a particular point in time with the intention of describing the nature of the existing condition or identifying standards against existing conditions that can be compared or determining the relationship that exists between specific events.

### **3.3 The Research Method**

The study utilized a mixed, (sequential explanatory quan-qual) method through collecting and analyzing data (Creswell (2003). due to explain a phenomenon thus, practices and challenges of school leadership support of assessment. According to Kothari (2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while interview facilitates to have or to get in-depth data on the practices and challenges of school leadership support of assessment. To this line, the qualitative approach was incorporated in the study to validate and triangulate the quantitative data, which can be better understood by collecting large quantities of data. Quantitative data were collected from closed-ended questions, whereas qualitative data were collected from open-ended questions and interviews. The researcher first used quantitative methods through questionnaires, while secondly, used open-ended questionnaires and unstructured interviews to substantiate qualitative data by statements.

### **3.4 Sources of Data**

In order to support the findings of the research the relevant data for the study were engendered from both primary and secondary sources. These are labeled under.

#### **3.4.1 Primary Sources of Data**

In this study, primary data sources were employed to obtain reliable information about the support assessment practice. The primary source of data is data which are reported by an actual observer or participant in an event. Primary sources present on original state and present viewpoint of original information (Creswell, 2012). The major data sources of primary data were pre-primary class teachers, school leaders (principals and department heads, and cluster resource center supervisors in Kembata Tembaro Zone.

#### **3.4.2 Secondary Sources of Data**

The secondary sources of data were the schools' documented records of support assessment. These files that observed to strengthen the data obtained through questionnaires and interviews. The secondary data sources were obtained from school record documents like school leaders' feedback, and continue professional development.

### **3.5 Population, Sample Size and Sampling Techniques**

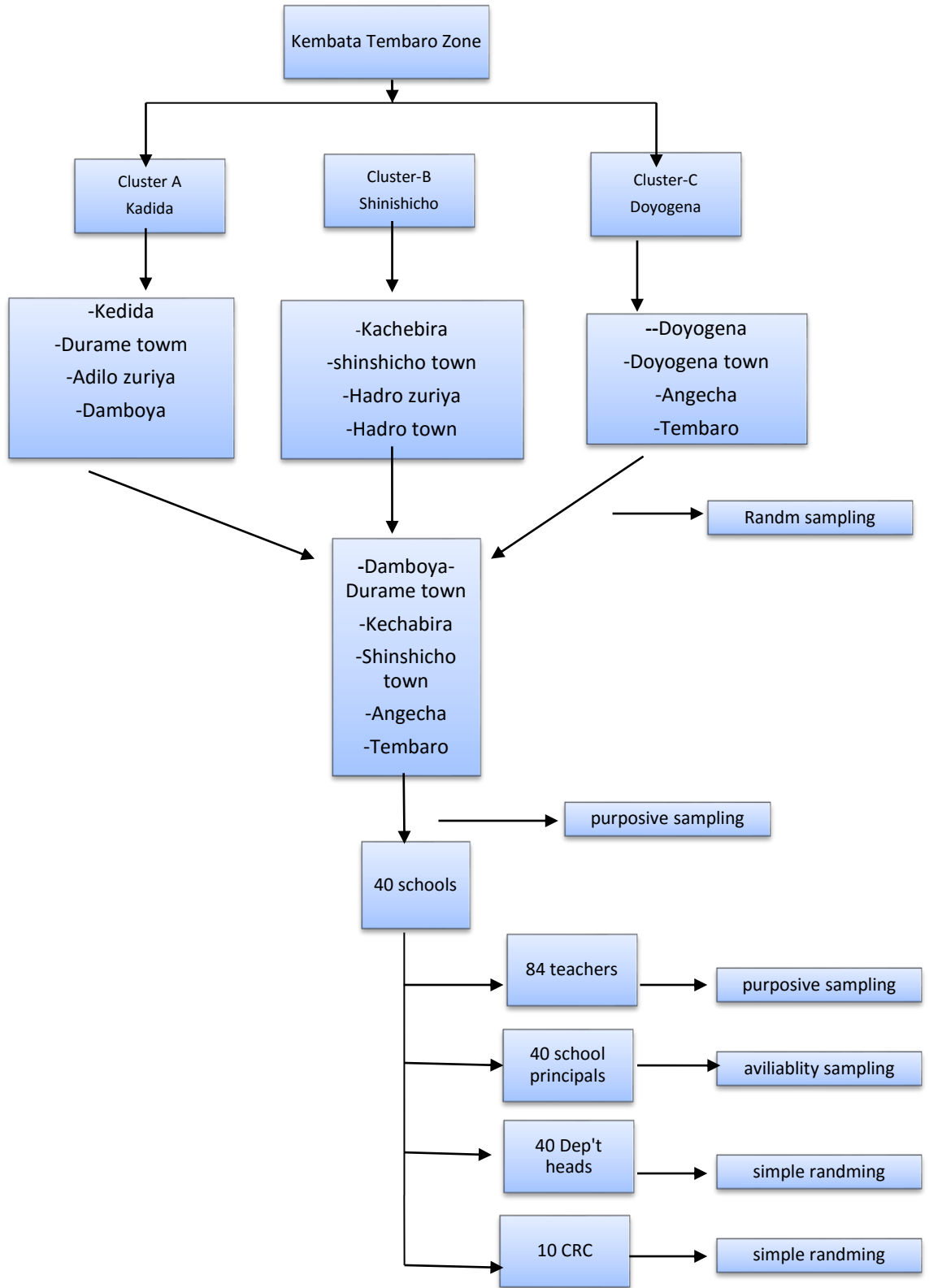
The whole populations of this study were 229 pre-primary schools found in Kembata Tembaro Zone attached with primary schools. Due to financial and time constraints, the study did not consider all the pre-primary schools as aim for data collection. According to Creswell, (2012) multistage sampling is defined as a sampling method that divides the population into groups (or clusters) for conducting research. It is a complex form of cluster sampling. According to Wilson, (2010) cluster sampling is where the whole population is divided into clusters or groups. Subsequently, a random sample is taken from these clusters, all of which are used in the final sample

Then first, the researcher clustered eight woredas and four administrative towns into three clusters, this means a Kadida cluster (A): - kedida, Adilo Zuriya woreda, Damboya and

Durame administrative town, Shinshicho cluster(B): - Kachebira, Shinshicho administrative town, Hadero Tunto woreda, and Tembaro woreda, and the Doyogena cluster(C):- Doyogena, Angecha, Doyogena administrative town, and Hadero administrative town, in sum 6(50%) 2 administrative town and 4 woredas selected by based on the geographical location of the research area.

Second, from Kedida cluster: - Damboya and Durame administrative town, from the Shinshicho cluster: - Kachebira and Shinshicho administrative town, and the last, Doyogena cluster: - Angecha and Tembaro woreda were selected by random sampling method. According to Maxwell, (1996) purposive or judgmental sampling is a strategy in which particular settings persons or events are selected deliberately in order to provide important information that cannot be obtained from other choices. Then, from selected woredas, 40 pre-primary classes were sampled by purposive sampling technique, due to there are professional teachers assigned to employed pre-primary classes, and for obtained relevant information.

Third, from 40 pre-primary classes selected 84 pre-primary class teachers by purposive sampling and 80 school leaders (40 school principals by availability sampling, due to there are limited in number, their profession, and 40 department heads were selected by simple random sampling), due to according to school wide there are assigned more than five department heads at school, and being close and directly responsible for pre-primary teaching-learning. Finally, 10 (CRC) cluster supervisors to interview selected by simple random technique, because there are accessed pre-primary classes teaching and learning in their supervision program.



**Figure 1** Sampling Techniques



## **3.6 Data Collection Instruments**

The study used questionnaires, interviews and document analyses as data-gathering instruments. In addition, the researcher consulted relevant reference books; internet sources, and assessment manuals to support the findings.

### **3.6.1 Questionnaires**

The study used questionnaires, due to questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaires can be identified as a written or printed list of questions to be answered by a number of people especially as part of the survey (Gall et al., 2007).

This technique was involved written questions to which the respondents were required to write answers individually without the researcher's guide. Questionnaires provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents. Also questionnaires design is relatively easy (Haines, 2007). The questionnaires also were in two forms, open-ended and Close-ended. The close-ended type items of the questionnaires were in the form of a Likert scale. It consists of five scales 1 = strongly disagree (SD), 2 = disagree (D), 3 = undecided (U), 4 = agree (A), and 5 = strongly agree (SA). Then, the researcher gives the chance to get a greater uniformity of responses of the respondents that were helped to make it easy to be processed. In addition to this, self-made types of components were used in order to give an opportunity to the all kinds respondents to express their feelings, perceptions, problems, and intentions it prepared both Amharic and English language version. Questionnaires provided for pre-primary teachers, department heads and school principals.

### **3.6.2 Interview**

An 'interview' is typically a face-to-face conversation between a researcher and participant involving a transfer of information to the interviewer (Cresswell, 2012). And according to Kahn (2006), "the purpose of interviewing people is to find out what is in their

mind -what they think or how they feel about something”. Thus, un-structured interview items are prepared for the interviewees. Because the unstructured interview is flexible and allows new questions to be brought during the interview for clarification as a result of what the interviewee says. In light of these, the researcher used open-ended questions form of the interview due to investigate depth information and experience on the topic, it gives chances for both researcher and respondents to discuss freely. Therefore, simple round method was used to select supervisors; then researcher provided interview.

To this end, in order to obtain detailed supplementary information, interview sittings were conducted with cluster resource center (supervisors) to secure information concerning their experience of assessment leadership practices. The interview periods was conducted in the Amharic language, and subsequently translated to English.

### **3.6.3 Document Review**

The study focused on the secondary data sources which are written documents that can show school leaders’ support for pre-primary schools; Documents like file containing feedback given for teachers, CPD document, and checklists in relation to the assessment leadership, these documents may strengthen the data. These documents can show the extents of relationship by providing leaders support to assessment.

