



**College of Education and Behavioral Sciences**

**Department of Psychology**

**Students' and Teachers' Perception of Nature and Implementation of  
Continuous Assessment Practices in Wayu Secondary School.**

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**Jimma University**

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**A Research Thesis Submitted to Department of Psychology for Partial  
Fulfillment of MA Degree in Educational Psychology.**

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**Declaration**

This is to certify that this thesis prepared by Mekonnen Seyoum, entitled: The Students' and Teachers' Perception of nature and Implementation of Continuous Assessment Practices in Wayu Secondary School, Oromia Region.

Mekonnen Seyoum declared that this thesis is my own work and that all the sources that I have used for it have been acknowledged.

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**Jimma University**  
**College of Education and Behavioral Sciences**  
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**An approval of the Examination Board**

The thesis of Students' and Teachers' Perception of Nature and Implementation of Continuous Assessment Practices in Wayu Secondary School, Oromia Region.

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## **Acronyms and abbreviations**

CA - Continuous assessment

HDP- Higher Diploma Program

ICDR- Institute of Curriculum Development and Research

MOE -Ministry of Education

ETP -Education and Training Policy

TESO - Teachers Education System Overhaul

SPSS - Statistical Package for Social Sciences

## **Abstract**

*The main objective of the study was to find out the current status of the Students' and Teachers' Perception and Implementation of Continuous Assessment Practices. To achieve the objectives, cross sectional survey design was employed. The study populations were total, eight hundred fifty six (856) Wayu secondary school. Among this, one hundred forty (140) samples were participated in study. Samples were selected using proportionate stratified random sampling. Data were collected through closed-ended and open –ended questionnaire. Frequencies, Percentage, Mean and Standard deviation were descriptive statistical method used to analyze and present the data. Find showed that the study concludes that teachers have positive attitude toward Continuous Assessment (CA) and they accepted CA is important to improve the achievement of learners. Students have also positive attitude toward continuous assessment. Accordingly, the study it is not possible to say CA is implemented effectively in teaching and learning subjects in the study area. The researcher recommends that training of teacher should be encouraged by school leader and woreda education office. To overcome this, it was suggested that on the-job training teachers as a means of motivation, reduction of the class size, increase motivation of readiness of students, Awareness of assessment by training teachers, additional training, increase of achievement of students, school facilities, and adequacy of materials should be given prior attention.*

# **CHAPTER ONE**

## **1. INTRODUCTION**

This chapter highlights the background of the study, statement of the study, objective of study, research questions, scope of the study, significance of the study; Limitation of the Study, operational definitions terms and organization of the study was explained in this chapter.

### **1.1 Background of the study**

Education is a very important process amongst many other social processes. Society can't develop without education. Through education an attempt is made to develop the necessary skills in citizens in order to enable them to lead a successful and happy life (Chaube and Achabe, 2002: 334). So, education is a crucial instrument that contributes to all aspects of the country's progress. It has a great effect on the students' life in establishing their sense of citizenship and preparing them for the world of work. However, realizing the potential of the students depends on the quality of education, particularly the quality of the curriculum. Assessment is one of the elements of instructional process that plays an important role to improve learning in educational institution as part and parcel of instructional process. It is basic tools of education to check the awareness of learning on the part of the learners. Without assessment, it is difficult for educators to get refined information about the educational practices (Muluken, 2006).

Reece and Walker, (2003) have defined assessment as the process of obtaining information about how many of the students know the importance of continuous assessment. The trend of using tests and examinations at the end of a semester or a year as a mere mode of assessment does not by itself prove the learners excellence in different aspects. In this respect, Mulu (2005) suggested that a onetime final examination or test does not bring a complete or true

picture of student's performance including the higher order thinking skills. That is to say examination or test cannot measure all that the students learn because their effectiveness is limited to assess the entire complex learning outcomes. To overcome this, it will be much more helpful if the assessment is employed on a continuous basis using different strategies. Therefore, one can say or easily understand that the significance of using continuous assessment in teaching and learning process to improve the quality of education is unquestionable. Continuous assessment is apparently getting momentum. It is believed to be more valid, reliable and motivating than the traditional one off examination (Muluken, 2006), these days.

The attitude of teachers and students affect how assessment is viewed and implemented. This means the positive and the negative attitudes that teachers and students may have due to reason of their own may have the power of influencing the implementation positively and negatively. In relation to this researchers and educators share the idea that teacher's low interest or negative attitude towards assessment has been one of the variable that contribute to an effective assessment implementation. In view of this Gronlund and Linn, (2000) as cited in Tamene Olana, (2007) suggested that a new assessment program can succeed only if teachers accept it. If teachers do not accept the philosophy of this program it is clear that it is not possible to implement the program effectively. We know that, teachers are more interested to assessments carefully if they accept the new assessment strategy. Teshome, (2001) in the work of Getachew Kassa (2008) strengthen this idea and suggested that teachers must understand the assessment process, feel secure about it, and accept it as their own for its effective implementation. But insufficient training, lack of adequate materials, Lack of moral support, and lack of orientation and assistance from concerned body make it difficult for teachers to appreciate and apply continuous assessment.

The attitudes of students are also important factors on the implementation of the program. In case of students attitude Shirley (2003) in the work of Getacho Kassa (2008) suggested that pupils who do well in tests like tests and pupils who do not do well on tests do not like tests. That is pupils, who do well on tests, may have a positive attitude towards assessment and pupils who are not doing test may have negative attitude towards continuous assessment.

Students' perception on assessment has many purposes. It clarifies the complex and difficulty categories of individual experiences such as the students' perceptions on assessment. The students perceptions on educational processes are important because they influence learning.(Brookhart,2013) argues that when compared to the actual educational experiences ,the students perceptions on the educational environment at higher education influences their learning more. Furthermore, students' perceptions towards assessment are significant because assessment exerts a greater influence on the quality of their learning. (Dhindsa et al., 2007) note that examining students perceptions of assessment, stimulates students to develop an authentic and realistic assessment approach that 'rewards genuine effort and in depth learning rather than measuring luck.

Research findings suggest that students' perceptions about assessment have considerable influences on students' approaches to learning. But also vice versa, students' approaches influence the way in which students perceive assessment. Furthermore, it was found that students hold strong views about different formats and methods of assessment. For example, within conventional assessment, multiple choice format exams are seen as favorable assessment methods in comparison to essay type question. But when conventional assessment and alternative assessment methods are compared, students perceive alternative assessment as being more fair than the traditional normal assessment methods (Katrien Struyven, 2002).

The perception of teachers towards continuous assessment researchers and educators share the idea that teachers' low interest or negative attitude towards assessment has contributed to poor assessment practice. In light of this, Brookhart, (2002) reviewed that teachers have negative attitudes towards tests used in such a way as to have what they perceive as negative consequences for their students. Similarly, Teshome, (2001) has remarked that teachers must understand the assessment process and accept it as their own for its effective implementation. In spite of this fact, lack of orientation and assistance from the concerned individuals, insufficient training and lack of adequate materials make it difficult for teachers to appreciate and apply continuous assessment.

In the Ethiopian context, the New Education and Training Policy gave emphasis on the use of continuous assessment. The aim of the new policy of continuous assessment in Ethiopia is to bring a paradigm shift from old aged traditional system of assessment that is a judgmental role in its orientation to developmental role. Hence, the new education and training policy of the country calls for the use of continuous assessment to realize the educational objectives. Despite the importance of the proper implementation of continuous assessment, it might not go beyond lip service. Therefore, assessing the status of the implementation of continuous assessment is found to be very crucial. Similarly, the newly designed Teachers Education System Overhaul (TESO) program has placed emphasis on the employment of continuous assessment in this country as it is one of the components of the program which deserves attention like active learning and Higher Diploma program (HDP). This shows how an attempt is made to address the issue of continuous assessment at different levels of the educational system as part of a shift in paradigm (Muluken. 2006).

This policy has been not implemented as intended. In addition to resource problems there might be perception problem on the side of teachers' and students' about continuous assessment. So, this study will identify the Students' and Teachers' Perception and Implementation of Continuous Assessment Practices in subject teachers teaching and the major factors that



influence the implementation of continuous assessment and provide a clue for decision makers for future improvements of perception and practice of continuous assessment.

## **1.2 Statement of the problem**

Practices Student assessment is an integral part of teaching and learning. Teachers play a major role in this process, for this reason, their competencies and knowledge skills in continuous assessment practices are critical. The teaching and learning process needs continuous follow up to achieve its objectives. Hence continuous assessment is essential to check the realization of instructional objectives. Traditional assessment method mainly focuses on testing which encourages superficial learning, but did not assess the wider skills of pupils. Hence, continuous assessment should be essential to measure learners' performance in a holistic manner. In supporting this idea, Alause (2004) states that the educational progress of learners needs frequent assessment. The various aspects of learning activities of learners should be assessed by various methods. Therefore, to utilize all the techniques and procedures of continuous assessment, teachers need to have a profound knowledge of the application as well as the theoretical concepts such as types, forms, purposes and methods of assessment for the wellbeing of pupils. Continuous assessment is a typical classroom based strategy which provides regular information about the teaching-learning process.

Employing continuous assessment enables the teacher to assess more of the intended behavior of the students and to take note of factors such as their active participation, how articulate they are, their relationships with others and their motivation that have high educational relevance (Livingston. 2001). Continuous assessment is a student evaluation system that operates at a class room level and is integrated with the instructional process. The essence in continuous assessment is not merely administering a number of paper and pencil test to pupils. Supporting

this, Mulu (2005) reported that continuous assessment is a vehicle for improving students learning through remedial assistance. Continuous assessment is an ongoing process being used increasingly as an alternative to terminal examination because it provides more information that is more reliable than examination.

Taking all of these in to consideration, the Ministry of Education (MOE) in Ethiopia introduced continuous assessment in different levels of the educational institution. As stated in (Education and Training Policy) ETP (1994), the practical task of implementing the new curriculum at school level requires continuous assessment as part of the curriculum in general and the instructional process in particular. To understand this, the role of teachers is of paramount importance. In other words, teachers should be well informed about the concept and procedures of practicing continuous assessment before they implement it. In relation to this, Teshome (2001) suggested that teachers' knowledge and attitude should be considered for effective implementation of the assessment program. This show that how attention should be given to the perception of teachers if continuous assessment is practiced. A teacher might interpret continuous assessment as continuous testing (Muluken, 2006). This wrong conceptualization of the term will affect the need to employ a variety of methods to assess the pupil's progress (Teshome, 2001).

However, empirically there have been still many major factors that influence the implementation of continuous assessment as envisaged by the policy and the consequent teachers' education program. As such ,some national research finds viewed to ascertain those recurrent challenges that hinder the intended students and teachers perception on CA and classroom practice .Birhanu(2004) and Takele (2012) by using a descriptive survey design conducted a study on Continuous Assessment (CA) and classroom practice in Secondary School

of Oromia Special Zone and Arsi Zone and found the major factors that influence the implementation hindering the proper practice of Continuous Assessment (CA) as large class, lack of instructional materials for teachers, lack of teachers commitment ,teachers inadequate knowledge of the way and techniques of continuous assessment and classroom practice, lack of interest of students ,poor administrative support and guidance ,time constraints, lack of adequate learning materials, absence of continuous assessment guide line .

From the experience of the researcher, considering the very advantages and policy-based in Ethiopia, continuous assessment and classroom practice is not under proper implementation as intended. Rather, it mostly used both by teachers and students for what it is not intended at Wayu Secondary School in classroom in particular and at the study area in general .Some of the reasons may be the lack of awareness about the important features and use of continuous assessment and classroom practice, lack of professional competence, lack of positive perception to it, irresponsibility of teachers, and lack of educational and school administrative support and follow-up.

Therefore, the researcher believes that it is important to conduct a study in the area on the current issues of Students' and Teachers' Perception and Implementation of Continuous Assessment Practices.

As I understood from various empirical studies by respective professionals, Continuous Assessment (CA) and classroom practice is a mechanism of systematic finding out of what students and teachers know, understand can do, and cannot do to provide the necessary remedial enrichment that can alleviate the gap of continuous assessment and classroom practice of learning. This policy has been not implemented as intended. In addition to resource problems there might be perception problem on the side of teachers' and students' about continuous

assessment. So, this study will identify the Students' and Teachers' Perception and Implementation of Continuous Assessment Practices in Wayu Secondary School teachers' and students' and the major factors that influence the implementation of continuous assessment in subject matters teaching and provide a clue for decision makers for future improvements of perception and practice of continuous assessment.

However, in Wayu secondary school there is no empirical studies have been conducted so far to examine how far the continuous assessment is being practiced for all subject lessons at high school level and what factors are influencing continuous assessment. Considering this research gap, it is important, therefore, on the part of the investigator to look in to this problem in the case of all subject teachers teaching at high school level.

### **1.3 Research Questions**

1. What is the perception of students' and teachers' towards continuous assessment?
2. To what extent do continuous assessment technique is practiced in Wayu secondary school?
3. What are the major factors that influence the implementation of continuous assessment in Wayu Secondary School?
4. Is there any significant relationship between teachers' perception and practice of continuous assessment?

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

### **1.4.1. General objective**

This study was investigated the level of Students' and Teachers' Perception and Implementation of Continuous Assessment Practices in Wayu Secondary School.

