JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

SCHOOL SELF-ASSESSMENT PRACTICES AND CHALLENGES OF SECONDARY SCHOOLS IN ILU ABA BOR ZONE OROMIA REGIONAL STATE

SEPTEMBER,2021

JIMMA, ETHIOPIA

SCHOOL SELF-ASSESSMENT PRACTICES AND CHALLENGES OF SECONDARY SCHOOLS IN ILU ABA BOR ZONE OROMIA REGIONAL STATE

A THESIS SUBMITTED TO JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF MASTER OF ARTS DEGREE IN SCHOOL LEADERSHIP

BY: - HUSSEIN KEDIR

Advisor: MEBRATU TAFESSE (Ph.D.)

Co-Advisor: FEDILU   ABBAGUMBUL (M.Ed.)

SEPTEMBER**,** 2021

JIMMA, ETHIOPIA

LETTER OF APPROVAL

This is to certify that the thesis prepared by Hussein Kedir entitled "*School Self-Assessment Practices and Challenges in Ilu Aba Bora Zone Secondary Schools of Oromia Regional State*" and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in School Leadership obeys with the regulation of the University and meets the accepted standards with respect to originality and quality.

Approved by:

Advisor's Name: MEBRATU TAFESSE (Ph.D.) Signature: _____ Date: _____

Department Head's Name: MEBRATU TAFESSE(Ph.D.) Signature: _____Date: _____

Internal Examiner's Name: TADSE ABERA (M.Ed.) Signature: _____ Date: _____

External Examiner's Name: _____Signature: _____ Date: _____

DECLARATION SHEET
JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

This is to certify that the thesis proposal by HUSSEIN KEDIR BEYEN entitled of: School Self-Assessment Practices and Challenges in Ilu Aba Bor Zone Secondary Schools of Oromia Regional State, and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (in Educational Leadership) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

By: HUSSEIN KEDIR BEYEN   Signature_____ date _____

Signed by the examining committee:

Advisor: MEBRATU TAFESSE (Ph.D.) Signature _____date_____

Co-advisor: FEDILU   ABBAGUMBUL (M.Ed.) Signature_____ date_____

Internal examiner: . TADSE ABERA (M.Ed.) Signature_____ date_____

External Examiner's Name: _____Signature: _____ Date: _____

ACKNOWLEDGEMENTS

Above all, I would like to thank Almightily Allah for granting me the unending strength, survival, health and wisdom to complete my work. Next I wish to express my sincere gratitude and appreciation to the following people and organizations, which have been there for me through this journey.

Firstly, I would like to thank my thesis advisors Dr.Mebratu Tafesse and my co-advisor Ato Fedilu Abbagumbul for their whole hearted professional advice and guidance that helped me in making this thesis work. My special thanks to my wife, Fatuma Worku for her unlimited support and advice to do my study, and my sister Miskiya Kedir and my father Kedir Beyen, my son and my daughter they form the backbone and origin of my happiness.

I would also like to express my thanks to my colleagues and all friend especially Teacher Tamrat Habtamu and Teacher Kasu Tadesse who played a substantial role in the successful accomplishment of my study by providing technical as well as moral support starting from the initial to the completion of this research work.

It is also my pleasure to thank, Ilu Aba Bor Educational Department experts and all my sampled secondary schools, principals, teachers, department heads and supervisors who have devoted their valuable time to give me the necessary information through questionnaires, interviews, focus group and document analyses to make the study.

CONTENTS   Page

LIST OF TABLE

ABBREVIATIONSANDACRONYMS

AFL: Assessment for Learning

KETB: Kebele Education and Training Board

MoE: Ministry of Education

PTSA: Parent Teacher and Students Associations

SDP: School Development Planning

SEF: School Effectiveness Framework

SES: Socioeconomic Status

SGB: School Governing Bodies

SSA:School Self-Assessment

SSE:School Self-Evaluation

TDP: Teachers development program

ABSTRACT

The purpose of this research was to examine the extent of" school self-assessment practices and challenges in Ilu Aba Bor zone secondary schools. To conduct this study, the descriptive cross sectional survey design was employed by integrating both quantitative and qualitative research approaches. Multistage sampling technique was employed to select the participant. Accordingly, simple random sampling technique was used to select Woredas, teachers and purposive sampling was used for school principals, department heads, woreda TDP experts, KETB chairperson and PTSA chairperson in Ilu Aba Bor Zone. In connection to this (248 respondents), 8 principals ,8 vise principal,8-unit leader,32 department head,8 PTSA chair person,8 KETB chair person ,4 supervisors and 4 TDP experts were selected by purposive sampling and 168 teachers were selected by simple random sampling technique. Both primary and secondary data were used as source of data. As instrument interview, questionnaires, document analysis and FGD were used. To analyze the data from questionnaires, descriptive statistical analysis like frequencies, percentage and inferential statistics like Mann-Whitney test were also used to distinguish the response difference between participants. Moreover, the qualitative data obtained from interview, document analysis and from open-ended questionnaires were described by narration. Subsequently, findings of the study indicated that Ilu Aba Bora zone secondary school's self-assessment committee were not identifying school problems, gathering evidence, writing report improvement, developing a school self- assessment planning, implementing and monitoring. Additionally, of teachers and principal's attitudes towards school self-assessment practices were very poor. Further, the findings show that, school self- assessment practice was affected by shortage of educational finance, lack of school facilities, lack of adequate stake holder's commitment, lack of adequate school infrastructures and lack of practical training. Finally, based on the finding the researcher recommended that strong collaboration should take place among stakeholders is one of important tools to insure school self- assessment in government secondary schools in Ilu Abba Bor Zone. In addition, woreda and zone education office should organize training opportunities for principals and concerned stockholders on school self-assessment.