### **3.7 Reliability and Validity Checks**

Checking the validity and reliability of data collecting instruments before providing them to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure the validity of instruments, initially, the instrument was prepared by the researcher and developed under the close guidance of advisors, who were involved in providing their inputs for the validity of the instruments. The English version questionnaires were checked and corrected by English subject specialist teachers from Damboya secondary school. Moreover, the questionnaires were pilot tested at Damboya No 1 and 2 pre-primary class teachers and other supporters 20, school leaders (Department heads 6, and principals 4). The respondents of the pilot test does not involved in the main study. Based on the

respondent's response additional, omission and change of the question were undertaken. The questions school leaders understand about school leaders' practices in supporting pre-primary assessment were firstly 8 and condensed to 6, challenges in the school leaders were firstly 7 set, and finally condensed to 6. A reliability test was done to check the uniformity and correctness of the measurement scales. After the questionnaires were filled and returned the reliability and validity of the items were measured by using Cronbach's alpha method with the help of SPSS version 23 to identify the result of pilot testing was statically computed by the SPSS computer program.

As Table 1 shows below the results of Cronbach's coefficient alpha are satisfactory (between 0.71 and 0.93), representative questions in each construct are measuring a like concept. As suggested by Cronbach (cited by Tech-Hong and Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent.

**Table 1** Reliability test results with Cronbach's alpha

<b>Ro</b>	<b>Description of the title of the research questions</b>	<b>No of Items</b>	<b>Cornbrash's Alpha</b>
<b>1</b>	School leaders' practices in supporting pre-primary students' learning assessment	6	.880
<b>2</b>	School leaders facilitate in supporting pre-primary students' learning assessment	6	.883
<b>3</b>	The challenges are faced concerning school leaders supporting pre-primary students' learning assessment	6	.874
<b>Average Reliability Coefficient</b>		18	. 879

### **3.8 Procedures for Data Collection**

The researcher has gone through a sequence of data gathering procedures. These procedures help the researcher to get correct and relevant data from the sample units. Thus, after having letters of authorization from Jimma University and Zone Education office (for additional letters towards Woreda and schools) for ethical clearance, the researcher directly went to Damboya No 1 and 2 primary school pre-primary classes to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher has contacted Damboya secondary school English language experts for edit language errors.

After editing the questionnaires and making agreement with the concerned participants, the researcher introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers in the selected schools. The participants were allowed to give their own answers to each item independently and the data closely

During this personal contact, the researcher was explained some of the complex aspects of the questioner. The respondents were given one week to fill the questionnaires and the researcher was collected them. The interview was also another instrument of data gathering method which was employed for school. Then the researcher has clarified the objective of and whether the respondents were willing to the interview or not. After that, the researcher has used a semi-structured interview so as to let the interviewee to express her/his feeling freely. After the researcher was conducted the pilot study result, the research instruments such as questionnaires and interview questions were prepared and employed for gathering relevant data for the actual study. Questionnaires were distributed for sample respondents, and finally, the questionnaires were collected back for data analysis.

The interviews on questions were conducted with one supervisor in the sample schools. Before conducting the interview, the researcher was arranged an appropriate time for data collection by discussing it with the respondents. During the interviews, the researcher has used a tape recorder and make note-taking in order to increase the reliability of the data. Then the findings were analyzed in word.

### **3.9 Method of Data analysis**

The data and information gathered through questionnaires and interviews would be classified into qualitative and quantitative. Quantitative data would be collected from closed-end questions, whereas qualitative data would be collected through interviews, open-ended questionnaires', and document review. The quantitative collected data was analyzed by employing descriptive statistics such as using mean, standard deviation and two group t-tests. The tools that were used to process the data's were statistical package for social scientist (SPSS) version 23 software for windows

The data gathered from the questionnaire tools were evaluated quantitatively in analysis of participation of respondents as well as personal characteristics (background information), mean, and standard deviation in order to check school leadership practice. Frequency and percentage were utilized to analyze the various characteristics of the sample such as;-sex, age, education level, and work experience, whereas, according to Aron, (2008) the mean and standard deviation were derived from the data as they served as the basis for interpretation of the data as well as to summarize the data in a simple and understandable way. The interpretations were made according to Camille, (2008) stated five-point scale measurements based on the following mean score results:

1. 1.00 – 1.49 = strongly disagree
2. 1.50 – 2.49 = Disagree
3. 2.50 – 3.49 = moderate
4. 3.50 – 4.49 = Agree
5. 4.50 – 5.00 = strongly agree

The qualitative analysis was done as follows. First, organizing and noting down the different categories were made to assess, the results were triangulated with the quantitative findings. Finally, the findings of the study were concluded and suggested recommendations were forwarded.

### **3.10 Ethical Consideration**

To make the research process professional, ethical considerations were made. The researcher informed the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaires and interview guide to the respondents and confirmed that the subject's confidentiality was protected. In addition to this, they were informed that their participation in the study was based on their consent. The research has not personalized any of the respondent's responses during data presentations analysis and interpretation. Furthermore, all the materials used for this research have been acknowledged.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE DATA**

#### **Introduction**

The drive of this research was to investigate the practices of school leaders' support in assessing pre-primary students' learning and the challenges come upon during enactment of assessing pre-primary students' learning in the Kembata Tambaro Zone of the SNNP Region. Then, this chapter deals with the presentation. Analysis and interpretation of data obtained from the sample schools by using the data gathering tools (questionnaire, interview, and document review) to search for appropriate solutions to the basic questions of the study. The data collected through close-ended questions from pre-primary teachers, and school leaders (principals and department heads) are presented in tables and analyzed using mean score, standard deviation and two group t-test. A total of 164 copies of the questionnaire were distributed to 84 pre-primary teachers, 40 department heads, and 40 school principals.

Then, the respondents were returned 79 from pre-primary teachers, school leaders (40 department heads, and 40 school principals) totally of 159 questionnaires. From the distribution questionnaires, 5 from teachers were unreturned. The data from the remaining 159 copies of the questionnaire (97.0%) were employed in the data analysis. On the other hand the qualitative data was obtained through interviews, open-ended questionnaires and document review from 10 supervisors analyzed in the each quantitative finding support by triangulation questionnaire items.

#### **4.1 Characteristics of Respondents**

The respondents were requested to show their background information. The particulars of the characteristics of the respondents are given in table 2 below.

**Table 2 Background of respondents**

Items	Group	Respondents						
		Teachers		School leaders (Department heads and school principal)				
		No	%	No	%	No	%	
<b>1</b>	Sex	Males	27	34.2	67	83.75	94	59.1
		Females	52	65.8	13	16.25	65	40.9
		<b>Total</b>	<b>79</b>	<b>100</b>	<b>80</b>	<b>100</b>	<b>159</b>	<b>100</b>
<b>2</b>	Age	Below 20	0	0	0	0	0	0
		21-25	28	35.4	13	16.25	41	25.8
		26-30	29	36.7	34	42.5	63	39.6
		31-35	18	22.8	24	30	42	26.4
		36-40	4	5.1	7	8.75	11	6.9
		Above 40	0	0	2	2.5	2	1.3
		<b>Total</b>	<b>79</b>	<b>100</b>	<b>80</b>	<b>100</b>	<b>159</b>	<b>100</b>
<b>3</b>	Marital Status	Married	63	79.7	73	91.25	136	85.5
		Single	16	20.3	7	8.75	23	14.5
		<b>Total</b>	<b>79</b>	<b>100</b>	<b>80</b>	<b>100</b>	<b>159</b>	<b>100</b>
<b>4</b>	Service Year	1-5	12	15.2	0	0	12	7.5
		6-10	35	44.3	10	12.5	45	28.3
		11-15	21	26.6	38	47.5	59	37.1
		16-20	11	13.9	32	40	43	27
		<b>Total</b>	<b>79</b>	<b>100</b>	<b>80</b>	<b>100</b>	<b>159</b>	<b>100</b>
<b>5</b>	Education level	Certificate	34	43.0	1	1.25	35	22
		Diploma	45	57	14	17.5	59	37.1
		1 <sup>st</sup> degree and above	0	0	65	81.25	40	40.9
		<b>Total</b>	<b>79</b>	<b>100</b>	<b>80</b>	<b>100</b>	<b>159</b>	<b>100</b>
<b>6</b>	Current position	Pre-school Teacher	79	100	0	0	79	49.7
		School leaders	0	0	80	100	80	100
		<b>Total</b>	<b>79</b>	<b>100</b>	<b>80</b>	<b>100</b>	<b>159</b>	<b>100</b>
<b>7</b>	Location of school	Rural	41	51.9	36	45	77	48.4
		Urban	24	30.4	22	27.5	46	28.9
		Sub- Urban	14	17.7	22	27.5	36	22.6
		<b>Total</b>	<b>79</b>	<b>100</b>	<b>80</b>	<b>100</b>	<b>159</b>	<b>100</b>

Source: Survey data

As can be seen from item 1 table 2: teacher males 27(34.2%), females 52(65.8%), school leaders (department heads, and school principals) males 67(83.75%), females 13 (16.25%) of respondents were respectively. Among the two groups of respondents, males were more likely to be school leaders and females were more likely to be respondents among teachers. This implies that the majority of the pre-primary teacher position was dominated by females and other hand females' low participation in the school leadership position.

Regarding their age structure(see table 2 item 2: 28 (35.4%) teacher respondents were found to be between 21-25 years old, 29 (36.7%), 18 (22.8%) and 4 (5.1%) teachers found the ages were 26-30, 31-35 and 36-40 years old, respectively. On the other hand, school leaders, both department heads and school principals, were 13(16.25%) 21-25, 34 (42.5%) 26-30, 24 (30%) 31-35, and 7(8.75%) respondents were graded by age, respectively. This indicated that the majority of teachers were found age among 21-30, there are younger, in the other way school leaders were 26-30 year old principals had very limited minimum requirement for the position.

When referring data from item 3 table 2 shown, the marital status teacher respondents were 63 married (79.7%); the remaining 16 were unmarried (20.3%), and the school leaders, both department heads and school principals, were 73(91.25%) married and single 7(8.75%). This indicated most of respondents in two group dominated by married marital status.

As it can be seen from items 4 table 2 experience (service year) were as follows: 12(15.1%) of teachers were between the service year range of 1-5 years, 35(44.3%) of them were between the experience range of 6-10, 21(26.6%) of teachers were between the service year range of 11-15 years, As well as, the remaining respondents, 11(13.9 %) of the teacher were between the service year range of 16-20 years. In the other group school leaders, both department heads and school principals, were ,10(12.5%), from service year 6-10 years, 38 (47.5%) were respondents between the range of 11-15 years, and 32(40.5%) were 16-20 years' experience, respectively. This implies that the majority of the pre-primary teacher



their experience was junior, and school leaders were senior experienced on school leadership position.