### **1.4.2. Specific objectives of the study are:**

1. To find out the perception of teachers towards continuous assessment.
2. To examine how often a continuous assessment technique practiced in Secondary School under this study.
3. To identify major factors that influences the implementation of continuous assessment in in Wayu Secondary School?
4. To identify significant relationship between teachers' perception of CA and continuous assessment practice

## **1.5. Significance of the study**

Any educational research is carried out to meet certain values in one way or another. Therefore the

- Findings of this study will be significant to all subject teachers for increasing their involvement in the continuous assessment process. It will be also important
- To policy makers and practitioners to be aware of the problems that teachers are facing in implementing continuous assessment at class room levels in such a way that it will give useful revelations to incorporate suitable internal assessment strategies in subject course education curriculum and it will be also
- To help to formulate suitable training strategies for teachers to practice better continuous assessment methods.

- Moreover, the findings will be significant for other researchers who are initiated to undertake further research in the area at national level. Therefore, it will be served as a stepping stone for further studies.

### **1.6. Delimitation of the Study**

This study was delimited to Wayu Secondary School at Jimma Rare Woreda. In Horo Guduru Wollega zone, national regional state of oromia, Ethiopia.

### **1.7. Limitation of the Study**

Even though the research has attained its objectives, there were some ups and downs. To accomplish anything successfully, time, budget and material resources are crucial. The researcher faced shortage of time to fulfill slowly data collection /information at the school. Because of their lesson time is burned at that time.

### **1.8. Operational definitions and key terms**

**Teachers' perception of Continuous Assessment** -View and opinions held by teachers about the classroom assessment practices of their school.

**Students perception of Continuous Assessment** -view and opinions held by students about the classroom assessment practices of their school.

**Assessment** – the process of collecting, synthesizing and interpreting information to aid classroom decision making.

**Continuous Assessment (CA )** is a formative evaluation procedure concerned with finding out, in a systematic manner, the over-all gains that a student has made in terms of knowledge, attitudes and skills after a given set of learning experience.

**Classroom Assessment Practices** - The term classroom assessment practices covers a wide range of issues starting from teachers' beliefs and the value they have regarding assessment of students, their perceptions about assessment training, their test planning, construction, to grading and use of assessment results.

**Evaluation** – judging the quality or goodness of a performance

**Test** – a formal, systematic procedure for obtaining a sample of student's behavior

**Secondary school**– the second first cycle secondary school where grade 9 and 10 students followed formal education.

**Perception**–away of feeling or acting toward situation.

**Hinder** –situations or conditions or something that challenges the operation of continuous assessment.

**Implementation**-putting into effect by means of definite plan or procedure.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2. INTRODUCTION**

In this chapter involves: What is Continuous Assessment, Advantages of continuous assessment, Basic Requirements for Continuous Assessment, The perception of teachers towards continuous assessment, Teachers' Practice on Continuous Assessment and the Problems they face, How to use continuous assessment in the classroom, Role of Teachers in the Classroom and Continuous Assessment, Continuous Assessment in the Context of Ethiopia and Theoretical Framework was described below.

#### **2.1 What is Continuous Assessment?**

Continuous assessment is a way of assessing the overall aspects of students' learning. Unlike the conventional assessment type, this one focuses on several parts of the course; is done on an ongoing basis; employs various kinds of assessment devices, such as projects, self-assessment, observation; and provides students with many opportunities to show what they know and can do.

Continuous assessment helps teachers collect information about the progress of students continuously. This helps teachers to make sound decisions about their students and to adjust their teaching styles based on their decisions in order to make learners succeed in their learning. Plessis et al. (2003:8) advocate this point by saying: Continuous assessment is a way to ensure that all learners have opportunities to succeed in school. In most classrooms, the range varies, from slow to average to fast learners. By using continuous assessment, the teacher can adapt his



or her instruction to the need of the learners so all of them will have the chance to learn and succeed.

According to Olufemi, Kassim, and Olunfunbi (2011) continuous assessment is a systematic collection of marks or grades over a period of time and their aggregation in to a final grade. There are a lot of terms that can be used to describe continuous assessment. In some country people refers continuous assessment as teacher grading. Sometimes it referred as running records, or curriculum based assessment. In all cases, teachers are given responsibility to find out what students in their class know, understand and are able to do. When this is done is variety of ways over time and used to improve instruction and then it is considered to be CA Joy (2003) as cited in Tamene Olana (2007)

According to Airasian (1991) as cited in Tamene Olana (2007) continuous assessment is an assessment approach which should depict the full range of sources and methods teachers use to gather, interpret and synthesize information about learners; information that is used to help teachers understand their learners, plan and monitor instruction, and establish available classroom culture.

Another definition by Curzon (1990) as is cited in Abera Asefa (2012) “CA is a comprehensive term which refers particularly to enquiring in learners’ competence, knowledge, attitude and skill through various student profiles using different assessment method to improve learning. In the same way Desalegn (2004) as cited in Abera Asefa (2012) CA is a mechanism whereby the final grading of learners in the cognitive, affective and psychomotor (Mind-Heart-Hand) domains of learning are given due emphasis.” Cognitive domain relates to the capacity thinking or one’s mental skills Bloom (1956) as cited in Abera Asefa (2012). The affected

domain as Krathwohl (1964) cited in Abera Asefa (2012) is all about emotions and feelings, especially in relation to a set of values. The psychomotor domain, on the other hand, is concerned with the mastery of physical skills ranging from reflexive movement to exhibiting appropriate body language Marrow (1972) as cited in Abera Asefa (2012) related to the above mentioned.

From the above definition we can easily understand that CA is an assessment approach conducted as an ongoing process which uses various assessment instruments. In general the approach is holistic; that is the overall grading of learners' performance is determined from cognitive, affective and psychomotor domains.

## **2.2. Advantages of continuous assessment**

According to Pasiona (2002), the prime objective of continuous assessment is to improve students' learning and guide teachers' instruction. In order to improve students' learning, teachers should find out the weaknesses and strengths of students and give remedial and enrichment activities. Nitko (2005:14) also asserts this: It is important for teachers to understand that assessment information can be used to improve learning and guide teaching... It is not enough to administer assessments to students and mark papers. Teachers must use the assessment results for guiding learning and teaching. An important principle for assessment in the classroom is: Each assessment taken must have an associated instructional action.

There are many researchers who have written about the benefit of continuous assessment. For instance Getachew Kassa (2008) stated that continuous assessment is a powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas. It helps both the teachers and the learners to concentrate on the topics which require great concentration and make the learned concept more easy and simple.

Continuous assessment has also a great contribution to strength the relation between the learners and the teachers. According to Tamene Olana (2007:pp.3-4) continuous assessment is a proper evaluation procedure which enable pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas, allow teachers to monitor the impact of their lesson on pupil understanding, allow teachers to evaluate the effectiveness of their teaching strategies as indicated by the needs of their pupils and help teachers to modify their pedagogical strategies to include the construction of remediation activities for pupils who are not working at the expected grade level and the creation of enrichment activities for pupils who are working at or above the expected grade level.

### **2.2.1. Use of Continuous Assessment for Students**

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

Buhagir (2007) as cited in Dandis (2013) argued that in order to provide every student with the best learning opportunity traditional way of assessment should be replaced by alternative forms of assessment.

Plessis.et.al (2003) stated that continuous assessment helps learners as a feedback. That is feedback to the learners from the teachers tells the students how to improve, and learners see their own progress. Learners start thinking about the quality of their work.

### **2.2.2. Use of Continuous Assessment for Teachers**

Continuous assessment has also a great function for teachers. A teacher's job is to ensure that all learners learn. He /she do this by teaching them in variety of ways. If the learners are learning, the teacher needs continuous assessment to inform him/her about the learning progress.

Stiggins (1998), Osterhof (1999), Popham (1999) as cited in Tamene Olana (2007) pointed out the use of continuous assessment for teachers. These are: To find out what students know and can do, to gain confidence in what we say our students know and can do, to provide all children with opportunities to show what they know, to promote learning for understanding, to improve teaching, to help determine what kind of remediation and enrichment activities to provide and to identify which student need assistance, to let the students know how well they are progressing in their assistance, to let parents know how their children are progressing and to lead to overall evaluation.

According to Plessis.et.al (2003) continuous assessment may tell a teacher which learners are struggling with a topic or skill, what aspects of the topic is difficult for the learners, which learners are grasping the topic and skill well and whether the teaching was effective at helping learners learn.

In general teachers are dependent on information gathered through assessment for improvement of his or her practice. Due to this ongoing or continues assessment is significant mirror for teacher.

### **2.3. Basic Requirements for Continuous Assessment**

The following preconditions need to be met to make an effective and appropriate assessment (ICDR, 2004): Assessment must be a planned activity- It should be planned how and

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

According to McAlpine (2002) before designing any assessment, you need to insure that what you are planning will fulfill the demands that you wish to make on it. This involves a thorough examination of your reasons for assessing: consideration may include the information that you want to get out of the task, the uses that you will put that information, how much time and effort you are able to it, what information you wish to convey to students and others.

According to ICDR (2004) cited in Mulukan Ayalew (2006) there exist precondition that need to be met to make an effective and appropriate assessment. Some of these are: Assessment must be a planned activity i.e. it should be planned how it will be made and when it will be made and it should be based on the actual condition, time, place and social factors of the class; pupil's level of knowledge and the nature of instruction. Due to this it is important that the teacher must be equipped with an adequate knowledge and capability about assessment technique. Teachers who have adequate knowledge about assessment can be able to select and apply variety of items and assessment techniques, consider and check the reliability, validity, objectivity and the discriminating power of the assessment techniques. Assessment should be prepared in a clear,

readable and precise language and it must be well administered. Again its results must be recorded, documented and reported.

Tamene Olana (2007) also suggested the precondition needed to implement continuous assessment one of the precondition is teachers professional skills. These skills include teachers skill in the planning, construction and utilizing of achievement tests and assessment tools for measuring learning attainment of students, teachers skill in statistical operation or computation applicable in the continuous assessment practice that involve tabular and graphic presentation of data, computation of measures of central tendency, measure of variability and also computation relating to transformation of score into some more meaningful for or standard scores, teachers skill of combining all the score attained by each pupil in class assignment ,homework, test, examination, and any other source used during instruction to obtain an overall score for given period, teachers' skills in the maintenance of detailed record and preparation of students' reports and Teachers require skill in effective planning, designing and utilization of tools or instrument for the assessment of the personality characteristic. They should keep a class watch on the personality development of each student. personality should include (a) character (b) temperament (c) interest (d) attitude (e) adjustment student performance on measure of personality should contribute to their final assessment.

#### **2.4 The perception of teachers towards continuous assessment**

Researchers and educators share the idea that teachers' low interest or negative attitude towards assessment has contributed to poor assessment practice. In light of this, Brookhart (2002) reviewed that teachers have negative attitudes towards tests used in such a way as to have what they perceive as negative consequences for their students. Similarly, Teshome (2001) has remarked that teachers must understand the assessment process and accept it as their own for its

effective implementation. In spite of this fact, lack of orientation and assistance from the concerned individuals, insufficient training and lack of adequate materials make it difficult for teachers to appreciate and apply continuous assessment.

## **2.5. Teachers' Practice on Continuous Assessment and the Problems they face**

Different studies suggest different types of challenges that are facing continuous assessment. Notably, the Ethiopian education and training policy (TGE, 1994:26) affirmed that “CA in academic and practical subjects including aptitude tests will be conducted to ascertain the formation of all around profile of students at all levels”. As the result of this policy, students learning outcomes in both secondary and postsecondary education are supposed to be assessed using continuous assessment produce in relation to three primary domains: cognitive, affective and psychomotor Desalegn (2004) as cited in Abera Asefa (2012). From this idea we can deduce this compressive term which refers particularly to inquiring into the learners' competence, knowledge, attitude, and skill through various students profile using different assessment methods to improve learning, has become an integral part of learning process over since the policy has been implemented.

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

Ipaye (1982) cited in Ugodulunwa (1996:87) also strength the idea of Abera Asefa (2012) on the challenges of continuous assessment. These challenges are: the load of work of the teachers, variation in standards between schools, and lack of qualified personnel. Continuous assessment makes demand on teachers' time and energy which suggests that teachers' must be attitudinally, physically, mentally, and professionally ready to operate the system effectively. The extent to which teachers are prepared to sacrifice their time and energy in conducting assessment continuously depend on their level of acquaintance with the operational technique of CA, (Ugodulunwa, and 1996.p.87). There are also the problems of lack of qualitative and lack of expertise. Many of our teachers need more training in evaluation. They need practical exposure to basic practical statistical concepts. This will help them to handle with ease, the computations and activities involved in record keeping aspect of continuous assessment. The issue of large classes is one of the problems initiating against effective teaching assessment in Nigerian primary schools (Okapala, 1999, Bemisaye, Okpala, 2002) as cited in (Olufemi.et.al, 2011:36). This problem could be attributed to the insufficient human resource required for the implementation of quality teaching and the associated CA program in schools.

Ellington and Earl (1997) outlined that if teachers are not enriched with the basic skills of record keeping as part of continuous assessment of students' work, there is a danger that scores



will be misplaced and they might be made difficult to retrieve. Teachers face a challenge while they assess students' work in an educational setting where they do not have enough access to the type of assessment information that will enable them carry out the assessment accurately and fairly (Pierce, 2002).