As far as educational qualification was concerned item 5 of table 2: 34(43.0%) teacher respondents were certificate and 45(57.0%) diploma, respectively. In the other groups, 1(1.25%) certificates, 14(17.5%) diplomas and 65(81.25%) were first degree and some school principals held second degree. This implies that the majority of the pre-primary teacher respondents were professional with holding Certificate or Diploma, in the other way majority of school leaders respondents were hold first degree and above there are fit MoE minimum requirement for the position.

When referring data from item 6 table 2 shows current position, 79(49.7%) respondents were pre-school teachers and 80(50.3%) were school leaders, both (department heads and school principals). And the last as seen item 7 table 2 of respondents' background of the teacher respondents' school location, 41(51.9%) ruler, 24(30.4%) urban, and 14(17.7%) sub-urban. On the other hand school leaders, 36(45%) rural, 22(27.5%) urban, and 22(27.5% also found sub-urban were found as respectively. This implies that the research try to address urban and ruler located pre-primary class.

#### **4.2 Presentation, Analysis, and Discussion of the of the Study**

This part of the study is enthusiastic to the presentation, analysis, and discussion of the data gotten from various groups of respondents on the practices and challenges of school leaders' support in assessing pre-primary students' learning in Kembata Tembaro Zone. Teachers responded 79 and school leaders (department heads and school principals) responded 80 and there were questioners returned to 18 and 8 closed-ended and open-ended respectively.

The closed-ended questionnaires were responded to and the resulting answers were interpreted in terms of the frequency, percentage, and mean scores. Standard deviation was also computed to test the significant difference between the responses of the groups of respondents; the teachers and school leaders (department heads and school principals). Item

scores for each category were arranged under five rating scales. The range of rating scales were  $\leq 1.49$  = strongly disagree, 1.5 - 2.49 =Disagree, 2.5 - 3.49 = moderate, 3.5 - 4.49 = Agree,  $\geq 4.5$  = strongly agree in categorizing the rating scales, the frequency and percentage.

Mean scores were also calculated for certain responses. As a result, practices and challenges of school leader's support in assessing pre-primary students learning with a mean value below 2.49 were rated as lower performance in their level of application; mean values from 2.50 to 3.49 were rated as moderate performance and mean value from 3.50 to 5.00 were labeled in the category of high performance. Finally, the data obtained from the open-ended questions, interview sessions, and document analysis were presented and analyzed qualitatively to support the data collected through the questionnaires and to authorize the findings of the study.

#### **4.2.1 School leaders' practices in supporting pre-primary students' learning assessment**

Effective Assessment leaders perform the following activities while supporting assessment, there are setting appropriate assessment methods, setting common assessment standards, providing ongoing constructive feedback, evaluating and analyzing assessment data, promoting assessment literacy, and providing relevant resources (Burke and Wang, 2010). Hence, teachers and school leaders were asked about their extent of support in pre-primary student learning assessment. The results are presented and analyzed in Table 3 below.

**Table 3 School Leaders Practices in supporting Assessment**

SN	Items	Type of respondents	No	X	SD	Over all X	P-value
1	School leaders set suitable assessment methods for pre-primary students with teachers	Teachers	79	2.29	1.4	2.35	0.78
		School leaders	80	2.4	1.25		
2	A school leader's set a common assessment vision	Teachers	79	2.31	1.2	2.5	0.62
		School leaders	80	2.6	1.3		
3	School leaders' regularly evaluate and analyze assessment data	Teachers	79	2.43	1.3	2.6	0.64
		School leaders	80	2.7	1.2		
4	School leaders provide ongoing constructive feedback after assessment	Teachers	79	2.62	1.3	2.58	0.73
		School leaders	80	2.56	1.2		
5	A regular schedule to promote teachers' assessment literacy	Teachers	79	2.08	.98	2.40	0.82
		School leaders	80	1.96	1.35		
6	School leaders make a conducive assessment environment	Teachers	79	2.48	1.4	2.39	0.68
		School leaders	80	2.35	1.35		

**Key** 1.00-1.49 = strongly disagree, 1.50-2.49 = disagree, 2.50-3.49= moderate, 3.5 -4.49= agree, and 4.50 -5.00= strongly agree. X=mean SD = standard division

As it is indicated on item 1 table 3, respondents were asked whether or not school leaders set appropriate assessment methods with participating teachers, then the teacher respondents (X=2.29, SD=1.4), school leaders (X=2.4, SD=1.25) respectively, the overall mean (X=2.35) indicated the disagreement on the point. This implies that school principals do not set appropriate assessment methods for pre-primary students with teaching-learning staff. The significance level (p=0.26) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

Moreover, in the above item one of the interview respondent supervisor "B" pointed out that:

*“In my cluster schools where school principals regarding set assessment methods did not enter deeply into pre-primary teaching and learning, especially proposed appropriate teaching-learning and assessment methodology according to the student's physical and behavioral development.” [CRC “B”, 28/6/2021]*

According to Cooper, Ehrensall, and Bromme (2005) School leaders are expected to perform the following activities in supporting assessment there are setting appropriate assessment methods with teachers and students, motivating teachers, setting common assessment standards, providing ongoing constructive feedback, periodically evaluating and analysis student's assessment data, promoting assessment literacy.

As it is shown in item 2, table 3, respondents were requested that to what extent the school leaders set appropriate assessment standards and vision with teachers, then the teachers' respondents ( $X=2.31$ ,  $SD=1.2$ ), school leaders ( $X=2.6$ ,  $SD=1.3$ ) respectively, the overall mean value of two groups ( $X=2.5$ ). This implies that school leaders' current practices were set incompletely common assessment standards or vision for pre-primary students. The significance level ( $p=0.26$ ) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

Moreover, in the above item, one of the interview respondent supervisor “F” pointed out that:

*“In the schools where I am assigned cluster regarding the school principals set standards and vision practice of assessment apply their complaint in the standards and I observed some schools proposed learning goal all students can be read and write skill unless not a lot is written standards between teachers and school principals.” [CRC “F”, 30/6/2021]*

According to Cotton, (2003) principals of high-achieving schools are confident that they will accomplish their vision and goals despite challenges and setbacks and, thus, serve as role models for staff and students. And when milestone achievements are reached, those successful results are celebrated.

As presented in item 3, Table 3 teachers and school leaders were asked whether or not they regularly evaluated and analyze students' assessment data, then, teachers respondents ( $X=2.43$ ,  $SD=1.3$ ), and school leaders ( $X=2.7$ ,  $SD=1.2$ ), respectively. Therefore, the computed mean score results ( $X=2.6$ ), it show moderate performance, which means school leaders' current practices were incomplete performed periodically evaluating and analyzing students' assessment data for constructive purpose. The significance level ( $p=0.26$ ) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

On the other hand, the data obtained from the interview reveals supervisors "D", "H", and "J" said that:

*"As observation in our schools the practices of school leaders support assessing pre-primary students learning result analysis were not as an expected level, a fixed and permanent time, unless quarterly or per-semester motivating and encourage higher scored students with others grade students." [CRC "D", "H" and "J" 8/7/2021]*

According to Leithwood and Riehl, (2003) the use of appropriate data helps to maintain a consistent focus on improving teaching and learning, and, consequently, effective principals accept no excuses for lack of success to improve student learning.

As it is indicated on item 4, in table 3, respondents were also asked whether or not school leaders provide ongoing constructive feedback after every assessment, then the teacher respondents ( $X=2.62$ ,  $SD=1.3$ ), and school leaders ( $X=2.56$ ,  $SD=1.2$ ) respectively. Therefore, the computed mean score results ( $X=2.58$ ), indicated the undecided on the point. This implies that school principals have not provided ongoing constructive feedback after every assessment. The significance level ( $p=0.26$ ) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

Moreover, in the above item one of the interviewer's supervisor "E" pointed out that:

*"In the cluster where I assigned regarding the school principals provide constructive feedback after every assessment, loosely practicable. Per-semester overall students assessment result analyzed with pre-primary teachers." [CRC "E" 7/7/2021]*

According to Shepard, (2019) school principals' activities are providing ongoing constructive feedback, periodically evaluating and analyzing student's assessment data, promoting assessment literacy.

As shown in table-3 item 5, teachers, school leaders were asked whether or not school leaders' provided a regular schedule to promote teachers' assessment of literacy with teachers, the teacher respondents ( $X=2.08$ ,  $SD=.98$ ), and school leaders ( $X=1.96$ ,  $SD=1.35$ ) respectively. Therefore, computed mean score results ( $X=2.40$ ), indicated that disagree on the point. This implies that school principals were not scheduled to promote teachers' assessment of literacy. The significance level ( $p=0.26$ ) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

Moreover, in the above item, one of the interviewer's supervisor "I" pointed out that:

*"Most of the school leaders in my cluster schools of study sites were implementing purposely empowering teachers with assessment data analysis toward learning outcome skills that were fragmented practices, more time it implemented within the woreda education office." [CRC "I", 9/7/2021]*

According to Thomas, (2010) assessment literacy is essential skills of assessment literacy include understanding the purposes of assessments and their instructional reliability and validity, addressing personal beliefs and biases about assessments, constructing good formative assessments, aligning assessments with curriculum standards, evaluating and scoring student work, and using assessments to inform instruction.

As displayed in table-3 item 6, respondents were also asked whether or not school leaders make conducive teaching and learning environments, then the teacher respondents ( $X=2.48$ ,  $SD=1.4$ ), and school leaders ( $X=2.35$ ,  $SD=1.35$ ) respectively. Therefore, computed mean score results ( $X=2.39$ ), indicated the undecided on the point. This implies that the school leader's current practices were low trend facilitate assessing environment for the pre-primary student. The significance level ( $p=0.26$ ) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

Moreover, in the above item, one of the interviewers' supervisor "H" pointed out that:

*"More schools are trying to create conducive teaching and learning environments for pre-primary classes, by providing appropriate chairs and desks. Numerical and Alphabetic charts, playing field, properly fenced around their classroom, but some are unless pedagogical teaching and learning classroom instruments, due to the proposed budget low."* [CRC "H", 12/7/2021]

According to Risers Team, (2020) school principals made conducive teaching and learning environment essential for educators to ensure that their students have a conducive environment that promotes learning among students does not just benefit the students, as teachers will also find it easier and more enjoyable to teach students who are focused on their lesson.