Similarly, Fradd and Lee (2001, in Pierce, 2002) stated that most teachers feel unprepared to assess in the way the institution or the department requires to be done. They further stated that most teachers use the same type of assessment techniques especially those that they were being assessed with while they were in schools. Successful implementation of continuous assessment demands more work, time and responsibility on the part of teachers. If the teacher is not adequately prepared for operating the system it may lead to a tendency to 'cook up' scores in the name of continuous assessment (Ellington and Earl, 1997). On top of this, Papworth (2005) pointed out that lack of receptiveness by pupils who feel that they are constantly being tested is another problem teacher's face.

## **2.6. How to use continuous assessment in the classroom**

Teachers are very much expected to use continuous assessment in the classroom with the intention of improving the teaching-learning process. To be specific, the role of the teacher is giving regular and supportive assessment to the students on their individual progress. In fact, this feedback on their progress can be formal or informal, and formative or summative (Muluken, 2006).

For continuous assessment to be effectively practiced in the classroom, its varied components need to be introduced to the teacher and the students at large. Hence it is worthwhile to look into the different assessment techniques from the perspectives of scholars. As Puhl (1997) short-listed, some of the continuous assessment devices to be used in the classroom include portfolios,

peer evaluation, questionnaires, self-evaluation questionnaires, progress card, interview, dramatization, learner profiles and teacher observation.

### **2.6.1 The Portfolio Assessment**

A portfolio must be more than just a collection of student work to give a full picture of what the learner has achieved (Puhl, 1997). Reece and Walker (2003) also stated that portfolio based assessment is an important means of individualized, student-centered evaluation. Portfolio assessment has the potential to improve the complex task of student assessment. More specifically, portfolios are essentially different from other forms of assessment in that they make it possible to document the unfolding process of teaching and learning over time. In relation to this, Apple and Shimo (2004) stated portfolios as a collaborative assessment, partly determined by the classroom teacher and partly by the learner. As Nitko (1996) pointed out, portfolio assessment is a new trend to make authentic assessment pertaining to students' performance or product in classrooms.

### **2.6.2 Self-assessment**

Given the chance, students can assess themselves quite accurately (Muluken, 2006). Supporting this idea, Puhl (1997) suggested that self-appraisal exercises are likely to increase the motivation of learners. Thus, self-assessment has strong impact on active learning to the extent of realization that students have the ultimate responsibility of their own learning. It can help students to pinpoint their strength and weaknesses and find ways of improvement (Haris, 1997).

### **2.6.3 Peer Assessment**

Students are encouraged to assess each other's learning and understanding, taking responsibility for supporting their classmates and making progress together. In light of this, Puhl

(1997) put the idea of peer assessment as a response in some form to other learners' work. It can be given by a group or an individual and it can take any of a variety of assessment techniques. Willson (2002) summarized the perceived advantage of peer and self-assessment as follows: Students have more ownership of the assessment process. It can involve students in devising and understanding assessment criteria and in making judgments. It encourages learning through regular feedback. It encourages the reflective student (autonomous learner). It has validity that is; it measures what it is supposed to measure. It can emphasize the process not just the product. It encourages intrinsic rather than extrinsic motivation. In general, peer and self- assessment by students depend on condition that the criteria are made explicit and develop on mutual basis Willson (2002).

#### **2.6.4 Projects**

Projects that can be given individually or in groups encourage students to become active and independent learners. Whether projects are used early or late in the course, the time that is needed must be time tabled for students as well as for teachers (Brown et al. 1997). They further stated that projects encourage students to work together and reflect their work. Furthermore, Spandel and Stiggins (1990) asserted that projects are important to show the attitude, skills, knowledge and the learning process of students as they engage in activities. Interviews and Conferences Teacher-student interviews or conferences are productive means of assessing individual achievement and needs. During these discussions, teachers can discover students' perceptions of their own processes and products of learning (Spandel and Stiggins, 1990).

According to Martin (1997), interviewing is one of the best ways to find out how much children have learned and how well they understand what they have learned. Conferences can be used more widely as part of the assessment and may take the form of discussion between

teachers and students about school work (Gensee and Upshure, 1996). As Gensee and Upshure (1996); and Martin (1997) pointed out, interview and conferences are truly authentic way of obtaining information about learners' achievement and their thinking. To attain this, open ended and partially structured questions can be used. Quizzes, Tests and Examinations .These are part of the traditional mode of assessment. They are most often used for assessing students' knowledge of content; nevertheless, they may be used for assessing processes skills and attitudes (Struyven et al. 2002).

According to Hayes (1997) quizzes, tests and examinations are used as assessment mechanisms in combination with alternative methods of assessment these days. This shows paper and pencil tests and alternative methods of assessment complement each other. This enables the teacher to have detailed, valid and reliable information about the students and the teaching learning process. Most often, quizzes and tests are part of the continuous assessment and examinations are part of the summative assessment. A number of writers on assessment suggest only the procedure of selection of assessment methods. However, they have not tried to explain what tools are to be used in collecting specific information, which a teacher needs in making decision. Interestingly, Genesee and Upshure (1996) put the following as a guide to be used in selecting tools of assessment.

### **2.6.5 Feedback and Its advantages**

Students can benefit much from CA in various ways. The feedback learners receive after the assessment can help slow earners to get opportunity for further support; and active learners can be encouraged with varieties of activities offered by the teacher. The benefits learners can get from the CA are explained clearly here (Plessis et al., 2003) as cited in Yirgaw (2011).

Feedback: refers to the information teachers give to learners about their performance on assessment. Most responsible teachers provide learners with feedback. If we look into teachers role as facilitator of learning and someone who provides chance to learn, then we will make assessment feedback an opportunity for learners to learn. This means our feedback will provide them with constructive comments and suggestions. Feedback can contain written or verbal communications to the learners about their work. The feedback may contain suggestions on how to improve as well as feedback about their efforts. Hence, positive feedback suggests to students they might do to improve, whereas negative feedback such as, “You have been lazy”, ”You are wrong” should be avoided. It makes learners feel unsuccessful, ashamed and unable to do the work. It tends to push learners away from performing the desired activities. Therefore, learners should get positive and timely feedback on the assessment activities while the memory of working on it is still “fresh” in their mind. Because, timely feedback enables learners to see their progress and think about the quality of their work. Generally, they come to know something about themselves, the way they learn best and how to improve their own learning skills.

## **2.7. Role of Teachers in the Classroom and Continuous Assessment**

Teachers play a decisive role in the classroom. Most importantly, they are highly expected to assess students and make sound decision (Muluken, 2006). In this respect NOE (2004) listed down what is expected of teachers pertaining to classroom assessment as follows: Teachers should use appropriate type and techniques of assessment. Depending on the objectives to be assessed, oral and practical assessment needed to be considered by teachers to assess content mastery of a subject. Teachers should follow the necessary steps in test construction. To mention, formulate the objectives of testing, Specify contents to be covered. Teachers should report and use results of assessment on the right time. In so doing, teachers,

students, parents and other stake holders will be benefited. Teachers should minimize or avoid biases. Classroom assessment should be free of any biases, be it gender biases or bias in terms of location.

## **2.8 Continuous Assessment in the Context of Ethiopia**

Birnanu, (2004) indicated that proper handling of students' assessment in general and continuous assessment in particular is poor and not up to the standard compared to the contemporary assessment system. His findings further indicated that the major problems in implemented CA include : lack of awareness about the techniques and procures ,lack of guidance directives in implementing CA ,inadequate preparation of teachers on CA ,lack of technical support, unmanageable large class size ,lack of adequate learning materials ,lack of learners motivation and interests towards learning and assessment tasks like project and assignment works. This study on part will try to investigate if similar or different problems and challenges at Wayu Secondary School may exist or not.

## **CHAPTER- THREE**

### **METHODOLOGY**

#### **3. INTRODUCTION**

The purpose of this study was to examine the Students' and Teachers' Perception of Nature and Implementation of Continuous Assessment Practices in Wayu Secondary School.

In this chapter involves: research design, study area, population, participants (sample), sample techniques and sample size, research instruments, procedure of data collection and methods of analysis was described below.

##### **3.1 Research Design**

This study was a descriptive cross-sectional survey research design utilizing quantitative research approach. This research design was seen to be the most desirable because the study sought to describe the current situation in Students, and Teachers' Perception of Nature and Implementation of Continuous Assessment Practices in Wayu Secondary School.

Surveys are well-known instruments that can be used to gather a lot of information in a short period of time. Given the time constraints and the financial resources available, the researchers decided to use the survey research design.

##### **3.2. Study area**

This study was conducted at Wayu Secondary School in Jimma Rare Woreda in Horo Guduru Wollega zone. Wayu found 296km away from Finifinne , capital city of Ethiopia to the North West .

### 3.3. Target of population

The target populations for this study were all students enrolled in to Wayu Secondary School in the 2019/2020 academic years which were includes Grade 9<sup>th</sup> 412 ( 191 male and 221 female) and Grade 10<sup>th</sup> 423 ( 206 male and 217 female). All Grade 9<sup>th</sup> and 10<sup>th</sup> Students were 835 (397 male and 438 female). And the target population included all teachers Wayu Secondary School that comprised total of 21 teachers of whom 18 and 3 were male and female respectively.

### 3.4 Sample size and Sampling techniques

The sample size was determined by the formula developed by Kothari (2004). His sample size determination formula found to be suitable due to the fact that it is the simplified one in the case of finite population. The formula considers 95% of confidence with 5% margin error.

A simple random sampling technique will be used to obtain study subjects from the target population as explained by Corbetta (2003) in simple random sampling each members of population under study has equal chance of being selected from a list of population. Briefly the total number of students enrolled in 2019/2020 academic year was obtained from the Wayu record office / director registrar office. Then 120 students and 20 teachers were selected randomly to participate in the study. Students who did not give consent and those who filled the questionnaire incompletely were excluded from this study.

The formula is given as;

$$n = \frac{Z^2 PqN}{e^2 (N-1) + Z^2 Pq}$$

Where, n = sample size



Z= Values of standard variant at 95% confidence interval (Z=1.96). (At Z test table)

N= is the size of the total number of students in study area (856 students)

P=Proportion of sample population (10%)

$$q = 1-p$$

e =precision or error limit (0.05)

$$n = \frac{(1.96)^2 * 0.1 (1-0.1) * 856}{(0.05)^2} = 140 \text{ (sample size)}$$

$$(0.05)^2(856 - 1) + (1.96)^2 * 0.1(1 - 0.1)$$

### 3.5 Data Collection Instrumentation

The questionnaire on students' and teachers' perception and implementing of continuous assessment practices was adopted from Secondary School Teachers' Perceptions of Assessment (Ndalichako, 2015) and modified by the researcher. The questionnaire was modified to find out which students' and teachers' perception influence positively and negatively students' and teachers' on implementing continuous assessment.

In addition, three written questions were added by the researcher to find out which variables affect positively or negatively the students' and teachers' perception' and implementing continuous assessment.

A structured and pretested questionnaire was used for data collection .The questionnaires were grouped in to three section or groups. Section A (teachers' perceptions of continuous assessments=13 items ) , Section B ( methods of CA do secondary school teachers frequently use=14 items ) , Section C (challenges of teachers in implementing CA=12 items ) and section A (alternative the assessment methods used by your teachers section A. ) section B ( alternative

the assessment methods used by your teachers section B) . C (alternative the assessment methods used by your teachers section C) teachers and students respectively three by three sections.

Items were rated on five point Likert scale .Each category of Section A (teachers' perceptions of continuous assessments=13 items ) , Section B ( methods of CA do secondary school teachers frequently use=14 items ) , Section C (challenges of teachers in implementing CA=12 items ) were measured by five point scale. Respondents were asked to rate each as 1 for strongly Disagree at all, 2 for Disagree, 3 for undecided, 4 for Agree, 5 for Strongly Agree.

The data-gathering instrument was drafted based on objectives of the study and review of related literature. The instruments of questionnaires were prepared in English language for teachers but for students it was prepared in Afan Oromo to overcome the problem of understanding and for free expression of ideas. The reason behind converting the questionnaire of students to Afan Oromo was to avoid frustration students who speak Afan Oromo. The distribution, continuous follows up, and the collection of questionnaire was made by the researcher himself and school leaders. The researcher was made the objective of the study clear to all of the respondents to avoid confusion, get reliable information, and facilitated ease of administration.

### **3.6 Procedure of data collection**

It was taken care through the informed consent and confidentiality by protection from the stress, harm Jimma University College of Education and Behavioral Sciences was allowed for research thesis was done and writes consent was secured from department of psychology to Wayu Secondary School and the study was conducted with law full manner. School leader introduce researcher to the students and teachers. During these introductions the researcher was given a brief overview of the study for students and teachers to participate in study. Those who agreed to participate were given the questionnaires to complete in the presence of the researcher.

Having completed the data collection the investigator has checked and verified the completeness of the collected questionnaire. Then, the quantitative data were coded numerically in order to make data entry process easier and facilitate the analysis. The survey was completed during the time allowed.

### **3.7 Pilot test**

A pilot test was conducted at Wayu secondary school which was out of sample school to check the reliability and validity of the questionnaire. In the study area, the researcher was provided explanation about the objective of the study and how to respond the questionnaires for the respondents. The 30 teachers and students were taken for responding the respective questionnaires in the testing area to identify ambiguities and misunderstanding and to check reliability of the items.

#### **3.7.1 Validity and Reliability of Instruments**

In order to ascertain the validity of instruments, before data collection was made the researcher used the comments and suggestions of expert opinion from advisor, co-advisor and peers on face, content and format of questionnaires. Again to ascertain the reliability of instruments a pilot study was made in school belongs to the same school that does not participate in the actual study.