#### **4.2.2 School leaders supporting pre-primary students' learning assessment**

School leaders facilitate in supporting pre-primary students learning assessment by maintaining a focus on learning, monitoring learning, and teaching; building nested learning communities; acquiring and allocating resources, and maintaining safe and effective learning environments (Gedik and Bellibas, 2015). Hence, teachers and school leaders were asked about their extent of supporting roles in pre-primary students learning assessment. The results are presented and analyzed in table 4 below

**Table 4 School leaders' support in assessing students' learning**

SN	Items	Type of respondents	No	X	SD	Over all -X	p-value
1	Principals are providing relevant assessment resources for teachers on time	Teachers	79	2.32	1.2	2.41	0.91
		School leaders	80	2.9	1.3		
2	School leaders' regularly monitor students' assessment	Teachers	79	2.44	1.2	2.38	0.77
		School leaders	80	2.36	1.34		
3	Principals build teamwork cultures among teachers assist each other on their assessment	Teachers	79	2.27	1.2	2.47	0.62
		School leaders	80	2.40	1.26		
4	School leader's set motivation systems for encouraging teachers	Teachers	79	1.97	1.2	2.48	0.86
		School leaders	80	2.73	1.3		
5	School leaders' are regularly making clarity to teachers in principles of assessment	Teachers	79	2.26	1.2	2.48	0.86
		School leaders	80	2.1	1.3		
6	Principals often serve as a facilitator teachers for effective student learning outcome	Teachers	79	2.25	1.2	2.48	0.86
		School leaders	80	2.7	1.35		

**Key** 1.00-1.49 = strongly disagree, 1.50-2.49 = disagree, 2.50-3.49= moderate, 3.5 -4.49= agree, and 4.50 -5.00= strongly agree. X=mean SD = standard division

As indicated in table 4, item 1 above of respondents were asked whether or not school leaders are providing relevant assessment resources for teachers on time, then the teacher respondents mean (X=2.32, SD=1.2), school leaders mean (X=2.9, SD=1.3) respectively. The overall mean value for each group of respondents was (X=2.41,); it, which indicates teachers respondents were disagreement on the point; otherwise, school leaders were moderate. This implies that the majority of respondents' of teacher perception different from school leaders perception. Then it shows that limitation in providing relevant assessment resources for teachers on time. The significance level (p=0.26) is greater than



0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

Moreover, in the above item one of the interviewers' supervisor "F" pointed out that:

*"Most of the school leaders in my cluster schools were providing teaching-learning resources for pre-primary teachers purposely addressed stationaries like chalk, pen, pencil, duster... otherwise not trained supplying pedagogical teaching and learning as well as simply assessing equipment simply available resources for facilitate teaching and learning and assessing students, in generally pre-primary teachers, can't assign of recruit on time for pre- primary schools either woreda education office or school level."* [CRC "F" 12/7/2021]

According to Usman, Yunusa Dangara, (2016) education resources include the teachers in the school, human beings in the community, real objects, specimens or models, chalk and display boards, school buildings and layout, the community at large, and other fundamental materials like pencils, pens, exercise books ... which the learners are expected to have at any point in time to facilitate learning.

As shown in table 4, item 2 above of respondents were asked whether or not school leaders are regularly monitoring each students' assessment, then the teacher respondents ( $X=2.44$ ,  $SD=1.2$ ) and school leaders were ( $X=2.36$   $SD=1.36$ ) respectively. The overall mean value of each group of respondents was ( $X=2.40$ ), it is indicated disagreement on the point. This implies that school leaders' periodically assessment monitoring trend limited. The significance level ( $p=0.26$ ) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

Moreover, in the above item one of the interviewers' supervisors "B" pointed out that:

*"As my observation in my cluster center more school principals and department heads have no periodical monitoring schedule for pre-primary classes, sometimes imposed with externals like Woreda or Zonal educational expertise they have immediate monitoring without preparing checklist, however, woreda education office*

*quarter monitoring with checklist inclusive pre-primary education issues.” [CRC “B”, 7/7/2021]*

According to Williams, (2000), the principal is responsible for monitoring and evaluation at the school level to ensure effective teaching and learning is going on. Monitoring and evaluation are done in the education sector to monitor programs like the quality of education. There are two activities that take place these are teaching done by the teachers and learning by the students. Monitoring activities should be in the day-to-day teaching and learning process.

As indicated in table 4, item 3 above of respondents were also asked whether or not school leaders build teamwork cultures among teachers to assist each other in the assessment, then the teacher respondents ( $X=2.27$ ,  $SD=1.2$ ) and school leaders were ( $X=2.40$ ,  $SD=1.26$ ) respectively. The overall mean value of each group of respondents was ( $X=2.47$ ), it is indicated disagreement on the point. This implies that school leaders do not build effective teamwork cultures among teachers to assist each other on their assessments. The significance level ( $p=0.26$ ) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

Moreover, in the above item one of interviewers’ supervisors “J” pointed out that:

*“In the cluster where we assigned regarding the school principals build teamwork role are rarely practicable among teachers and students, sometimes school principal instruct for pre-primary teachers to apply 1to5 teamwork groups in the classroom if more than two pre-primary classes in the one school ground .” [CRC “J”, 9/7/2021]*

According to Claire Halsey, (2017) from a young age, children need to learn how to give and take, share, take turns, play to their strengths and draw in other people to fill the gaps. It’s a core social skill. They also need to build relationships with family members, friends, and neighbors. It helps develop skills like communication, respect, for others, compromise, and tolerance.

As it is indicated in, Table 4- item 4 of respondents were also asked whether or not school leaders are set to reward and motivation systems for encouraging teachers, then the teacher respondents ( $X=1.97$ ,  $SD=1.2$ ) and school principals were ( $X=2.73$ ,  $SD=1.3$ ) respectively. The overall mean value of each group of respondents was mean ( $X=2.35$ ), it is indicated disagreement on the point. This implies that the difference perception among the teachers and school leaders were fixed motivating plans for encouraging teachers. The significance level ( $p=0.26$ ) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

Moreover, in the above item one of interviewers' supervisors "J" and document analysis pointed out that:

*"In the cluster where we assigned schools regarding the principals rewarding and motivation system were implemented at the end of each semester providing a reward for high scored students and teachers in front of the whole school community."* CRC "J", [21/6/2021]

According to Nicole, (2020) reward systems rely on positive reinforcement to encourage good behavior. Here's how to make reward systems work for preschoolers and school-added students. The thinking is that once a student develops one positive behavior and gets a lot of praise then he or she will be more likely to cooperate in other situations too.

Referring to table 4- item 5 of respondents were also asked whether or not school leaders are regularly making clarity to teachers in principles of assessment; when they employed measuring students' progress, then the teacher respondents ( $X=2.26$ ,  $SD=1.2$ ) and school leaders were ( $X=2.1$ ,  $SD=1.3$ ) respectively. The overall mean value of each group of respondents was ( $X=2.18$ ), it is indicated disagreement on the point. This implies that difference perception among teachers and school leader's; then sometimes make clarity and understanding to teachers in the implication and principles of assessment; like reliable, valid and fair for all students; when they employed measuring students' progress like observation, performance measure, portfolio, periodic tests. The significance level ( $p=0.26$ ) is greater

than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

According to Absolum, M. et al. (2007) these central premises of assessment in a learning system lead us to identify a set of indicators of good assessment practice that further enhance and support the improvement of teaching and learning for individual learners. There are assess what is valued, enable learners to be active participants in assessment, develop assessment capability, gather a broad range of assessment information, participate of all responsible in the assessment process, pay attention to learner wellbeing and consider the potential consequences of assessment.

As shown in table 4, item 6 of respondents were also asked whether or not school leaders often serve as a facilitator, guider, and constantly support teachers for effective student learning outcomes, then the teacher respondents ( $X=2.25$ ,  $SD=1.2$ ) and school leaders were ( $X=2.7$ ,  $SD=1.35$ ) respectively. The overall mean value of each group of respondents ( $X=2.48$ ), it is indicated disagreement on the point. This implies that perception deference among school leaders and teachers, then low often serve as a facilitating and guiding role for support teachers to become effective student learning outcomes. The significance level ( $p=0.26$ ) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

Moreover, in the above item, one of the interviewers' supervisor "F", and document analysis pointed out that:

*"The fit of school leaders' facilitating, guiding, and leading responsibilities was low an expected level. The different updating programs like short-term training and workshops were occasionally provided at the woreda education office did not provide at school-level professional development, within the school, experiences share still rare due to inadequate budget and low commitment for pre-primary education."* [CRC "F", 19/7/2021]

According to Gedik and Bellibas, (2015) school principals communicate to all stakeholders' expertise about and investment in curriculum and instruction with guidance on how to

balance school accountability, professional values, and student needs. The cumulative effects of shared leadership help to establish consensus and contribute to a sustainable culture of inquiry that yields positive learning outcomes for students.

#### 4.2.3 Challenges of School Leaders to Support Assessment

School leaders key obstacles in supporting pre-primary students learning assessment, include available time and access to relevant data for instructional use, differences in educational beliefs and philosophies among collaborators, and lack of professional development in appropriate assessment tools and data use (Burke and Wang, 2010). Hence, teachers and school leaders were asked about their extent of challenges in supporting pre-primary students learning assessment. The results are presented and analyzed in table 5 below.