In order to check the reliability of the questionnaires a pilot study was conducted with 10 teachers and 20 students who randomly selected. The students and teachers were given clarification on why and how to give responses to the questionnaires by the researcher during the pilot study.

The researcher used Cronbach's alpha coefficient ( $\alpha$ ) to measure internal consistency of instruments. Accordingly, questionnaire reliability was examined using Cronbach's Alpha, yielding the value 0.792 and 0.789 for students and teachers questionnaires respectively. Students and teachers responses were processed by using the SPSS-20 program.

The study obtained  $\alpha_1 = 0.739$  for scale prepared to measure the perception of students toward CA,  $\alpha_2 = 0.762$  for scale prepared to measure the current status of the method of implementation CA,  $\alpha_3 = 0.876$  for scale prepared to measure the challenge facing the implementation of CA. and the study obtained  $\alpha_4 = 0.824$  for scale prepared to measure the perception of teachers toward CA,  $\alpha_5 = 0.745$  for scale prepared to measure the current status of the method of implementation CA,  $\alpha_6 = 0.80$  for scale prepared to measure the challenge facing the implementation of CA for students and teachers questionnaires respectively. According to Cronbach's alpha the value of  $\alpha$  greater than or equal to 0.7 is satisfactory. Thus, the instruments were found reliable to collect data for the study and then administered as scheduled.

### **3.8 Method of data analysis**

The quantitative data analysis techniques were employed for analysis of data. The data organization and analysis were performed with the help of IBM SPSS program (version 20). To analysis the data descriptive statistics were used depending on the nature of the basic questions.

Data that was collected from target population were followed by data analysis with the help of Quantitative research design: Descriptive statistical method (frequency, percentage, mean and Standard deviation) were used for to analysis. In this descriptive analysis, the collect data was processed and organized in number, percentage, mean and Standard deviation by means of tables.

### **3.9 Ethical Considerations**

It was taken care through the informed consent and confidentiality by protection from the stress ,harm Jimma University College of Education and Behavioral Sciences were allowed for research thesis was do and write consent was secured from department of psychology to Wayu Secondary School and the study was conducted with law full manner.

**CHAPTER FOUR**  
**RESULTS OF STUDY**  
**4. INTRODUCTION**

The major purpose of this study was to examine the Students' and Teachers' Perception and Implementation of Continuous Assessment Practices in Wayu Secondary School. This chapter of the study deals with the presentation and analysis of results, and interpretation and discussion of data findings obtained through questionnaires. It consists of three parts. The first part is concerned with the description of the background characteristics of the respondents. The second part deals with the issues of results' and the third part is discussion of major findings of the study.

**4.1 Background characteristics of students and teachers the respondents**

For clear information about respondents' characteristics related to sex, age, year of teaching experience, educational qualification, class size, and their work load distribution were examined in the following table. The questionnaires were administered to 20 teachers and 120 students. All teachers and students have completely returned the questionnaire and used for analysis and this represents an overall response rate of 100%. The background information of teachers (= 20) and students (=120) who completed and returned the questionnaires are shown below.

**Table- 1:** Showing demographic characteristics of students respondents by sex and age (n=120).

Variable	Category	Frequency	Percent
Sex	M	49	40.8%
	F	71	59.2%
	Total	120	100%
Age	<16 years	46	38.3%
	17-18 years	70	58.3%
	19-20 years	3	2.5%
	>21 years	1	0.8%
	Total	120	100%

This above (table 1) reveal that male students accounts for 49(40.8%) of the total while female students' accounts for 71 (59.2%). And Regarding the age of students respondents 46(38.3%) of the students were below the age of 16 years, 70 (58.3%) of the students were 17-18 age of years and 3(2.5%) of the students were 19-20 age of years and only 1(0.8%) of the students were above 21 age of years. This shows that the majority of the respondent students were within the age of 17-18 years old categories.

**Table- 2:** Table showing demographic characteristics of teacher respondents by sex and age( n=20).

Variable	Category	Frequency	Percent
Sex	M	17	85%
	F	3	15%
	Total	20	100%
Age	20-30	5	25%
	31-40	9	45%
	41-50	4	20%
	51-60	2	10%
	Total	20	100%

The table 2 above indicates that number male respondents constitutes 17 (85%) of the total respondents while only 3 (13%) is that of female respondents. This implies that large number of teachers in the sample study school is male teachers. Regarding the age of teacher respondents 14(70%) of the teachers were below the age of 40 years, and only 6 (30%) of the teachers are above 40 years. This shows that the majority of the respondent teachers were within the young categories.



**Table- 3:** Table showing demographic characteristics of teacher respondents by year of teaching experience, educational qualification, class size, and their work load (n=20).

Variable	Category	Frequency	Percent
Teaching experience	1-5 Years	0	0.0%
	6- 10 years	5	25%
	11-15 years	9	45%
	>16 years	6	30%
	Total	20	100%
Educational qualification	Diploma	0	0.0%
	Degree	18	90%
	MA	2	10%
	Total	20	100%
Class size	< 50	0	0.0%
	50-100	20	100%
	>100	0	0.0%
	Total	20	100%
Work load	<15 p/w	7	35%
	15-20 p/w	12	60%
	>20 p/w	1	5%
	Total	20	100%

As shown in the table above (Table 3) in terms of teaching experiences, except very few 5(25%), large number 15 (75%) of teachers respondents were well experienced with more than 10 years of teaching experience service. 18 (90%) respondents were degree holders while 2 (10%) were MA holders in their educational status. This indicates that more qualified teachers were existed to teach students in selected Wayu High School.

Regarding the students class size teacher respondents 20 (100%) of the students were fall within the class size (50-100). With respect to work load, 7(35%) of respondents were with a work load of less than 15 period per week and 13(65%) of respondents were with a work load of 15-20 period per week which shows that large number of teachers were over loaded that can contribute its part to hinder them not to properly practice continuous assessment implementation.

## **4.2. Results of the Study**

This part deals with results of data obtained from questionnaires. The data was gathered on the Students' and Teachers' Perception, Implementation of Continuous Assessment Practices and challenges in the study area.

### **4.2.1 The Students and Teachers perception towards Continuous Assessment Implementation Practices Respectively.**

In order to identify the ways in which that students and teachers perception and implementation of continuous assessment practices, items rating on a four point Likert scale from ,strongly agree(5) to strongly disagree(1) were prepared and responded separately by students and teachers respectively. For clarity and easy presentation of data results, the four rating scale was merged in to two categories as agreement and disagreement.

Strongly disagree=1, disagree=2, undecided=3, Agree =4, strongly agree =5 Table 1: General items for perception of teachers' on continuous assessment.

The following table gives summary of the response of student and teacher respondents on the questionnaire prepared to measure perception of students and teachers toward the implementation continuous assessment respectively. The questionnaire consist thirteen (13) items with corresponding five measuring scales and the code is given to items:

**Table 4:** Frequency, percentage and means values of Students Perception reports about the Continuous Assessment Practices in their class room (n=120).

No	Items	1(SD)	2(D)	(SD+ D)	3(UD)	4(A)	5(SA)	A+SA	Mea n	Std Dev
1	Assessment makes students concentrate their efforts in learning	5(4.2%)	8(6.7%)	10.9%	7(5.8%)	21(17.5%)	79(65.8%)	83.3%	4.34	1.11
2	Assessment makes students attentive in the classroom	14(11.7%)	19(15.8%)	27.5%	6(5%)	27(22.5%)	54(45%)	67.5%	3.73	1.45
3	Assessment makes students confident for their final examination	16(13.3%)	7(5.8%)	19.1%	15(12.5%)	20(16.7%)	62(51.7%)	68.4%	3.88	1.45
4	Continuous assessment frightens and disturbs the students	2(1.7%)	7(5.8%)	7.5%	15(12.5%)	23(19.2%)	73(60.8%)	80%	4.32	1.01
5	Continuous assessment makes difficult for teachers to co	36(30%)	11(9.2%)	39.2%	14(11.7%)	29(24.2%)	30(25%)	49.2%	3.05	1.59

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	ver the course/ portion of curriculum									
<b>6</b>	Teachers' classroom assessment has negligible impact on teaching and learning	26(21.7%)	17(14.2%)	35.9%	27(22.5%)	24(20%)	26(21.7%)	41.7%	3.06	1.44
<b>7</b>	Teachers' continuous assessment improves both teaching and learning	2(1.7%)	5(4.2%)	5.9%	10(8.3%)	26(21.7%)	77(64.26%)	85.96%	4.43	0.93
<b>8</b>	Continuous assessment feedback is useful in enhancing students' performance	10(8.3%)	6(5%)	13.3%	15(12.5%)	16(13.3%)	73(60.8%)	74.1%	4.17	1.18
<b>9</b>	Assessment feedback is useful to improve teachers' instruction	10(8.3%)	13(10.8%)	19.1%	8(6.7%)	32(26.7%)	57(47.5%)	74.2%	3.94	1.31
<b>10</b>	Continuous assessment increases the workload for teachers	53(14%)	12(10%)	54%	19(15.8%)	14(11.7%)	22(18.3%)	30%	2.5	1.57
<b>11</b>	Assessment should be conducted	24(20%)	4(3.3%)	23.3%	16(13.3%)	24(20%)	52(43.3%)	63.3%	3.63	1.54

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	based on students' time									
<b>12</b>	Assessment should be conducted	35(29.2%)	16(13.3%)	42.5%	13(10.8%)	22(18.3%)	34(28.3%)	46.6%	3.03	1.62
	based on teachers convenience									
<b>13</b>	Continuous assessment interferes	49(40.8%)	17(14.2%)	55%	17(14.2%)	18(15%)	19(15.8%)	30.8%	2.51	1.52
	with teaching and learning									
	<b>Total grand mean</b>	<b>18.1</b>	<b>9.1</b>	<b>27.2</b>	<b>11.7</b>	<b>19</b>	<b>42.2</b>	<b>61.2</b>	<b>3.58</b>	<b>1.36</b>

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As presented in Table 4, 61.2% of students responded their agreement that they were performing the ways in which students' perception and continuous assessment implementation practices in study area. While 27.2% of students reported their agreement that they were not doing the ways in which students' perception and continuous assessment implementation practices in study area. However, the remaining 11.7% of the respondents did show neither agreement nor disagreement on this idea.

When we see the items specifically, only the items 7, 1, 4, 8, 9, 3, 2 and 11 with Grand mean values of Teachers continuous assessment improve both teaching and learning ( 85.96%, mean=4.43), Assessment makes students concentrate their efforts in learning (83.3%, mean=4.34), Continuous assessment frightens and disturbs the students (80% ,mean=4.32), Continuous assessment feedback is useful in enhancing students' performance (74.1%, mean=4.17), Assessment feedback is useful to improve teachers instruction (74.2%, mean=3.94), Assessment makes students confident for their final examination (68.4% ,mean=3.88) , Assessment makes students attentive in the classroom (67.5%, mean=3.73 ) and Assessment should be conducted based on students' time (63.3%, mean=3.63 ) respectively were above grand mean (  $\bar{x}$ =3.58 ) considered to be more perceived/positive attitude/ ways of students perception towards implementation of continuous assessment practices while the minority ways of practicing implementation of continuous assessment practices were responded as below the grand mean (3.58).

The **grand mean** items 6, 5, 12, 13, and 10 with Grand mean values of Teachers classroom assessment has negligible impact on teaching and learning (41.7% ,mean=3.06), Continuous assessment makes difficult for teachers to cover the course/ portion of curriculum (49.2%, mean=3.05), Assessment should be conducted based on teachers convenience (46.6%,

mean=3.03), Continuous assessment interferes with teaching and learning ( 30.8% ,mean =2.51) and Continuous assessment increases the workload for teachers (30%, mean=2.5) respectively were below **grand mean (  $\bar{x}$ =3.58 )** considered to be less perceived/ negative attitude/ ways of students perception towards implementation of continuous assessment practices.

Generally as one easily understand from table 4, the majority of students respondents( 61.2%) have favorable perception/positive attitude/ towards continuous assessment .From this result one understands that almost more participants have more than average/grand mean/ implementation of continuous assessment practices perception that is positive perception. And less of students' respondents (27.2%) have unfavorable perception/negative attitude/ towards implementation of continuous assessment practices .From this result one understands that almost some participants have less than average implementation of continuous assessment perception that is negative perception and the remaining 11.7% of the respondents did show neither agreement nor disagreement on this idea.



**Table 5:** Frequency, percentage and mean values of teachers perception reports about the Continuous Assessment Practices in their class room (n=20).

No	Items	1(SD)	2(D)	(SD+D)	3(UD)	4(A)	5(SA)	A+S A	Mean	Std Dev
1	Assessment makes students concentrate their efforts in learning	0(0.0%)	5(25%)	5(25%)	5(25%)	4(20%)	6(30%)	50%	3.55	1.16
2	Assessment makes students attentive in the classroom	1(5%)	2(10%)	3(15%)	6(30%)	6(30%)	5(25%)	55%	3.6	1.11
3	Assessment makes students confident for their final examination	1(5%)	2(10%)	3(15%)	3(15%)	9(45%)	4(20%)	65%	3.55	1.2
4	Continuous assessment frightens and disturbs the students	8(40%)	6(30%)	14(70%)	4(20%)	1(5%)	1(5%)	10%	2.05	1.12
5	Continuous assessment makes difficult for teachers to cover the course/ portion of curriculum	2(10%)	9(45%)	11(55%)	5(25%)	2(10%)	2(10%)	20%	2.65	1.11

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6	Teachers' classroom assessment has negligible impact on teaching and learning	6(30%)	8(40%)	14(70%)	3(15%)	3(15%)	0(0.0%)	15%	2.15	1.01
7	Teachers' continuous assessment improves both teaching and learning	0(0.0%)	2(10%)	2(10%)	4(20%)	8(40%)	6(30%)	70%	3.9	0.94
8	Continuous assessment feedback is useful in enhancing students' performance	1(5%)	1(5%)	2(10%)	3(15%)	8(40%)	7(35%)	75%	3.95	1.07
9	Assessment feedback is useful to improve teachers' instruction	0(0.0%)	2(10%)	2(10%)	4(20%)	9(45%)	5(25%)	70%	3.85	0.91
10	Continuous assessment increases the workload for teachers	1(5%)	9(45%)	10(50%)	1(5%)	6(30%)	3(15%)	45%	3.05	1.24
11	Assessment should be conducted based on students' time	3(15%)	8(40%)	11(55%)	4(20%)	4(20%)	1(5%)	25%	2.6	1.11
12	Assessment should be conducted based on teachers convenience	4(20%)	6(30%)	10(50%)	2(10%)	7(35%)	1(5%)	40%	2.75	1.26

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13	Continuous assessment interferes with teaching and learning	3(15%)	5(25%)	8(40%)	3(15%)	7(35%)	2(10%)	45%	3.00	1.26
	<b>Total grand mean</b>	<b>11.5</b>	<b>25.4</b>	<b>36.9</b>	<b>18.1</b>	<b>28.5</b>	<b>16.5</b>	<b>45</b>	<b>3.13</b>	<b>1.12</b>

As presented in Table 5, 45% of teachers responded their agreement that they were performing the ways in which teachers' perception and continuous assessment implementation practices in study area. While 36.9% of teachers reported their disagreement that they were not doing the ways in which teachers' perception and continuous assessment implementation practices in study area. However, the remaining 18.1% of the respondents did show neither agreement nor disagreement on this idea.

When we see the items specifically, only the items 8,7,9,2,1 and 3 with Grand mean values Continuous assessment feedback is useful in enhancing students' performance (mean=3.95), Teachers continuous assessment improve both teaching and learning (mean=3.9), Assessment feedback is useful to improve teachers instruction (mean =3.85), Assessment makes students attentive in the classroom ( mean=3.6) , Assessment makes students concentrate their efforts in learning (Mean=3.55) and Assessment makes students confident for their final examination (,Mean=3.55), respectively were above grand mean ( 3.13 ) considered to be more perceived ways of teachers perception towards implementation of continuous assessment practices while the less ways of perceived implementation of continuous assessment practices were responded as below the grand mean (3.13).

The grand mean items 10 , 13, 12, 5, 11,6 and 4 with Grand mean values of Continuous assessment increases the workload for teachers (mean=3.05 ) ,Continuous assessment interferes with teaching and learning ( mean= 3.0), Assessment should be conducted based on teachers convenience (mean=2.75) , Continuous assessment makes difficult for teachers to cover the course/ portion of curriculum( mean=2.65 ), Assessment should be conducted based on students' time (mean=2.6), Teachers classroom assessment has negligible impact on teaching

and learning (mean=2.15) and Continuous assessment frightens and disturbs the students (mean=2.05 ) respectively were below grand mean (  $\bar{x}$ =3.13) considered to be less perceived ways of teachers perception towards implementation of continuous assessment practices.

Generally as one easily understand from table 5, the majority of teachers respondents ( 45%) have favorable perception towards continuous assessment .From this result one understands that almost more participants have more than average continuous assessment perception that is positive perception. And less of teachers respondents (36.9%) have unfavorable perception towards continuous assessment .From this result one understands that almost some participants have less than average continuous assessment perception that is negative perception and the remaining 18.7% of the respondents did show either agreement or disagreement on this idea.

#### **4.2.2 The students and teachers practice of various methods of continuous assessment**

In order to identify the ways in which that Students' and Teachers' Perception towards the implementation of continuous assessment were asked forward their ideas using a questionnaires designed on five point likert scale ranging from **Rarely used(1)** to **Always used (4) for students** scale and '**Never used'(1)** to '**Always'(5) for teachers** used respectively categories. The data collected from both students and teachers was analyzed by quantitative as presented in table (6) below. In terms of quantitative aspect, grand mean value was employed to describe the results of students and teachers responses. The greater grand mean indicates the more frequent use of assessment methods while the low mean value shows the less frequent use of those assessment methods.

**Table 6:** Frequency, percentage and mean values of students reports about the methods of Continuous Assessment Practices in their class room (n=120).

(1=Rarely), (2=Sometimes), (3=Usually), (4=Always)

No	Items	N	1(Rar)	2(Som)	3(Usu)	4(Alw)	Mean	Std Dev
1	Self-assessment	120	13(10.8%)	71(59.2%)	19(15.8%)	17(14.2%)	2.33	0.85
2	Written tasks	120	14(11.7%)	30(25%)	36(30%)	40(33.3%)	2.85	1.01
3	Take-home Assignment	120	34(28.3%)	49(40.8%)	19(15.8%)	18(15%)	2.18	1.01
4	Project work	120	32(26.7%)	53(44.2%)	17(14.2%)	18(15%)	2.18	0.99
5	Class work exercise	120	25(20.8%)	76(63.3%)	9(7.5%)	10(8.3%)	2.03	0.78
6	Feedback	120	27(22.5%)	49(40.8%)	27(22.5%)	17(14.2%)	2.28	0.97
7	Quizzes	120	65(54.2%)	33(27.5%)	11(9.2%)	11(9.2%)	1.73	0.96
8	Take attendance	120	30(25%)	36(30%)	17(14.2%)	37(30.8%)	2.51	1.17
9	Class	120	15(12.5%)	51(42.5%)	26(21.7%)	28(23.3%)	2.56	0.98

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	participation								
10	Oral	120	30(25%)	54(45%)	25(20.8%)	11(9.2%)	2.14	0.89	
	question								
11	Group	120	42(35%)	47(39.2%)	20(16.7%)	11(9.2%)	2.00	0.94	
	discussion								
12	Presentation	120	31(25.8%)	29(24.2%)	25(20.8%)	35(29.2%)	2.53	1.16	
13	Reflection	120	37(30.8%)	46(38.3%)	21(17.5%)	16(13.3%)	2.13	0.99	
14	Peer	120	67(55.8%)	32(27.7%)	10(8.3%)	11(9.2%)	1.71	0.96	
	assessment								
	<b>Total</b>	<b>120</b>	<b>27.5</b>	<b>39.1</b>	<b>16.8</b>	<b>16.7</b>	<b>2.23</b>	<b>0.98</b>	
	<b>grand</b>								
	<b>mean</b>								

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As can be observed from Table 6, 16.8% of students responded on the items as usually method continuous assessment while 16.7% of them responded as always method continuous assessment one respectively frequently used. These cover only accounts for 33.5% of total students that responded on items. Whereas 27.5% of them responded as rarely received and that of 39.1% responded as sometimes received of method continuous assessment. These in turn account 66.6% of total responded' result and this indicated that the majority of students were not given necessary method continuous assessment on their learning assessment from their all subject teachers.

When we see the items specifically, only the items 2,9,12,8,1 and 6 with Grand mean values of written tasks (mean= 2.85), class participation( mean= 2.56), presentation (mean =2.53),take attendance( mean= 2.51) , self-assessment (mean= 2.33) and feedback (mean= 2.28), respectively were above grand mean (  $\bar{x}$ =2.23 ) considered to be more practiced ways of students perception towards implementation methods of continuous assessment practices by teachers, while the majority ways of practicing implementation of continuous assessment practices were responded as below the grand mean (2.23).

The grand mean items 3,4,10,13,5,11,7,and14 with Grand **mean** values of take-home (mean= 2.18), project work (mean= 2.18) ,oral question (mean =2.14), reflection(mean= 2.13), class work exercise (mean=2.03) , group discussion (mean= 2.00), Quizzes (mean= 1.73),and peer assessment(mean=1.71 ) respectively were below grand mean (  $\bar{x}$ =2.23 ) considered to be less practiced ways of students perception implementation methods of continuous assessment practiced by teachers.

The below grand mean ( $\bar{x}$ =2.23) clearly indicates that there was problem of practicing in ways that cannot implementation methods of continuous assessment practiced by teachers.



**Table 7** Frequency, percentage and mean values of teachers reports about the methods of Continuous Assessment Practices in their class room (n=20).

**1=Never, 2=Rarely, 3=Sometimes,4=Usually,5=Always)**

No	Items	N	1(Nev)	2(Rare)	3(Som)	4(Usu)	5(Alw)	Mean	Std Dev
1	Self-assessment	20	3(15%)	2(10%)	11(55%)	3(15%)	1(5%)	2.85	1.01
2	Written tasks	20	3(15%)	2(10%)	7(35%)	6(30%)	2(10%)	3.1	1.18
3	Take-home Assignment	20	0(0.0%)	3(15%)	9(45%)	6(30%)	2(10%)	3.35	0.85
4	Project work	20	3(15%)	8(40%)	8(40%)	1(5%)	0(0.0%)	2.35	0.79
5	Class work exercise	20	3(15%)	4(20%)	6(30%)	5(25%)	2(10%)	2.95	1.2
6	Feedback	20	5(25%)	7(35%)	5(25%)	1(5%)	2(10%)	2.4	1.2
7	Quizzes	20	5(25%)	2(10%)	11(55%)	1(5%)	1(5%)	2.55	1.07
8	Take attendance	20	1(5%)	8(40%)	3(15%)	1(5%)	7(35%)	3.25	1.41
9	Class participation	20	1(5%)	5(25%)	3(15%)	3(15%)	8(40%)	3.6	1.36

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10	Oral question	20	2(10%)	4(20%)	5(25%)	5(25%)	4(20%)	3.25	1.26
11	Group discussion	20	1(5%)	2(10%)	12(60%)	4(20%)	1(5%)	3.1	0.83
12	Presentation	20	3(15%)	6(30%)	6(30%)	3(15%)	2(10%)	2.75	1.18
13	Reflection	20	5(25%)	4(20%)	8(40%)	3(15%)	0(0.0%)	2.45	1.02
14	Peer assessment	20	3(15%)	4(20%)	9(45%)	3(15%)	1(5%)	2.75	0.04
	<b>Total grand mean</b>	<b>20</b>	<b>13.6</b>	<b>21.8</b>	<b>36.8</b>	<b>16.1</b>	<b>11.8</b>	<b>2.91</b>	<b>1.03</b>

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As can be observed from Table 7, 16.1% of teachers responded on the items as usually method continuous assessment while 11.8% of them responded as always method continuous assessment one respectively frequently used. These cover only accounts for 27.9% of total teachers that responded on items. And, this accounts for 27.9% of total teachers respondents and revealed as low rating provision of method continuous assessment frequently used. Whereas 21.8% of them responded as rarely received and that of 36.8% responded as sometimes received of method continuous assessment. These in turn account 58.6% of total responded' result and this indicated that the majority of teachers were not given necessary method continuous assessment on their learning assessment from their all subjects by all teachers. However, 13.6% teacher respondents reported that there was no (never) practice of providing methods of continuous assessment learning assessment in their class.

When we see the items specifically, only the items,9,3,8,10,2,11 and 5 with Grand mean values class participation (mean= 3.6), take-home assignment (mean= 3.35), take attendance (mean= 3.25) , oral question( mean= 3.25), written tasks (mean= 3.1) , Group discussion (mean=3.1 and class work exercise (mean= 2.95 ) respectively were above grand (mean =2.91 ) considered to be more providing methods of continuous assessment mechanisms to be regularly practiced by majority of teachers. While the majority ways of practicing implementation of continuous assessment practices were responded as below the grand mean ( $x=2.91$ ). The grand mean items 1,12,14,7,13,6 and 4 with Grand mean values of Self-assessment ( mean= 2.85), presentation( mean =2.75), peer assessment (mean =2.75) , Quizzes(mean=2.55) , Reflection (mean= 2.45), feedback(mean= 2.4), and project work(mean= 2.35 ) respectively were below grand mean (  $x=2.91$  ) considered to be less practiced ways of methods of implementation continuous assessment practices by teachers.

Generally, as presented in the tables above (Table 6 and 7), the aggregate mean value of students' response (grand mean=2.23) is a bit very far from the cut-off point ( $x=3.0$ ) and it implies that students' utilization of the various continuous assessment method as part of their lesson to get assessed by their teacher is very low. The grand mean value of teachers response result (grand mean =2.91) is slightly far from the cut –off point ( $x=3.0$ ) and this shows that teachers' use of the various continuous assessment method as integral part of instruction to regularly assess students' learning become unsatisfactory.

#### **4.2.3 The Existing Challenges of Continuous Assessment Implementation Practices**

To identify the possible challenges of implementing continuous assessments, items were separately prepared for students and teachers in their respective cases on the five point likert scale rating ranging from 'strongly disagree'(1) to strongly agree(5). For clarity and easy

presentation of data results, the five rating scale was merged in to two categories as agreement and disagreement.

The students and teachers response data was analyzed and presented in the following table 8&9 respectively.**5. Strongly agree 4. Agree 3.Undecided 2.Disagree 1. Strongly disagree**

The following table gives summary of the response of student and teacher respondents on the questionnaire prepared to measure challenges of students and teachers toward the implementation continuous assessment respectively. The questionnaire consist twelve (12) items with corresponding five measuring scales and the code is given to items

**Table- 8:** Frequencies, Percentage and Mean Values of Students Responses on Challenges of implementing Continuous Assessment (n=120).