**Table 5 Challenges of School Leaders to Support Assessment**

SN	Items	Type of respondents	No	X	SD	Over all - X	p-value
1	School leaders' have a lack of awareness for support in assessment	Teachers	79	2.96	1.2	3.27	0.76
		School leaders	80	3.43	1.65		
2	School leaders have inadequate access to the assessment data system	Teachers	79	2.64	1.3	2.30	0.92
		School leaders	80	2.7	1.25		
3	School leaders have sufficient knowledge and skill in using assessment data	Teachers	79	2.60	1.3	2.49	0.96
		School leaders	80	3.6	1.4		
4	School leaders' believe that assessment leadership role is considered as principal's role	Teachers	79	2.12	1.1	2.28	0.59
		School leaders	80	3.7	1.2		
5	School leaders' have limited on school context for enough support students' learning assessment	Teachers	79	2.15	1.2	2.33	0.67
		School leaders	80	3.7	1.34		
6	School leaders' have no	Teachers	79	3.5	1.3	3.15	0.64

scheduled(adequate time) to support pre-primary assessment	School leaders	80	2.8	1.3
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**Key** 1.00-1.49 = strongly disagree, 1.50-2.49 = disagree, 2.50-3.49= moderate, 3.5 -4.49= agree, and 4.50 -5.00= strongly agree. X=mean SD = standard division

As shown in table 6 item 1 above of respondents were also asked whether or not school leaders have a lack of awareness for support in pre-primary class assessment, then the teacher respondents (X=2.96, SD=1.2) and school leaders were (X=3.43, SD=1.65) respectively. The overall mean value of each group of respondents was (X=3.25), which is indicated moderate on the point. This implies that the perception difference among teachers and school leaders; then school leaders have partially give commitment for supporting pre-primary students’ assessment. The significance level (p=0.26) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

Moreover, in the above item one of the interviewers’ supervisor “D”, pointed out that:

*“In the cluster where I assigned schools regarding in the principals’ support pre-primary teachers and student learning were lack of awareness and commitment were less give attention to pre-primary education, they also crowded with others administrative activities.” [CRC “D”, 24/7/2021]*

According to OECD, (2013) assessment is a process that helps focus attention towards what matters most in education, beyond just access and participation: the actual learning outcomes of each student. Gathering information on where students stand in their learning and the progress that they have made is a key to designing strategies for the further improvement of teaching and learning.

As it can be seen from the above table 6 item 2 of respondents were also asked whether or not school leaders concerning have inadequate access to the assessment data for supporting pre-primary students learning, then the teacher respondents (X=2.64, SD=1.3) and school leaders were (X=2.7, SD=1.25) respectively. The overall mean value of each group of respondents was (X=2.30), it is indicated disagreement on the point. This implies

that the school leaders have got simply access to assessment data from each pre-primary teacher or facilitator they can support identify according to their weakness and straightness. The significance level ( $p=0.26$ ) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

Some of the interview respondent principals “C” pointed out that:

*“As my observation in cluster schools, all principals simply can got assessment data without limitation from pre-primary teachers and analysis in further instruction improvement more or less pre-primary schools found in primary school compounds not far distance among so school principals can got students assessment data.”*  
[CRC “C”, 14/7/2021]

Westman (2010) recommended that school principals assume a vital part in the delivery of quality education. Their obligations incorporate guaranteeing educational strategies are set up that support viable learning for all students. They serve as a facilitator, guides, and supporter of quality instructional practices. Great principals comprehend that enhanced test scores are critical yet realize that quality direction is fundamental for enhancing student accomplishment.

As depicted in table 6 item 3 above of respondents were also asked whether or not school leaders have concerning of sufficient knowledge and skill in using assessment data and analysis, then the teacher respondents ( $X=2.60$ ,  $SD=1.3$ ) and school leaders were ( $X=3.6$ ,  $SD=1.4$ ) respectively. The overall mean value of each group of respondents was ( $X=2.49$ ), it is indicated disagreement on the point. This implies that the school leaders have not use their knowledge and skill in appropriate manner by analyze, interpret, and valuable assessment data for decision- making. The significance level ( $p=0.26$ ) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

Moreover, in the above item one of interviewers’ supervisors “H” and document analysis pointed out that:

*“In I assigned cluster schools; school principals’ major challenges toward support assessment of pre-primary students and teachers were their more time occupied with managerial activities than instructional, less attention and commitment for lower-level class students. Moreover, there is no clear rule and regulation have related to pre-primary class-leading in the school principals’ responsibility, obligation, and duties.” [CRC “H”, 14/7/2021]*

According to Ulmer, (2002) the factors that interfere with principals’ abilities to establish and support effective student assessment and data use practices in their schools. However, even with better systems, principals and teachers continue to identify a range of challenges including fears about data security, beliefs about data utility, inadequate knowledge, and skills to perform data analysis tasks, and lack of adequate training, resources, and leadership support.

As shown in table 6, item 4 above, respondents were also asked whether or not school leaders have a positive belief that the assessment leadership role is considered the principal’s role, and the school leaders were ( $X = 2.12$ ,  $SD = 1.1$ ) respectively. The overall mean value of each group of respondents was ( $X = 2.28$ ). This indicates disagreement on the point. This implies that difference perceptions among teachers and school leaders; then teachers looks were school leaders do not have a positive belief that the assessment leadership role is considered the principal’s role to perform pre-primary students' learning and support assessment. The significance level ( $p=0.26$ ) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

Moreover, in the above item one of the interviewers’ supervisors “E”, pointed out that:

*“In our assigned cluster, we did not think school leaders are incapable of essential instructional or pedagogical knowledge and skills for supporting teachers’ assessment, but we didn’t think major challenges towards supporting assessment of pre-primary students were less attention and commitment for lower-level class students.” [CRC “E”, 15/7/2021]*



According to Dinham, (2005) high-performing school heads are characterized by their strong focus on students particularly on ensuring their learning rather than on teachers and their teaching. In sum, school leaders provide strong support and assistance to teacher teaching and student learning, the school heads need to have a deeper understanding of what constitutes effective practice in curriculum, assessment, and instruction.

As displayed in table 6, item 5, above, respondents were also asked whether or not school leaders have limited school context for enough support for students' learning assessment. The teacher respondents ( $X = 2.15$ ,  $SD = 1.2$ ) and school leaders ( $X = 3.7$ ,  $SD = 1.34$ ), respectively: then, difference perceptions among teachers and school leaders toward school context for support assessment. The overall mean value of each group of respondents was ( $X = 2.33$ ), which indicates disagreement on the point. This implies that difference perceptions among teachers and school leaders; then as teachers looks different school contexts were not affected school principals' support level like high numbers of students in a class, to support their assessment. The significance level ( $p=0.26$ ) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

According to Dina (2013) said that educational leadership is mainly related to the duties and responsibilities of the leadership team to improve school management, as well as student achievement, to increase the sense of responsibility of school leadership, then the people responsible for school administration consisting of the principal and teacher. The principal must create a comfortable school environment, a safe and pleasant work environment that pleases teachers and employees who can carry out their duties and work responsibly.

As indicated in the above table 6 item 6, respondents were also asked whether or not school leaders had scheduled or used adequate time to support pre-primary assessment. The teacher respondents were ( $X = 3.5$ ,  $SD = 1.3$ ) and the school leaders were ( $X = 2.8$ ,  $SD = 1.3$ ) respectively. The overall mean value of each group of respondents was ( $X = 3.15$ ). It is indicated that they were undecided on the point. This implies that difference perceptions among teachers and school leaders; then majority of respondents' responses were moderate.

It shows that they partially or fragment scheduled trend their time. The significance level ( $p=0.26$ ) is greater than 0.05, this indicates that there is no significant difference between the opinions of teachers and school leaders.

*The interview and open-ended questionnaires held that "school leaders' major challenges toward supporting assessment of pre-primary students and teachers were: less time occupied with managerial activities than instructional; leadership was not accessible for pre-primary classes; less attention and commitment for lower-level class students; many school leaders think of assessment leadership as a teacher's role."*[CRC "F", 15/5/2021]

According to Ugwulashi (2013) school leaders can properly time running in the workplace have a number of positive effects, ranging from making you a more focused and valuable teacher to reducing the stress of your job. Time is a precious commodity on any job. Teachers appreciate teachers who can get the maximum amount of good work done in the minimum amount of time. Setting priorities, general life improvement, reducing stress and negativity, productivity and performance, and developing teachers practicing good time management helps staff perform better at their job.

Additionally, document reviews indicated that continuous professional development one of a tool for develop teachers ability, assessment planning, implementing apply difference assessing methods and content through CPD, but in the pre-primary class level no long as this program. In more pre-primary classes documents indicated school principals allocated essential teaching and learning resource for example in their grant budget supply chairs, stationaries, different teaching learning equipment or models.

In some pre-primary classes documents indicated that the rate of supervision and appropriate feedback providing system as good introduction, whereas in the more pre-primary school leaders and teachers connection more oral, organizing relevant document trend were less .

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the study's findings, as well as the conclusion and recommended statements based on the research findings.

#### 5.1. Summary of the Major Findings

The findings mentioned in chapter four are summarized along with the following areas that reflect the research questions: The practices and challenges of school leaders' in supporting in the assessment of pre-primary students' learning in Kembata Tembaro Zone were vital to providing a pedagogical and professional guide to pre-primary teachers by bringing imperative guidance in and out of class.

Thus, school principals' instructional support in the assessment was playing a great role in ensuring quality education and, moreover, at a higher level of later life. However, it is indicated that the school principal's instructional support and assessment were not performing as expected. Therefore, the purpose of this study was to examine the practices and challenges of school leaders' in supporting in the assessment of pre-primary students' learning in Kembata Tembaro Zone, selecting six public primary schools, and recommend possible solutions.

The study also tried to answer the following basic research questions:-

1. What is the assessment leadership in supporting pre-primary student learning?
2. To what extent do school leaders facilitate assessment in pre-primary students learning?
3. What challenges do school leaders face in supporting assessment in pre-primary students learning?

To this effect, the study was conducted in the Kembata Tembaro zone; there are 229 public pre-primary schools in the zone. Then, selected 6 woredas, 40 schools, 79 teachers,

80 school leaders (40 department heads and 40 school principals), and 10 CRC selected public primary schools. The questionnaire was one of the main data gathering tools. An interview was conducted to substantiate the quantitative data. In accordance with the quantitative data, the qualitative data collected through closed-ended questionnaires, interviews, and document reviews were analyzed qualitatively by narration. According to the results of the data analysis, the following major findings were identified:

### **1. Regarding the Practices of Assessment Leadership in supporting pre-primary Student Learning**

- The findings of the study revealed that school leaders were not setting appropriate teaching, learning, and assessment methodologies for pre-primary students in pre-primary school. Thus, it indicates that teachers and school leaders' overall mean  $X = 2.35$ ,  $SD = 1.33$ , is less than 2.49, so disagree. In the similarly qualitative finding, as indicated by school leaders' failure to enter deeply into pre-primary teaching and learning, especially proposed appropriate teaching-learning and assessing methodology, there was still a problem in school leaders' setting appropriate teaching and assessing methodology in pre-primary school.
- The study showed that the school leader's practice set a common assessment vision and high expected standards were low performance, thus teachers and school leader respondents' grand mean  $X = 2.5$ ,  $SD = 1.25$ . This shows that the school leader's current practice was not set up to common pre-primary students' assessment vision and high expected standards with teachers, and similarly, interviewee findings indicated the same as quantitative findings.
- The study showed that the school leader's practice a regularly evaluate and analyze assessment data were low performance, thus teachers and school leader respondents' grand mean  $X = 2.6$ ,  $SD = 1.25$ . This shows that the school leader's current practice was not trend regularly evaluate and analyze assessment data for improve education. And similarly, interviewee findings indicated the same as quantitative findings.