5. Strongly agree 4. Agree 3.Undecided 2.Disagree 1. Strongly disagree

No	Items	N	1(SD)	2(D)	3(UD)	4(A)	5(SA)	(D+SD)	(A+SA)	Mean	Std
1	Assessment makes it difficult for teachers to cover the syllabus,	120	22(18.3%)	10(8.3%)	37(30.8%)	25(20.83%)	26(21.7%)	26.6%	42.5%	3.19	1.36
2	Students' lack of perception about the use of CA,	120	17(14.2%)	14(11.7%)	35(29.2%)	32(26.7%)	22(18.3%)	25.9%	45%	3.23	1.28
3	Lack of readiness of students	120	12(10%)	7(5.8%)	26(21.7%)	27(22.5%)	48(40%)	15.8%	62.5%	3.77	1.3
4	Assessment is not suitable for all subjects	120	31(25.8%)	15(12.5%)	21(17.5%)	17(14.2%)	36(30%)	38.3%	44.2%	3.1	1.58
5	Awareness of	120	14(11.7%)	12(10%)	10(8.3%)	25(20.8%)	59(49.2%)	21.7%	70%	3.86	1.42

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	assessment is different from teachers to teachers,										
6	Assessment is difficult to implement in large class size	120	28(23.3%)	14(11.7%)	22(18.3%)	26(21.7%)	30(25%)	35%	46.7%	3.13	1.49
7	Assessment increases the workload for teachers	120	29(24.2%)	13(10.8%)	19(15.8%)	25(20.8%)	34(28.3%)	35%	49.1%	3.18	1.54
8	Transferring teachers without appropriate time	120	22(18.3%)	12(10%)	17(14.2%)	14(11.7%)	55(45.8%)	28.3%	57.5%	3.57	1.57
9	Shortage of resources	120	20(16.7%)	8(6.7%)	19(15.8%)	24(20%)	49(40.8%)	23.4%	60.8%	3.61	1.48
10	Shortage of additional training	120	26(21.7%)	11(9.2%)	20(16.7%)	23(19.2%)	40(33.3%)	30.9%	52.5%	3.33	1.54
11	Lack of achievement	120	20(16.7%)	15(12.5%)	26(21.7%)	30(25%)	29(24.2%)	29.2%	49.2%	3.28	1.39

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	of students										
12	Lack of school facilities	120	23(19.2%)	13(10.8%)	21(17.5%)	22(18.3%)	41(34.2%)	30%	52.5%	3.38	1.51
	<b>Total grand mean</b>	<b>120</b>	<b>18.3</b>	<b>10</b>	<b>19</b>	<b>20.1</b>	<b>32.6</b>	<b>28.3</b>	<b>52.7</b>	<b>3.39</b>	<b>17.4</b>

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As presented in Table 8, 52.7% of students responded their agreement that they were challenging the ways in which students' continuous assessment implementation practices in study area. These accounts for 52.7% of the total students that responded on items as highly challenging which greatly hinder their students' continuous assessment implementation practices in study area. While 28.3% of students reported their disagreement that they were not challenging doing the ways in which students' continuous assessment implementation practices in study area. However, the remaining 19% of the respondents did show neither agreement nor disagreement on this idea.

When we see the items specifically, only the items 5,3,9 and 8 with Grand mean values of ( $\bar{x}=28.3$ ), Awareness of assessment is different from teachers to teachers (mean=3.86), Lack of readiness of students (mean=3.77), Shortage of resources (mean =3.61 and Transferring teachers without appropriate time( mean= 3.57), respectively were above grand mean ( $\bar{x}=3.39$ ) considered to be more challenging practiced ways of students towards implementation of continuous assessment practices while the less challenging ways of practicing implementation of continuous assessment practices were responded as below the grand mean (3.39).

The grand mean items 12,10,11,2,1,7,6 and 4 with Grand mean values of Lack of school facilities (mean= 3.38), Shortage of additional training (mean= 3.33), Lack of achievement of students (mean= 3.28), Students' lack of perception about the use of CA (mean=3.23), Assessment makes it difficult for teachers to cover the syllabus (mean=3.19), Assessment increases the workload for teachers (mean= 3.18), Assessment increases the workload for teachers (mean= 3.18) Assessment is difficult to implement in large class size (mean =3.13), and Assessment is not suitable for all subjects (mean= 3.1) respectively were below grand mean



(  $x=3.39$  ) considered to be less challenging practiced ways of students towards implementation of continuous assessment practices.

**Table- 9:** Frequencies, Percentage and Mean Values of Teachers Responses on Challenges of implementing Continuous Assessment (n=20).

5. Strongly agree 4. Agree 3.Undecided 2.Disagree 1. Strongly disagree

No	Items	N	1(SD)	2(D)	(D+SD)	3(UD)	4(A)	5(SA)	(A+SA)	Mean	SD
1	Assessment makes it difficult for teachers to cover the syllabus,	20	3(15%)	8(40%)	55%	1(5%)	8(40%)	0(0.0%)	40%	2.7	1.14
2	Students' lack of perception about the use of CA,	20	1(5%)	1(5%)	10%	5(25%)	11(55%)	2(10%)	65%	3.6	0.92
3	Lack of readiness of students	20	2(10%)	2(10%)	20%	2(10%)	10(50%)	4(20%)	70%	3.6	1.2
4	Assessment is not suitable for all subjects	20	5(25%)	9(45%)	70%	1(5%)	4(20%)	1(5%)	25%	2.35	1.94
5	Awareness of assessment is different from teachers to	20	2(10%)	3(15%)	25%	1(5%)	11(55%)	3(15%)	70%	3.5	1.2

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	teachers,										
6	Assessment is difficult to implement in large class size	20	2(10%)	2(10%)	20%	1(5%)	5(25%)	10(50%)	75%	3.95	1.36
7	Assessment increases the workload for teachers	20	2(10%)	7(35%)	45%	3(15%)	6(30%)	2(10%)	40%	2.95	1.2
8	Transferring teachers without appropriate time	20	2(10%)	5(25%)	35%	6(30%)	5(25%)	2(10%)	35%	3.00	1.14
9	Shortage of resources	20	2(10%)	4(20%)	30%	2(10%)	9(45%)	3(15%)	60%	3.35	1.24
10	Shortage of additional training	20	2(10%)	3(15%)	25%	1(5%)	11(55%)	3(15%)	70%	3.5	1.2
11	Lack of achievement of students	20	2(10%)	2(10%)	20%	2(10%)	12(60%)	2(10%)	70%	3.5	1.12
12	Lack of school facilities	20	2(10%)	2(10%)	20%	2(10%)	8(40%)	6(30%)	70%	3.7	1.27
	<b>Total grand mean</b>	<b>20</b>	<b>11.3</b>	<b>20</b>	<b>31.3</b>	<b>11.3</b>	<b>41.7</b>	<b>15.8</b>	<b>57.5</b>	<b>3.31</b>	<b>1.24</b>

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As presented in Table 9, 57.5% of teachers responded their agreement that they were challenging the ways in which students' continuous assessment implementation practices in study area. These accounts for 57.5% of the total teachers that responded on items as highly challenging which greatly hinder their students' continuous assessment implementation practices in study area. While 31.3% of teachers reported their disagreement that they were not challenging doing the ways in which students' continuous assessment implementation practices in study area. However, the remaining 11.3% of the teachers' respondents did show neither agreement nor disagreement on this idea.

When we see the items specifically, only the items 6,12,2,3,5,10,11 and 9 with Grand mean values of ( $\bar{x}$  =3.31). Assessment is difficult to implement in large class size (mean= 3.95), Lack of school facilities (mean= 3.7) ,Students' lack of perception about the use of CA (mean =3.6), Lack of readiness of students (mean =3.6) , Awareness of assessment is different from teachers to teachers (mean =3.5), Shortage of additional training (mean =3.5), Lack of achievement of students (mean= 3.5) , and Shortage of resources (mean =3.35) respectively were above grand mean ( $\bar{x}$ =3.31 ) considered to be more challenging practiced ways of teachers towards implementation of continuous assessment practices while the less challenging ways of practicing implementation of continuous assessment practices were responded as below the grand mean (3.31)..

The grand mean items 8, 7, 1 and 4 with Grand mean values of Transferring teachers without appropriate time (mean=3.00), Assessment increases the workload for teachers (mean= 2.95), Assessment makes it difficult for teachers to cover the syllabus (mean =2.7) and Assessment is not suitable for all subjects (mean= 2.35) respectively were below grand mean (

x=3.31 ) considered to be less challenging practiced ways of students towards implementation of continuous assessment practices.

### **4.3 Discussion of Results**

This section of the chapter discusses major findings of the study regarding students and teachers' perception, methods of continuous assessment practices as well as possible factors that hinder the proper practice of continuous assessment for learning.

#### **4.3.1 The Students and Teachers perception towards Continuous Assessment**

##### **Implementation Practices Respectively.**

The quantitative results showed some sort of attempting to practice continuous assessment strategies both by students and teachers. 45% of teachers responded their agreement that they were performing the ways in which teachers' perception and continuous assessment implementation practices in study area. While 36.9% of teachers reported their disagreement that they were not doing the ways in which teachers' perception and continuous assessment implementation practices in study area. However, the remaining 18.7% of the respondents did show neither agreement not disagreement on this idea. Generally as one easily understand the majority of teachers' respondents (45%) have favorable perception towards continuous assessment .From this result one understands that almost more participants have more than average continuous assessment perception that is positive perception. Thus, actual practice of teachers in the provision of supports to engage students actively in the lesson was very low in the selected school. Teachers became the only actors in the classroom, particularly in the assessment process, which had less value to achieve the desired learning objective. Hence, there was a mismatch between what the teachers reported quantitatively and what they actually practiced in the classroom. This indicated that teachers had the theoretical knowledge on the role of students

that they had in learning, but they failed to put the theory into practice. This confirmed the need of further training on continuous assessment strategies and the central role of students for any learning and assessment activity in the lesson.

As a result, it was that assessment for learning was put into practice effectively in all teacher subjects in selected school to assess higher order thinking; to increase students motivation for leaning, to engage every students actively in the assessment process, to collect learning evidences of students' knowledge, skill and attitude, to identify learning gaps and to fill such gaps using appropriate intervention mechanisms and as a result to improve their academic performance.

#### ***4.3.2 The students and teachers practice of various methods of continuous assessment***

The quantitative results of the study showed that teachers were dominantly utilizing paper pencil (written formal) continuous assessment methods such as tests, class works, home works and assignments. They did not sufficiently use the various assessment methods to regularly check the students' mastery of the desired knowledge, skills and attitudes. Therefore, the practice of integrating various methods of continuous assessment with daily instruction to help improve students learning of competency in the selected school is very low and inefficient.

In support of this finding, pap worth (2005) stated that teachers' reliance on testing and exams denies many 00learners the opportunity to demonstrate their true potentials. Additionally, Brook hart & Moss (2009) also asserted that continuous assessment practices, other than tests or exams, must include varied assessment tools such as project, presentation, interviews, observation and oral questions to check every aspect of students learning progress.

Consistent to this finding, popham,(2011) investigated that many teachers misapplied the continuous assessment practices instruments leading to more continuous testing replace of

continuous assessing in all direction of learning. He further asserted that judgmental role continuous assessment is more practiced than the development role in school.

#### **4.3.3 The Existing Challenges of Continuous Assessment Implementation Practices**

The quantitative results revealed that there were existing challenges that hindered the integration of methods of continuous assessment strategies into daily lesson instruction. These challenges were identified in terms of teachers, students and school facilities. Were the main challenging factors as related to teachers?

As teachers; Assessment is difficult to implement in large class size (75 %), Lack of readiness of students (70%) , Awareness of assessment is different from teachers to teachers (70%), Shortage of additional training (70%), Lack of achievement of students (70%) , Lack of school facilities (70%), Students' lack of perception about the use of CA (65% and Shortage of resources (60%) respectively were above grand mean (  $\bar{x}=3.31$  ) considered to be more challenging practiced ways of teachers towards implementation of continuous assessment practices.

Large class size is one of the major issues indicated as a challenge towards implementing continuous assessment. They indicated that attempting to practice continuous assessment practically with large number of students is a big challenge. Emphasizing this issue, most teachers said that it is difficult to handle 70-85 students in the class rooms and to come up with an effective implementation of CA. Had there been less number of students, it would have been manageable for CA to be practiced, otherwise, it is a challenge.

Less challenges by teachers such as Assessment makes it difficult for teachers to cover the syllabus (40%), Assessment increases the workload for teachers (40%),Transferring teachers

without appropriate time (35% ) and Assessment is not suitable for all subjects (25%) considered to be less challenging practiced ways of teachers towards implementation of continuous assessment practices.

Were the main challenging factors as related to students; these challenges were identified in terms of students. More challenges by students increasing order such as Assessment is not suitable for all subjects (38.3 %), Assessment is difficult to implement in large class size (35%) , Assessment increases the workload for teachers (35%), Shortage of additional training (30.9%), Lack of school facilities (30%) , Lack of achievement of students ( 29.3%) and Transferring teachers without appropriate time( 28.3%) respectively **were above grand percentage (  $\bar{x}$ =28.3% )** considered to be more challenging practiced ways of students perception towards implementation of continuous assessment practices by teachers.