- The finding of the study that revealed the school leaders current practices of provide ongoing constructive feedback after every assessment work, then teacher and school leader respondents overall  $X=2.58$ ,  $SD=1.25$ , it showed that moderate performance, and similarly interview finding as indicated loosely practicable. Then school leader's current practice was this much in assessment support that provides ongoing constructive feedback after every assessment work.
- The finding of the study revealed the school leaders' current practice in supporting providing regular and scheduled promoting and updating of pre-primary teachers' assessment literacy. The teacher and school leader respondents' responses were overall  $X = 2.40$ ,  $SD = 1.12$ . It indicated poor performance, and qualitative findings revealed that fragmented practices were used at the school level.
- According to respondents' view, school leaders make a conducive teaching and learning environment. The teacher and school leader respondents' responses were overall  $X = 2.39$ ,  $SD = 1.33$ . It indicated low performance, and contrast qualitative findings revealed that school leaders were employed in a conducive teaching, learning, and assessment environment for pre-primary students, but there were still budget restrictions around it.

According to the findings of the study, the majority of respondents believed that school leaders' practices in supporting pre-primary student learning assessment were ineffective; they lacked adequate support for effective assessment.

## **2. Regarding the Level of School Leaders Facilitate Assessment in Pre-primary Students Learning**

- The finding of the study revealed the level of school leaders' providing relevant assessment resources for teachers on time, then teacher and school leader respondents' responses were overall  $X = 2.41$ ,  $SD = 1.15$ . It indicated low performance, and similarly, qualitative findings revealed that school leaders provided teaching and learning resources in an impermanent manner at school level.

- As the study revealed, school leaders' assistance in pre-primary students' learning by providing regular monitoring of each and every student's assessment was low performance, thus teachers and school leaders' respondents' grand mean  $X = 2.38$ ,  $SD = 1.26$ . It shows that school leaders' regularly monitoring level was very low, and in the same way as indicated qualitatively, school principals and department heads have no regular periodical monitoring of pre-primary assessment.
- According to respondents' view, school leaders build teamwork cultures among teachers and assist each other on their assessment. The teacher and school leader respondents' responses were overall  $X = 2.47$ ,  $SD = 1.23$ . In the same way, qualitative findings revealed that school leaders have rarely employed teachers and students for better academic performance and skill sharing.
- The study revealed that the school leaders' set reward and motivation systems for encouraging teachers were low performing, thus teachers and school leaders' overall mean  $X = 2.45$ ,  $SD = 1.25$ . This shows that the school leader's set appropriate rewarding and encouraging level was not enough, and contrary to that, qualitative findings indicated the set rewarding and motivation systems were implemented by at the end of each semester.
- As study presented of respondents responded that, the school leaders were regularly making clarity to teachers in principles of assessment, then teacher and school leader respondents response were overall  $X = 2.48$ ,  $SD = 1.25$ . It indicated low performance. This implies that school leaders were not regularly making clarity to teachers in principles of assessment like reliable, valid and fair for all students; when they employed measuring students' progress.
- As the study revealed, school leaders often employed their role in serving as assessment facilitator, guider, and timely assistant to pre-primary teachers to enhance effective student learning outcomes. Teachers and school leaders' grand mean  $X = 2.48$ ,  $SD = 1.26$ . This shows that school leaders' regular school leader supporting role level was very low, and in the same way as indicated qualitatively, school principals' and department heads' roles were not fit at an expected level. Different

updating programs, like short-term training and workshops, were occasionally provided at the woreda education office, but were not provided at school-level.

According to the findings of the study, the majority of respondents indicated that school leaders' roles in supporting pre-primary student learning assessment were performed at an unexpected level, with insufficient facilitating, guiding, or leading roles to be performed in support of pre-primary class teachers to ensure effective assessment.

### **3. Regarding the Challenges of School Leaders to Support Assessment**

- According to the respondents' response view, school leaders have a lack of awareness to support assessment. The teacher and school leader respondents' responses were overall  $X = 3.2$ ,  $SD = 1.43$ . It indicated that they low attention for pre-primary student learning assessment and teachers' support, and as the same way qualitative finding revealed that school leaders were lack of awareness and commitment, and they give low attention for pre-primary education.
- The study showed that the findings revealed challenges in school leader support assessment, school leaders had inadequate access to the assessment data system, and teacher and school leader respondents' responses were overall  $X = 2.30$ ,  $SD = 2.26$ . It shows that school leaders' access methods to assessment data were different from school to school and principal to principal. On the other hand, qualitative findings revealed disparate that school leaders were simply able to get assessment data from pre-primary teachers for analysis and further instruction improvement.
- As study presented of respondents responded on challenges of school leaders support assessment, they were sufficient knowledge and skill in using assessment data, then teacher and school leader respondents response were overall  $X = 2.49$ ,  $SD = 2.26$ . It indicated it is a challenged to support pre-primary teachers enough. In the other way qualitative finding revealed disparate that school leaders were not knowledge and skill challenge other ways shown less attention and commitment problems. This implies that school leaders were not applying their knowledge and skill in supporting pre-primary education.

- As the study showed that the findings of the study revealed the challenges of school leaders' support assessment, they believed that the assessment leadership role is not considered the principal's role. Teachers and school leaders' overall mean  $X = 2.28$ ,  $SD = 1.12$ . It indicated that it was challenged to properly support pre-primary teachers and accept responsibility. Qualitative findings indicated that school leaders believe that assessment leadership, support, planning, monitoring, and teachers' responsibility. This implies that school principals do not have a positive belief and trust that the assessment leadership role is considered the principal's role to perform pre-primary students' learning and support assessment.
- According to respondents' responses revealed, on challenges of school leaders' support assessment, they were restricted to different school contexts for enough support for teachers and students' assessment. The teacher and school leader respondents' responses were overall  $X = 2.33$ ,  $SD = 1.27$ . It indicated that school leaders' support doesn't significantly restrict the school context, like the number of students, physical setting, and equipment. This implies that the pre-primary school context has not seen major challenges in supporting pre-primary teaching, learning, and assessment.
- The study showing that the findings of the study revealed challenges for school leaders' support assessment. They were not scheduled (adequate time) to support pre-primary assessment. The teacher and school leader respondents' responses were overall  $X = 3.15$ ,  $SD = 1.3$ . It shows that school leaders do not use their time properly to support pre-primary teaching learning and assessment. In the same way, qualitative findings show school leaders' more time occupied with managerial activities than instructional, less time management, and a lack of activities prioritizing trend in pre-primary students' learning support and assessment.

As the study showed, the majority of respondents revealed that the challenges of school leaders' support assessment were belief in pre-primary education, school rule and regulation, the absence of clear school leader's rules and regulations, awareness and commitment to



support assessment, and applying knowledge and skills in constructive manners were still challenges for school leaders' support assessment.

## **5.2 Conclusions**

The following conclusions were formed based on the study's findings:

1. The current practices of school leaders in supporting pre-primary students' learning include: providing appropriate teaching and learning methodology; setting appropriate high expectations as a long-term or short-term vision; regularly or periodically monitoring and evaluating the process with the goal of strengthening good performance and asserting poor performance; and resetting and updating teachers' knowledge and skills according to contemporary scientific foundations. Furthermore, school principals rejoin with classroom teaching practice and data collection according to a set of predefined standards established by the teachers, with the goal of providing appropriate feedback and guidance to teachers in order to improve teaching and learning and assessment to improve student teaching and learning.

According to the evidence, school leaders' practices in supporting the assessment of pre-primary students' learning in the Kembata Tembaro Zone should take into account the capabilities and characteristics of each school principal and pre-primary teacher. There is the same assessment method that is not addressed for all types of pre-primary students. Pre-primary classes, on the other hand, have a shaky relationship in managerial and instructional activities, according to this study of school leaders. Furthermore, every teaching-learning problem or success should be thoroughly investigated as an instructional and pedagogical assistance for each pre-primary student, and their teachers should pay close attention to ensure success.

2. According to the findings of the study, school leaders support responsibilities like effectively facilitating, guiding, and leading pre-primary teachers in gaining professional assistance, supplying relevant resources, ongoing monitoring, team building, motivating and encouraging them based on their performance, and other supportive activities expected of

school leaders in order to enhance their instructional skills. They do not enough support teachers in preparing different instructional materials for teaching-learning effectiveness; like- support teachers in conducting action research on pedagogical skill improvement, inadequate continuous short-term training in specific objective for teachers, purposely advise teachers on effective assessment and teaching methods and school leaders should be planned to encourage and motivating teachers and students. Generally, according to the findings, school leaders did not provide sufficient professional support for support teachers in pre-primary school.

3. According to the findings, challenges of school leaders' supporting assessment include things like poor awareness and commitment to supporting pre-primary students' assessment, weak analyzing and interpreting assessment data based on skills, less effective application of their knowledge and skills, negative perception of assessment leadership that is not considered as teachers' responsibility, school principals' spending more time on managerial tasks rather than supporting teachers and instruction, time management and set prioritizing trend limitation, and absence of clear rule and regulation connecting with pre-primary education. Furthermore, there is an unclear operational structure, low supervision addressed to pre-primary classes, and a few periodic works. Then, it can be concluded that the respondents were still missing clarity on the school principals' and pre-primary class's connection, duty, objectives, destinations, and points of interest for strengthening their teaching-learning specific at the grassroots level without taking. This indicted the need to pay high scarification at the grass-root level to achieve adequacy at higher educational levels and, moreover, to create productive next-generation benefits.