Less challenges by students increasing order such as Assessment makes it difficult for teachers to cover the syllabus (26.6%), Students' lack of perception about the use of CA (25.9%), Shortage of resources (23.4%) , Awareness of assessment is different from teachers to teachers (21.7%) and Lack of readiness of students (15.8%) respectively **were below grand percentage (  $\bar{x}$ =28.3% )** considered to be less challenging practiced ways of students perception towards implementation of continuous assessment practices by teacher and some facilities as related to school.

In conformity with these finding ,Ellington &Earl(1997);Pap Worth (2005) stated that large class size is the major limiting factor that affect the use of continuous assessment practices.

Similarly, Hayes (1997) underlined the problem of large class size for teachers, in terms of classroom management and assessment of students work. At this point ,it is no hard to



understand that assessing large group of students in the classroom is big challenge for teachers; the optimal class size which is targeted by MOE is 1:50. Despite this ; the actual situation is far from the study area 1:80 what was targeted. As the finding of this study indicated, teachers reported that shortage of time is a challenge for them to effectively handle continuous assessment.

#### **4.3.4 Is there any significant relationship between teachers' perception and practice of continuous assessment?**

Statistically significant difference in teachers' perception and Practice of CA in implementing of continuous assessment was observed in teachers. The mean score of teachers in Practice method of CA in implementing of continuous assessment (M=2.91, SD=1.03) is lower than that of teachers have in teachers perception (M=45, SD=3.13), ( $t=2.915$ ),  $p =0.01$ ). This implies that teachers showed less implementing of continuous assessment practice than teachers perception have in CA.

This study was limited by the fact that it has relied exclusively on the reported perceptions of teachers. It is likely that there is mismatch between what is being reported and what is actually practiced. Future studies could establish a relationship between perceptions and assessment practices. It could also be important to explore challenges that teachers are facing in implementing classroom assessment and render them necessary support so that they can use effective assessment methods in enhancing teaching and learning.

#### **4.3.5. The major factors /Challenges/ in Implementing Continuous Assessment Suggested by the Teachers' Respondents through Open Ended Questions**

Large class size is one of the major issues indicated as a challenge towards implementing continuous assessment. They indicated that attempting to practice continuous assessment practically with large number of students is a big challenge. Emphasizing this issue, most teachers said that it is difficult to handle 80-85 students in the class rooms and to come up with an effective implementation of CA. Had there been less number of students, it would have been manageable for CA to be practiced, otherwise, it is a challenge.) ,lack of awareness, lack of training, time limit for coverage, teachers working load, shortage of resources, lack of the term continuous assessment itself, lack of readiness and commitment of teachers'. CA is no similarity at all teachers' lack of teaching materials, high numbers of students in class size.

#### **4.3.6. Possible Solutions Suggested by the Teachers Respondents through Open Ended Questions.**

Respondents were asked to give their possible suggestions for the aforementioned problems in implementing continuous assessment in all subjects in teaching and learning.

- Decreasing the number of students per class:- as per the policy of MOE in our country schools should consider their enrollment number with respect to their capacity, so that the number of students will be decreases into manageable one.
- Reduction of teachers working load by sharing additional physical teachers
- Improve teachers' and students' awareness towards continuous assessment through continuous and proper training about the subject and improving quality of its implementation.

- Discussion with students and improving the relationship between students and teachers.
- Improving the students attitude and participation in CA activities.
- Additional class room must be build.
- Full filling school facilities.
- Using varieties of CA devices.
- Using self-mechanism.
- Using make up and tutorial classes.
- Awareness training for students on CA.
- Maximizing the knowledge of the teachers about CA by giving on job- training or workshop.

Based on the respondents' proposed solution towards the all subjects, it is concluded that most of the problems facing continuous assessment can be tackled by providing students with adequate motivational meetings and trainings with teachers and also giving them incentives as the summed up result would affect the whole continuous assessment practice in a positive direction.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5. INTRODUCTION**

This chapter involved presents the summary of the major findings, the conclusions drawn and recommendations forwarded by the researcher.

##### **5.1. Summary**

This research was conducted in Wayu Secondary School of Jimma Rare Woreda, Ho/Gu/Wollega Zone of Oromia regional state. The main objectives of this study was to investigate the Students and Teachers Perception and Implementation of Continuous Assessment Practices (the perception of teachers towards the implementation of continuous assessment, how teachers use various continuous assessment in assessing the students and to investigate the challenge facing the implementation of continuous assessment).

To attain these objectives Wayu Secondary School of this Woreda was selected for study. This study was aimed to address the following research questions: The main purpose of this study was to assess the students and teachers' perception and implementation of continuous assessment practices in selected wayu secondary school of Jimma Rare Woreda . To achieve this objective, the following basic questions were raised.

1. What is the perception of students' and teachers' towards continuous assessment?
2. To what extent do continuous assessment technique is practiced in Wayu secondary school?
3. What are the major factors that influence the implementation of continuous assessment in Wayu Secondary School?

4. Is there any significant relationship between teachers' perception and practice of continuous assessment?

This study employed quantitative approach and descriptive survey research method. In conducting this study wayu secondary school was selected in random selection and purposive basis from. From this Wayu Secondary School of Jimma Rare Woreda, Ho/Gu/Wollega Zone of Oromia regional state school over all 140 sample participants were selected based on simple random (lottery method) and availability sampling techniques. In the process, data was collected from students and teachers through closed ended and open ended questionnaires.

After the quantitative data was collected, it was identified, edited, coded, tabulated, and analyzed through descriptive statistics. With regard to characteristics of respondents, it was found out those male students' accounts for 49(40.8%) of the total while female students' accounts for 71 (59.2%).

And Regarding the age of students respondents 46(38.3%) of the students were below the age of 16 years, 70 (58.3%) of the students were 17-18 years and 3(2.5%) of the students were 19-20 years and only 1(0.8) of the students were above 21 years. This shows that the majority of the respondent students were within the age of 17-18 years old.

The above indicates that number male respondents constitutes 17 (85%) of the total respondents while only 3 (13%) is that of female respondents. This implies that number of teachers in the sample study school is male teachers. Regarding the age of teacher respondents 14(70%) of the teachers were below the age of 40 years, and only 6 (30%) of the teachers are above 40 years. This shows that the majority of the respondent teachers were within the young strata.

As shown in the above in terms of teaching experiences, except very few 5(25%), large number 14 (75%) of teachers respondents were well experienced with more than 10 years of teaching experience service. 18 (90%) respondents were degree holders while 2 (10%) were MA holders in their educational status. This indicates that more qualified teachers were existed to teach students in selected school.

Regarding the students class size teacher respondents 20 (100%) of the students were fall within the class size (50-100). With respect to work load, 14(65%) of respondents were with a work load of 15-20 period per week which shows that large number of teachers were over loaded that can contribute its part to hinder them not to properly practice continuous assessment implementation.

**Based on the analyzed data, the following major findings were obtained;**

Findings of the study: Based on the research question after analysis was made using the data gathered from participants it is reached on the following findings.

1. Most teachers had no regular training about continuous assessment in that they concentrated on summative components of assessment (values class participation, oral question, written tasks, take-home assignment, mid and final exam).
2. More teachers didn't include a variety of continuous assessment tools in their plan and did not use in the class room activities. As a result, the level of continuous assessment practice is far from what is expected, and they concentrated on few tools like tests, mid exam and final exam.
3. There is no current information and change oriented support for teachers from school leaders and other educational experts.

4. It was found that most of the teachers considered continuous assessment as a series of paper and pencil test activities to assess students' performance. They did not try to improve students' achievement on the basis of feedback of student activities.

5. Some teachers considered continuous assessment as making busy teachers and time consuming.

6. There was a great difference among teachers in practicing continuous assessment from planning up to implementation. The school prepared its own format to follow up how continuous assessment is implemented.

7. The participants of teachers' responded that lack of awareness and exchange of experience with other teachers.

8. Majority of teachers use continuous assessment results for grading system rather than for students' improvement in their learning.

. In general, the study indicated that lack of training for teachers and students, lack of commitment, teachers' inadequate knowledge of the way and techniques of continuous assessment practice, lack of interest of teachers and students concerning continuous assessment, time constraints, large class size, were the major factors that hindered the proper practice of continuous assessment in Wayu Secondary School.

## **5.2. Conclusion**

This main objective of this study was to investigate the students and teachers perception in implementation of continuous assessment practices in Wayu Secondary School. Students perception 61.2% result (in table 4) difference from teachers' perception 45% result (in table 5). This implies that teachers' perception showed less having implementing of continuous

assessment practice than students perception have in CA. The mean score of teachers perception towards in implementing of continuous assessment (M=3.13, SD=1.12) is lower than that of students have perception (M=3.58, SD=1.36)..This implies that teachers showed less implementing of continuous assessment practice than teachers perception have in CA.

Accordingly, this section presents the summary of the results obtained from the analysis of the data collected through closed- ended and open- ended questionnaires. This high school could not strictly follow all the methods of practicing continuous assessment processes. The implementation of these processes is shown as follows:

1. Most teachers have no training regarding continuous assessment in their in service program. This makes teachers loose the knowledge of continuous assessment, which makes them not to practice as expected. But, few teachers took the training, due to some other problems related to school factors (lack instructional material, time constraint) they were not practiced it well. So, the teachers' commitment in the implementation of continuous assessment in secondary school of wayu is not as intended.

2. Using different continuous assessment techniques is not adaptable in most teachers' activity. More teachers use only paper and pencil test to assess their students. Students cannot get a chance to show their performance through different techniques.

3. Some Students raised that their teachers did not discuss with their students about the advantages of continuous assessment and how to implement. These made the students were not easy to involve in implementation of continuous assessment.

4. The school tries to provide some materials by their own for teachers, most teachers have no any materials which assist the practice of continuous assessment.



To conclude the study more of respondents responded as cooperative staff development, conducive environment and additional training is important for successful implementation of CA.

Teachers from high performing teaching were well before going to teach, they make use of relevant teaching resources, and they involve their learners in teaching process by using interactive teaching strategies and design their instruction with clear objective and assessment strategies. According to Lewis (1997), with continuous assessment teachers must embed the assessment in their instructions, score the assessments, and discuss standards for good learners“ work with colleagues, parents and learners.

### **5.3. Recommendations**

Based on the finding of the study and the conclusions derived so far, the following suggestions are forwarded. Teachers and students did not take on job training concerning CA. Therefore, adequate training should be given in creating more understanding to teachers. The district Education bureau and the school leaders should guide this responsibility. In addition, the study recommends that the school should fulfill enough assessment guide lines so as to increase the understanding of teachers and principals. The presence of these manuals in the school will contribute for proper awareness and practice of CA in Wayu Secondary School. Thus, the Oromia Regional Education Bureau and Zone Education Bureau should help high school by preparing adequate guide lines and delivering to high school.

The study suggests that teachers should use various assessment methods honestly and avoid using only a single method like testing frequently. Feedback should be grant to learner from the teachers after every assessment are taking place. The district Education Bureau should

conduct training about CA and how to implement it for high school teachers and principals ongoing. Teachers should use various types of assessment than testing. School leaders also should assist their teacher to use various assessment strategies.

The study confirmed that teachers and school leaders should use the learners' achievement to evaluate learners' progress for decision making in order to improve teaching and learning of learners in classes. The woreda Education office should organize proper training for High school. Teachers should organize the results of learners so that teachers themselves and principals can use it to identify the strength and weakness of their learners to give extra help for weak learners and to evaluate their teaching.

The study revealed that teachers should not properly practice CA effectively. The school leaders should minimize work overload from teachers that a teacher can freely practice CA. The woreda Education office should arrange to fulfill the standards of classes' 1:50 ratio of learners for High school.

Generally, the researcher suggestion's to create favorable condition for the good implementation of continuous assessment in school. Based on the findings and the conclusions drawn in this study, the following recommendations would be forwarded.

1. Decreasing the number of students per class:- as per the policy of MOE in our country school should consider their enrollment number with respect to their capacity, so that the number of students will be decreases into manageable one in ratio 1:50 in one class.
2. Improve teachers' and students' awareness towards continuous assessment through continuous and proper training about the subject and improving quality of its implementation.

3. The School leader and other educational experts necessary to give motivation, rewards for teachers whom is role model. Facilitate for sharing experience among teachers.
4. Constructing awareness about continuous assessment for all stakeholders of education in the school such as teachers and students.
5. Teachers must use varieties of assessment practices in order to elicit information on the various attributes possessed by an individual.
6. Involving students in continuous assessment process helps them to take responsibility, develop confidence, to build their knowledge, attitude and skills.
7. Educational experts necessary to full filling school facilities and each teachers using self-mechanism such as using make up and tutorial classes in case of shortage of time and
8. Maximizing the knowledge of the teachers about CA by giving on job- training or workshop.

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# Appendix 1

## Jimma University

College of Education and Behavioral Science

Department of Psychology

Program MA in Educational Psychology

### Questionnaire for all subject Teachers:

This questionnaire is designed to collect data from academic teaching teachers and academic learning students that study in MA research thesis entitled **Students' and Teachers' Perception and Implementation of Continuous Assessment Practices** in Wayu Secondary School towards of all subject teachers in Wayu Secondary School.

The purpose of these questionnaires is to obtain information about the perception of teachers' on Continuous Assessment and how it is being practiced. Genuine responses will help the researcher to provide reliable and valuable survey responses will help be used only for academic purpose.