### **5.3 Recommendations**

The following recommendations were created based on the study's findings to reduce and eliminate the difficulties that impede the school leader's limitations, practice, and obstacles in assessing pre-primary students' learning in Kembata Tembaro Zone selected governmental Primary Schools:

- Most of the school principals' time is spent attending to non-instructional issues, politically related tasks, student discipline, and office management, which endures for exceptionally less time to be supported by instructional leadership, teaching, and learning. The need for time for overseeing improvement and over-the-top managerial requests are the most prominent issues for current school principals. In this way, there ought to be required short-term and long-term training prepared by regional and zonal education experts in cooperation with NGOs, even if at woreda level.
- Regional and Zonal education experts set appropriate rules and regulations or modify the existing rules and regulation in the light of school principals' leadership practices, such as establishing a clear vision and direction for assessment, promoting appropriate assessment methodology, analyzing each assessment data set with staff, providing ongoing feedback and evaluation systems, and encouraging teachers' assessment literacy.
- Enhancing to conduct school-based action research for minimize the problems that faced through implement in the grass-root level, then cooperating with both teachers and school principals around pre-primary teaching and learning specifically assessment leadership.
- Improve the teachers' and principals' beliefs through consistency training toward assessment usage; there are student assessments for their teaching-learning effectiveness rather than simply grading and ranking by regional and zonal education administrators.
- The motivating teachers in consider to improve their teaching and learning processes. The updating and upgrading of teachers' knowledge and skills toward assessment leadership within pre-service and in-service training for teachers as well as school principals trend in teacher training colleges or higher education, even with continuous professional development at a school-based level.
- Develop an assessment leadership trend while assessing in all terms frequently with educational expertise, without paperwork collection from classes, summative assessment results per semesters and per year, and when pre-primary students complete the stage, they have to certify by school level or woreda education office.

- Today, pre-primary education issues raising were forgotten places in our country; our government introducing special training for pre-primary class students' teachers at many colleges at certificate and diploma program, it is a good introduction for the pre-primary education program, accordingly, teachers training colleges have to revised their training curriculum for teachers and school principals; it set stable foundations for quality education and additionally a great job opportunity for many Ethiopian youths.
- As the researcher's findings were limited to school leaders' support in assessing pre-primary students' learning in Kemebata Temebaro Zone, similar research should be conducted in other contexts to present a clearer picture of assessment leadership in primary school experiences.

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# APPENDICES

## Appendix “A”

Jimma University

College of Education and Behavioral Sciences

Department of Educational Planning & Management

### RESEARCH QUESTIONNAIRE

#### *Questionnaire for teachers, school leaders & department heads*

**Dear Respondent!** This questionnaire is prepared to conduct research on “*Practices and challenges of school leaders’ support in assessing pre-primary student’s learning*”. It will be submitted to the Department of Educational Planning and Management in partial fulfillment of the requirements for the award of Masters of Art Degree in School Leadership. The main purpose of these questionnaires is to gather relevant data for the study on the *Practices and challenges of school leaders’ support in assessing pre-primary student’s learning of Kembata Tembaro Zone*. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and remained confidential.

First of all I would like to thank and appreciate, in advance, for your kind collaboration to fill this questionnaire which will take approximately 15 to 20 minutes to wide-ranging.

**Please; consider the following points before you start filling the questionnaire.**

- A. No essential of writing your name in this questionnaire.
- B. Before you are trying to answer the questions, please read carefully and understand them well.
- C. Write briefly your response for open-ended questions. You can use “Amharic language”!
- D. Do not leave the questions unanswered.

Lastly; if you have any concern about this questionnaire, you can contact me through my personal phone: 0926774158

*Sincerely!*

## Part-1 General Information and Respondents' Background

*Please, put a thick mark “√” in the box for your response or give short answers on the blank space*

1. Your organization:

School  pre-school  KG

2. Your current title/position/career

Teacher  pre-primary teacher   
School Principal  department head

3. What is your gender? Male  Female

4. What is your age now? Below 20 years  21-25 years  26-30 years   
31- 35 years  35- 40 years  above 40 years

5. What is your Marital Status? Married  Single

6. What is your current educational status?

Below Diploma  Diploma  First Degree & above

7. Which years indicated your total service?

Below 5 years  6- 10 years  11- 15 years   
16-20 years  above 20 years

8. Which word best describes the location of your school building?

Rural  Urban  Sub-urban

**Part-2** What are the practices of School leaders' in supporting pre-primary student learning assessment?

**Key:** (1=strongly disagree, 2=disagree, 3=moderate, 4=agree, 5=strongly agree)

Write your opinion briefly on the space provided for open-ended questions.

SN	Descriptions	Rating Scale				
		1	2	3	4	5
2.1	Do school principals sett appropriate assessment methods with teachers?					
2.2	Do school leader's sett common assessment vision with teachers, principals and departments heads?					
2.3	Do school leaders' regularly evaluating and analyzing assessment data?					
2.4	Do school leaders provide ongoing constructive feedback after by assessment evaluation?					
2.5	Is there a regular schedule to promote for promoting teachers' assessment literacy?					
2.6	Do school leaders make conducive teaching and learning environment for students and teachers?					

2.7 What are the other roles of school principals' in assessing pre-primary students' learning?

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2.8 can you explain some activities that school leaders and teachers habitually do in assessing pre-primary students' learning?

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**Part-3** To what extent school leaders’ facilitate pre-primary students learning assessment?

**Key:** **Key:** (1=strongly disagree, 2=disagree, 3=moderate, 4=agree, 5=strongly agree)

Write your opinion briefly on the space provided for open-ended questions.

SN	Descriptions	Rating Scale				
		1	2	3	4	5
3.1	Do school leaders’ are providing relevant assessment resources for teachers on time?					
3.2	Do school leaders’ regularly monitoring students’ assessment and their performance?					
3.3	Do school leaders’ build team work cultures among teachers assist each other on their assessment data system?					
3.4	Do school leader’s set reward system for encouraging and motivating high performance of teachers?					
3.5	Do school leaders are regularly making clarity to teachers in principles of assessment; when they employed measuring students’ progress?					
3.6	Do school leaders often serve as a facilitator, guider and constantly support teachers for effective students learning outcome?					

3.7 Which facilities do you want from your school leaders for assessment to be effective?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.8\_What facilities do you school leaders around promoting teachers professional growth to ward assessment literacy? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Part-4** What challenges are there in relation to School leaders’ supporting pre-primary students’ learning assessment?

*(1=strongly disagree, 2=disagree, 3=moderate, 4=agree, 5=strongly agree).*

Write your opinion briefly on the space provided for open-ended questions.

SN	Descriptions	Rating Scale				
		1	2	3	4	5
4.1	Do school leaders’ have lack of awareness for support in assessing pre-primary students’ learning?					
4.2	Do school leaders have inadequate access to assessment data system?					
4.3	Do school leaders have sufficient knowledge and skill in using assessment data appropriately?					
4.4	Do school leaders’ belief that assessment leadership role is considered as principal’s role?					
4.5	Do school leaders’ have limited on school context for enough support students’ learning assessment?					
4.6	Do school leaders’ have no (schedule) adequate time to support pre-primary assessment?					

4.7 What are the others related challenges that affect school leaders supporting the program?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

4.8 What do you suggest solving the problems or challenges that listed above?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

## Appendix “B”

### Interview questions for CRC Co-ordinators/ Supervisors

The main purpose of this interview is to collect relevant data for the study on the *practices and challenges of school leader’s support in assessing pre-primary students’ learning of Kambeta Tambaro Zone*. The response you provide will have constrictive paramount and importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and the responses will be kept confidential.

**Thank you in advance for your cooperation!**

#### Part I: General information and respondents’ personal data

1. CRC \_\_\_\_\_
2. Sex M  F
3. Age
4. Level of Education: Diploma  Degree  2<sup>nd</sup> Degree
5. Qualification of subject: Major  Minor
6. Service year

#### Part II: Please, answer the following questions briefly related to the current practices of school leader’s support in assessing per- primary student learning.

1. What is your opinion regarding on the practice of school leader’s support in assessing pre-primary students’ learning?
2. How often school leaders’ support in assessing pre-primary students’ learning?
3. What activities do your cluster school leaders use for support pre-primary assessment?
4. What are the challenges school leaders’ faced to support in assessing pre-primary students’ learning?
5. Which possible solutions do you suggest solving the challenges of school leader’s support in assessing pre-primary students’ learning?
6. Do you think your cluster school leaders’ assume themselves as assessment leadership?

## Appendix “C”

### Document analysis checklist

The main purpose of this document analysis checklist is to collect supportive questionnaires’ and interview for the study on the *practices and challenges of school leader’s support in assessing pre-primary students’ learning of Kambeta Tambaro Zone.*

SN	Descriptions	Availability	
		YES	NO
1	School financial resources administration records shown school leaders’ support in assessing pre-primary students’ learning.		
2	School material resources’ administration records/inventories shown school leaders’ support in assessing pre-primary students’ learning.		
3	School human resources administration records like CPD document shown school leaders’ support level in assessing pre-primary students’ learning.		
4	The school written documents identifies the level of school leaders’ support teachers with constructive feedback towards assessing pre-primary students’ learning.		



# Appendix “D”

ጂማ ዩኒቨርሲቲ

ትምህርትና ስነ-ባህሪ ኮሌጅ

ትምህርት ዕቅድ እና ሥራ አመራር ት/ት ክፍል

የጥናታዊ ፅሁፍ መጠይቅ

(ለቅ/መ/መ/ራን የተዘጋጀ)

**ዉድ የጥናቱ ተሳታፊዎች!** ይህ የጥናት መጠይቅ በ “ቅድመ መደበኛ ተማሪዎች በመማር ምዘና ላይ የት/ት ቤት አመራር ድጋፍ ተግባርና ተግዳሮት” በሚል ርዕስ ዙሪያ የተዘጋጀ ነው። ጥናቱም ለጂማ ዩኒቨርሲቲ ትምህርትና ስነ-ባህሪ ኮሌጅ ለትምህርት ዕቅድና ሥራ አመራር ት/ት ክፍል በት/ት አመራር ሁለተኛ ዲግሪ MA መመረቂያ ፅሁፍ መሟያነት የሚዉል ይሆናል። የመጠይቁም ዋና ዓላማ በከምባታ ጠምባሮ ዘን “ቅድመ መደበኛ ተማሪዎች በመማር ምዘና ላይ የት/ት ቤት ር/መ/ር ድጋፍ ተግባርና ተግዳሮት” ላይ ተገቢ መረጃ ለማሰባሰብ ነው።

በመሆኑም ለጥናቱ ስኬት የእርስዎ በጎ ምላሽ ከፍተኛ ሚና ስላለዉ በዙሪያዉ ላይ ያሎዎትን ሀሳብ ያለ ገደብ እንዲያበረክቱልኝ በአክብሮት እየጠየቁ የእርሶ ምላሽም ለመማር ማስተማር አገልግሎት ማሻሻያነት ብቻ የሚዉልና ሚስጥራዊነቱም የሚጠበቅ መሆኑን እገልጻለሁ።

ከሁሉ በማስቀደም ለሚያደርጉልኝ ቀና ትብብር ከወዲሁ እየመሰገንንኩ ለዚህ ጥናት አጋርነትና መጠይቅ ለመመለስ በአማካይ ከ15 እስከ 20 ደቂቃ የእርሶን ጊዜ እንዲያዉሱልኝ እጠይቃለሁ።

መጠይቁን ለመሙላት ከመሞከሮ በፊት የሚከተሉትን ነጥቦች ግምት ዉስጥ እንዲያስገቡ እጠይቃለሁ።

- ሀ. በመጠይቁ ላይ ሥምዎን ማስፈር አያስፈልግም።
- ለ. መጠይቁን መመለስ ከመሞከሮ በፊት እያንዳንዱን ጥያቄ በሚገባ ማንበብና መረዳት ያስፈልጋል።
- ሐ. ምላሽ ለሚሹ ክፍት ጥያቄዎች ሀሳብን በአጭርና በግልፅ ቋንቋ (በአማርኛ) ምላሽን ያስፍሩ።
- መ. ምላሽ ሳይሠጡ በፍፁም አንዱንም መጠይቅ አይለፉ።

በስተመጨረሻ በመጠይቁ ዙሪያ ለሚነሱ ማንኛዉም ሀሳብና ጥያቄ በግል ስልክ ቁጥር +251926774158 መጠየቅና መረዳት ይቻላል።

ለቅንነትዎ አመሰግናለሁ!!

ክፍል-1 የተጠያቂዎች አጠቃላይ መረጃ

**በቀረበዉ በታላይ የትክክለኛነት ምልክት “√” ይጠቀሙ።**

1. የሚሰሩበት ተቋም:

መደበኛ ትምህርት ቤት  ቅድመ መደበኛ

2. አሁን ያሉበት ሙያ ደረጃ

መ/ር  ቅድመ መደበኛ መ/ር

የት/ቤት ር/መ/ር  የዲፓርትመንት ሐላፊ

3. ጾታ? ወንድ  ሴት

4. የዕድሜ ክልል? ከ20 ዓመት በታች  ከ21-25 ዓመት  ከ26-30 ዓመት

ከ31- 35 ዓመት  ከ35- 40 ዓመት  ከ 40 ዓመት በላይ

5. የጋብቻ ሁኔታ? ያገባ/ች  ያለገባ/ች

6. የወቅቱ ትምህርት ደረጃ?

ከዲፕሎማ በታች  ዲፕሎማ  አንደኛ ዲግሪና በላይ

7. ጠቅላላ የአገልግሎት ዘመን?

ከ 5ዓመት በታች  ከ6- 10 ዓመት  ከ11- 15 ዓመት

ከ 16-20 ዓመት  ከ20 ዓመት በላይ

8. አሁን የሚሠሩበት አካባቢ?

ገጠር  ከተማ  በከፍል ከተማ

**ክፍል-2 በቅድመ መደበኛ ተማሪዎች መማር ምዘና ላይ የት/ቤት አመራር ድጋፍ ተግባራት**

**በተመለከተ**

**ቁልፍ:**(1=በፍፁም አልስማማም, 2=አልስማማም, 3=በመጠኑ እስማማለሁ , 4=እስማማለሁ, 5=በጣም እስማማለሁ)

ከሥር ለቀረቡት ክፍት መጠይቆች ግልፅና አጭር ምላሽ ይስጡ።

ተ.ቁ	ዝርዝር ተግባራት	መመዘኛ ደረጃ				
		1	2	3	4	5
2.1	የት/ቤት አመራር ተገቢና ዉጤታማ የምዘና ሥርዓት እንዲኖር ከመ/ራን ጋር በመሆን በጋራ ይቀርጻሉ።					
2.2	የት/ቤት አመራር ተገቢ የምዘና ዉጤት ራዕይ ከት/ቤቱ ባለድርሻዎች ጋር በጋራ ይቀርጻሉ።					
2.3	የት/ት ቤት አመራር የተማሪዎች የምዘና ሂደት መገምገሚያና መተንተኛ መደበኛ ሥርዓት አላቸዉ።					
2.4	የት/ት ቤት አመራር በየደረጃዉ የተማሪዎች ምዘና ሂደት ላይ ገንቢ አስተያየት በመስጠት ይገመግማሉ።					
2.5	የት/ቤት አመራር የመ/ራንን የምዘናና ግምገማ አቅም ለማጓልበት የሚያስችል የሚዘና ግንዛቤ መፍጠሪያ ዘዴዎችን ይጠቀማሉ።					
2.6	የት/ቤት አመራር ለመማር ማስተማርና ምዘና ምቹ የት/ት አካባቢ እንዲሆን አድርገዋል።					

2.7 የተማሪዎችን መማር ምዘና በመምራት ረገድ የት/ቤት አመራር ሚና ምን ይሆናል ብለዉ ያስባሉ? \_\_\_\_\_

2.8 የቅድመ መደበኛ ተማሪዎች ምዘናን ለመደገፍ የት/ቤት አመራር በተደጋጋሚ የሚተገብሩ ተግባራት የተሾቹ ናቸዉ ብለዉ ያምናሉ? \_\_\_\_\_

**ክፍል-3 የት/ቤት አመራር ድጋፍ የተማሪዎች የመማር ምዘናና ከማሳለጥ አንፃር ሲታይ**

**ቁልፍ:**(1=በፍፁም አልስማማም, 2=አልስማማም, 3=በመጠኑ እስማማለሁ , 4=እስማማለሁ, 5=በጣም እስማማለሁ)

ከሠር ለቀረቡት ክፍት መጠይቆች ግልፅና አጭር ምላሽ ይስጡ።

ተ.ቁ	ዝርዝር ተግባራት	መመዘኛ ደረጃ				
		1	2	3	4	5
3.1	የት/ቤት አመራር ለቅድመ መደበኛ ተማሪዎች መማር ምዘና ውጤታማነት ተገቢውን ግብዓት በወቅቱ ያቀርባሉ።					
3.2	የት/ቤት አመራር የተማሪዎች ምዘና እና ዕለት ዕለት የሚስመዘግቡትን ለውጥ የሚከታተሉበት ቋሚ መርህ ግብር አላቸው።					
3.3	የት/ቤት አመራር የተማሪዎችን ምዘና ሂደት ለማሻሻል የመ/ራን መካከል የእርስ በርስ መረዳዳትና የቡድን ስሜት እዲሰፍን ያደርጋሉ።					
3.4	የት/ቤት አመራር የመምህራንን የምዘና አቅም ለማጎልበት በት/ቤት ደረጃ የመ/ራን ማበረታቻና ማነቃቂያ ሥርዓት በግልፅ ዘርግተዋል።					
3.5	የት/ቤት አመራር መምህራን በቋሚነት መ/ራን ተገቢ የምዘና መሪ ተከትለው ምዘና እንዲያዘጋጁ የበኩላቸውን ድጋፍ አድርገዋል።					
3.6	የት/ቤት አመራር እንደተለመደው እንደ ተግባር አመቻችነታቸው ፣ እንደ መሪ በመሆን መ/ራንን በቋሚነት በመደገፍ ውጤታማ የመማር ምዘና እንዲሰፍን አድርገዋል።					

3.7 የተማሪዎችን የመማር ምዘና ለማሳካት ከየት/ቤት አመራር ምን የማመቻቸት ሚና ይጠብቃሉ?

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3.8 የመምህራንን የምዘና ክህሎት ለማሻሻልና ሙያዊ ብቃት ለማሳደግ ምን የት/ቤት አመራር የማመቻቸት ሚና ይጠበቃል ?

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**ክፍል-4 የቅድመ መደበኛ ተማሪዎች ምዘና ከመደገፍ አንጻር የት/ቤት አመራር ተግዳሮቶች**

**ቁልፍ:**(1=በፍፁም አልሰማማም, 2=አልሰማማም, 3=በመጠኑ እስማማለሁ , 4=እስማማለሁ, 5=በጣም እስማማለሁ)

ከሠር ለቀረቡት ክፍት መጠይቆች ግልፅና አጭር ምላሽ ይስጡ።

ተ.ቁ	ዝርዝር ተግባራት	መመዘኛ ደረጃ				
		1	2	3	4	5
4.1	የት/ቤት አመራር የቅድመ መደበኛ ተማሪዎችን ምዘናን ለመደገፍ የግንዛቤ እጥረት ይታይበታል ።					
4.2	የት/ቤት አመራር የቅድመ መደበኛ ተማሪዎችን መማር ምዘናን ለመደገፍ የምዘና መረጃ እጥረት ይገጥማቸዋል።					
4.3	የት/ቤት አመራር የቅድመ መደበኛ ተማሪዎችን መማር ምዘናን ለመደገፍ የዕውቀት ግንዛቤ እጥረት ይታይበታል ።					
4.4	የት/ቤት አመራር የቅድመ መደበኛ ተማሪዎችን መማር ምዘናን መደገፍና መምራት ለመራን የተተወ ተግባር ነዉ ብለዉ ያምናሉ ።					
4.5	የት/ቤት አመራር የቅድመ መደበኛ ተማሪዎችን መማር ምዘናን ለመደገፍ በት/ቤቱ ነባራዊ ሁኔታ ይወሰናሉ ።					
4.6	የት/ቤት አመራር የቅድመ መደበኛ ተማሪዎችን መማር ምዘናን ለመደገፍ በቂ ጊዜ የላቸዉም።					

4.7 ር/መ/ራን የቅድመ መደበኛ ተማሪዎችን መማር ምዘናን በመደገፍ ሂደት የሚገጥሙ ሌሎች ተግዳሮቶች ምን ይመስላችኋል? \_\_\_\_\_

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4.8 እነዚህን ተግዳሮቶች ለመፍታት ምን መደረግ አለበት ብለዉ ያምናሉ? \_\_\_\_\_

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