I would like to express my advance for your time and consideration.

Thank you so much!

### Note:

1. No need of writing your name.
2. Please reply to questions as per the instruction given for each part, either by putting (√) or short responses as required.

### PERSONAL DATA

1. Sex: 1. Male  2. Female .
2. Age: A/20 - 30  B/31- 40  C/41-50  D/51-60
3. Years of teaching experience: A/ 1-5years  B/ 6-10years C/ 11- 15 years   
D/ above 16 years
4. Educational qualification A/ Diploma  B/ Degree  C/ MA
5. What is the number of students in each class you teach? <50  50-100  >100
6. How many periods do you have per week? A/<15 p\w B/15-20 p\wC/>20 p\w
7. Here is five-point scale to measure your perception about Continuous Assessment.
  1. What is the perception of teachers towards the implementation of continuous assessment in Wayu Secondary School?

**Part I Direction: For each of the following statement, please, indicate your response by putting a tick mark ( x) in the grid given.**

Strongly disagree=1, disagree=2 undecided=3 Agree =4, strongly agree =5

Table 1: General items for perception of teachers' on continuous assessment

S/No	Teachers' Perceptions of Continuous Assessment	1	2	3	4	5
1	Assessment makes students concentrate their efforts in learning					
2	Assessment makes students attentive in the classroom					
3	Assessment makes students confident for their final examination					
4	Continuous assessment frightens and disturbs the students					
5	Continuous assessment makes difficult for teachers to cover the course/ portion of curriculum.					
6	Teachers classroom assessment has negligible impact on teaching and learning					
7	Teachers continuous assessment improve both teaching and learning					
8	Continuous assessment feedback is useful in enhancing students' performance					
9	Assessment feedback is useful to improve teachers instruction					
10	Continuous assessment increases the workload for teachers					
11	Assessment should be conducted based on students' time					
12	Assessment should be conducted based on teachers convenience					
13	Continuous assessment interferes with teaching and learning					

**Part ii 2: Which methods of continuous assessment do secondary school teachers frequently use?**

**2.1 In what duration you gave test, assignment, homework and classwork? (Tick those that apply to you.)**

**2. Direction: For each of the following statement, please indicate your response by putting a tick mark ( x ) in the grid given.**

No.	Teachers beliefs to use variety of assessment tool	1 Never	2 Rarely	3 Sometime s	4 usually	5 Always
1	Self-assessment					
2	Written tasks					
3	Take-home Assignment					
4	Project work					
5	Class work exercise					
6	Feedback					
7	Quizzes					
8	Take attendance					
9	Class participation					
10	Oral question					
11	Group discussion					
12	Presentation					
13	Reflection					
14	Peer assessment					

**Part 3: What are the challenges of teachers in implementing continuous assessment?**

**Direction: For each of the following statement, please, indicate your response by putting a tick mark (X) in the grid given. 5. Strongly agree 4. Agree 3.Undecided 2.Disagree 1. Strongly disagree**

		Option of response				
S/No	Q	1	2	3	4	5
1	Assessment makes it difficult for teachers to cover the syllabus					
2	Students' lack of perception about the use of CA					
3	Readiness of students					
4	Assessment is not suitable for all subjects					
5	Awareness of assessment is different from teachers to teachers					
6	Assessment is difficult to implement in large class size					
7	Assessment increases the workload for teachers					
8	Transferring teachers without appropriate time					
9	Shortage of resources					
10	Shortage of additional training					
11	Lack of achievement of students					
12	Lack of school facilities					

**Part IV: Open ended questions**

1. Suggest on the current status of continuous assessment in teaching and learning subject in your school?

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2. List the major factors that hinder or initiate the implementation of continuous assessment in your school.

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3. What do suggest to minimize the problem that hinder the implementation of continuous assessment in teaching and learning in your school?

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Thank you!!

## Appendix 2

### Jimma University

#### College of Education and Behavioral Sciences

#### Department of Psychology

#### Program MA in Educational Psychology

#### A/Questionnaire for Students

#### Introduction

Dear respondent!

The objective of this Questionnaire is to collect information about the practices of continuous assessment in all subject courses classes. Please be objective and complete in your answers.

Thank you in advance for your cooperation!

**Note:** No need of writing your name.

Please reply to questions as per the instruction given for each part, either by putting 'X' or short responses as required.

#### General Information Direction:

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

1. Name of the school \_\_\_\_\_

2. Sex: A. Male  B. Female

3. Age: A. Less than 16 years'  B.17-18 year's  C. 19-20 years  D. above21 years

4. Grade level: Grade 9  Grade 10

**Part I Direction: For each of the following statement, please, indicate your response by putting a tick mark (x) in the grid given.**

Strongly disagree=1, disagree=2 undecided=3 Agree =4, strongly agree =5

Table 1: General items for perception of teachers' on continuous assessment

S/ N o	Students' Perceptions of Continuous Assessment	1	2	3	4	5
1	Assessment makes students concentrate their efforts in learning					
2	Assessment makes students attentive in the classroom					
3	Assessment makes students confident for their final examination					
4	Continuous assessment frightens and disturbs the students					
5	Continuous assessment makes difficult for teachers to cover the course/ portion of curriculum.					
6	Teachers classroom assessment has negligible impact on teaching and learning					
7	Teachers continuous assessment improve both teaching and learning					
8	Continuous assessment feedback is useful in enhancing students' performance					
9	Assessment feedback is useful to improve teachers instruction					
10	Continuous assessment increases the workload for teachers					
11	Assessment should be conducted based on students' time					
12	Assessment should be conducted based on teachers convenience					

**Part ii 2: Which methods of continuous assessment do secondary school teachers frequently use?**

**2.1 In what duration you gave test, assignment, homework and classwork? (Tick those that apply to you.)**

**2. Direction: For each of the following statement, please indicate your response by putting a tick mark (x) in the grid given.**

No.	Students beliefs to use variety of assessment tool	1 Rarely	2 Sometimes	3 Usually	4 Always	
1	Self-assessment					
2	Written tasks					
3	Take-home Assignment					
4	Project work					
5	Class work exercise					
6	Feedback					
7	Quizzes					
8	Take attendance					
9	Class participation					
10	Oral question					
11	Group discussion					
12	Presentation					
13	Reflection					
14	Peer assessment					



**Part 3: What are the challenges of teachers in implementing continuous assessment?**

**Direction: For each of the following statement, please, indicate your response by putting a tick mark (X) in the grid given. 5. Strongly agree 4. Agree 3.Undecided 2.Disagree 1. Strongly disagree**

		Option of response				
S/No	Students beliefs challenges of teachers in implementing continuous assessment.	1	2	3	4	5
1	Assessment makes it difficult for teachers to cover the syllabus					
2	Students“ lack of perception about the use of CA					
3	Readiness of students					
4	Assessment is not suitable for all subjects					
5	Awareness of assessment is different from teachers to teachers					
6	Assessment is difficult to implement in large class size					
7	Assessment increases the workload for teachers					
8	Transferring teachers without appropriate time					
9	Shortage of resources					
10	Shortage of additional training					
11	Lack of achievement of students					
12	Lack of school facilities					

## Appendix 3

### Yuuniversiitii Jimmaa

#### Kolleejjii Barnootaa fi Saayinsii Amalaa

#### Muummee Xiin-sammuu/Psychology

#### Gaafannoo Barattootan Guutamu

**Kabajamoo Deebisa Gaafannoo kanaa:** Sababni gaaffannoo kanaa qorannoo mata-duree **Students' and Teachers' Perception and implementation of continuous practices in Wayu Secondary School /Ilaalcha barattoonnii fi barsiisonni m/b sad. 2<sup>ffaaa</sup> Waayyuu kutaa9-10 Madaallii walitti Fufaa Raawwachuu Irratti qaban** kan ittiin sakatta'amu ta'a. Kanaaf, gaaffilee kana yoo haala gaarii fi gadi fageenyaan ilaaltan barbaadama. Yoo qulqullinaan deebistan argannoon qorannichaas akkasuma ta'a waan ta'eef deebiin xiyyeefannoon osoo kennamee. Gaaffileen iyyaaffannoof as irratti kaa'aman hundi kaayyoo qorannichaa galmaan gahuuf barbaachisummaan isaanii walqixa dha. Kanaaf, gaaffilee kana keessaa tokko irratti dogogorri yoo uumame guutummaa qorannichaa irratti dhiibbaa qaba. Deebiin kennamu of danda'uun fi sababa qorannichaaf kan barbaadame ta'uu hubatamuu qaba. Akkasumas maqaa barreessuun isin irraa hin eegamu. Kanaaf, tokko tokkoon gaaffilee iyyaaffannoo dubbisuun fi deebii keessan saanduqa qophaa'e keesatti mallattoo X" n agarsiisaa. .

#### Kutaa I: Odeeffannoo dugduubee

1. Maqaa mana barumsa -----

2. Saala: Dhiira  Dubara

3. Umuriin kee waggaa meeqa?

A. Waggaa 16 gad  B. waggaa 17-18  C. waggaa 19-20  D. waggaa 21 olii

4. Sadarkaan barnoota keetii kutaa meeqa? 9  10

**1. Barsiisonni m/b sadarkaa 2ffaa Waayyuu madaallii walitti fufaa hojiirra oolchuuf hubannoo akkamii qabu?**

**Kutaa I**

**1. Ajaja: Himoota gabatee armaan gadii keessatti tarreeffamaniif, mallattoo x'n saanduqa kenname keessatti deebii kee kenni.**

1. Gonkuma walii hin galu 2.Itti walii hin galu 3.Hin murtoofne4. Waliingala5.sirriitanwaliigala

T/L	Ilaalcha barattoonni madaallii walitti fufaa hojiirra oolchuu irratti qaban	1	2	3	4	5
1	Madaalliin barattoonni barnoota isaanii irratti akka xiyyeeffatan godha					
2	Madaalliin barattoonni daree keessatti callisuun barnoota isaanii akka hordofan taasisa					
3	Madaalliin barattoonn iqormaata xumuraaf ofitti amanamummaa akka qabaatan taasisa					
4	Ani madaallii walitti fufaa hojiirraoolchuuf ciminaan nan hojjedha					
5	Madaallii walitti fufaan qabiyyee barnootaa xumuruu irratti ni ulfaata.					
6	Madaallii daree keessa barsiisaa baruu-barsiisuu irratti dhiibbaa inni qabu ifaa miti					
7	Madaalliin walitti fufaa barsiisaa barsiisuu fi barachuu fooyyessa					
8	Duubdeebiin madaallii walitti fufaan gahumsa n barattootaa fiduu keessatti faayidaa qaba					
9	Madaalliin qajeelcha barsiisonni kennaan cimsuuf faayidaa qaba					
10	Madaallii walitti fufaan ba'aa barsiisaa irratti dabala					
11	Madaalliin yeroo barattootn iqaban irratti hundaa'a					
12	Madaalliin haala barsiisaaf mijate irratti hundaa'ee kenname					
13	Madaallii walitti fufaan baruu-barsiisuu jeeqa					

## 2. Kutaa II

### 2. Garaagarummaa dheerina yeroo hangamirratti hundaa’uun maloota madaallii adda addaa barsiisonniitti fayyadamaa jiruu ?

Yeroo hojiirra oolchitu mallattoo x n agarsiisi

T/L	Amantaa barsiisonni, hooggantoonni M/b fi barattoonni meeshaalee madaallii garagaraa irratti qaban	(1)Yarinaa	(2)Darbee darbee	(3)Irra Caalaatti	(4)Yeroo hunda
1	Of madaallii				
2	Hojii barreeffamaa				
3	Abbaltii				
4	Hojii piroojektii				
5	Hojii daree				
6	Duub deebii				
7	Madallii battalaa				
8	To’annaa fudhachuu				
9	Hirmaannaa daree				
10	Gaaffii qomaa				
11	Marii garee				

12	Ibsa/dhiheessa				
13	Calaqqee				
14	Madaallii hiriya				

### Kutaa III

#### 3. Rakkoowwan barsiisonni madaallii walitti fufaa akka hojiirra hin oolchine godhan maal fa'a?

**Ajaja:** Tokko tokkoon himoota armaan gadiif deebiikee mallattooXn bakka kennametti agarsiisi. 1. Gonkuma walii hin galu 2. Itti walii hin galu 3. murteessuun rakkisaadha 4. Waliin gala 5. Sirriittan waliigala

T/L	Deebii Barsiisotaa fi barattootaa rakkoowwan madaallii walitti fufaa hojiirra oolchuu irratti qaban	1	2	3	4	5
1	Madaalliin qabiyyee barnootaa haguuguuf ni ulfaata					
2	Hanqina hubannoo barattootaa madaallii irratti qaban ta'uu					
3	Madaalliin dandeettii barattootaa irratti hundaa'ee jijjiirama					
4	Madaalliin gosa barnoota hundaaf mijataa miti					
5	Hubannoon madaallii barsiisaa gara barsiisaatti garaagara					
6	Madaalliin kutaa baayina barataa bal'aa qabu keessatti hojiirra oolchuun rakkisaadha					
7	Madaalliin hojii barsiisaa irratti baayisa					
8	Barsiisaa yeroo hintaanetti jijjiiruu					
9	Hanqina meeshaalee barnootaa					
10	Sababa hanqinna leenjii dabalataa jiraachuu dhibuu					
11	Cimina barattootaa					
12	M/b haala mijataa dhabuu					

Galatoomaa!