Key words: Self-Assessment, Attitude, Commitment, Evaluation, Perception, School Stakeholders, Self-Evaluation, Standard, Quality Assurance and Quality Indicators.

CHAPTER ONE

1.INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, operational definitions of key terms and organization of the study.

1.1. BACKGROUND OF THE STUDY

Education is recognized as a key instrument for overall development of every nation. It is also a means of change and development. In relation to this, Lockheed and Verspoor (1991, p:50) argue that "Education is a corner stone of Economic and Social development. It improves the productive capacity of societies and their political, economic and scientific institutions."

The school as the center of education and training system and an operational line of training in every country plays an important role in the activities for improving and developing the education system. Schools are autonomous in their internal administration and in the designing and implementing of education and training programmed, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community, development and research institutions, teachers and students.

School Self-Assessment as a means to improve schools is an important tool and mode to move forward McNamara, O'Hara, Lisi, & Davidsdottir, (2011). Conceptually school self-assessment is understood as a course of action undertaken by a school, "whereby carefully chosen participants describe and evaluate the functioning of the school in a systematic manner for the purposes of making decisions or undertaking initiatives in the context of overall school development" (Van Petegem,2005). Within an Ontario, Canada context, it has been similarly defined as a process carried out collaboratively by a school, in which chosen staff members systematically gather and analyze evidence to improve the school's performance Literacy and Numeracy Secretariat, (2007). School Self-Assessment is an opportunity to advance and validate a school's development through systematic and strategic attention. School Self-Assessment and school self-evaluation are terms that will be used interchangeably.

 In relation with this, assessment could be internal or external. External assessment refers an assessment where inspection committee at either woreda or zone level assess school performance. On the other hand, internal assessment refers to wherethe schools evaluate the level of their performance using defined criteria by school level committee(MoE,2007). The focus of

this work is on internal assessment which is also known as self-assessment. According to Adebayo (2016) and Oloda (2016) many schools have tried to encourage a more active participation on thepart of learners in learning activities by the development of schemes for self-assessment and that self-assessment can take many forms varying from a scrapbook collection of dairies of personal experiences to formal judgments by the learners of their degree of attainment and effort using their teacher- or leaner-generated criteria.

Traditionally, teachers have been seen and regarded as the custodians of knowledge and students as the recipients, but over the past few years, there has been a growing recognition that revising for test is not the same as acquiring and developing deep understanding of the test, its purpose and content. Adebayo (2016) lectured that the benefits of self-assessment could be summarized to include the: (a) transfer of some responsibilities for making decision from the teacher to the learner; (b) helping the students to understand the concepts of quality; (c)providing the foundation for lifelong learning; and (d) improving learning in the course being studied. School self-assessment (SSA) is a program of professional development that supports schools in improving teaching and learning through ongoing reflection and peer review (Alade, 2017). An institution undertaking school self-assessment involves its whole staff in a process of goal setting regarding students learning and sets in motion a continuous cycle of internal self-review and external peer review that moves the school closer to its goals.

School self-assessment is supposed to be the nucleus of a school's review process designed to establish the potentials of educational institutions for accreditation and to maintain standard of schools, but attention has been focused primarily on the schools seeking external authentication or prove of attainments and self or internal assessment and examination as of little or no value. This has to the non-improvement of "school" itself' (students and staff) in school assessment and evaluation process due to oversight where it is supposed to be on essential part of a balanced assessment (Adebayo,2016).

School self-assessment is defined by Schildkamp (2007) as a procedure involving systematic information gathering initiated by the school itself and intended to evaluate the functioning of the school and the attainment of its educational goals for purposes of supporting decision-making and learning and for fostering school improvement as a whole. School self-assessment is a means of recognizing the quality of provisions made by a school and from this early identification, formulating actions to improve provision and outcomes. The focus of school self-assessment is on all that the school provides, but is primarily concerned with school has on students' attainment while recognizing that the school also has a broader function. The general

view is that school self-assessment needs to be undertaken in partnership with the local education authority so that each party can contribute maximally.

The effectiveness of a school self-assessment process is determined by the process adopted to gauge the quality of its provision. As part of this process, judgments are made from external and internal generated data which, in many cases, are for school improvement Schildkamp, K., Visscher, A., & Luyten, H. (2009). Various areas such as curriculum planning, physical facilities, supervision, financial management, time management, staff and students' personnel management as well as learning outcomes improvement. School self-assessment considers the following elements: school environment, school leadership and management, teaching learning, community participation & students learning outcome (MoE,2013). However, some school principals seem not to have devised the needed school self-assessment practices for handling the multi-faceted problems facing the secondary school system in the area.

School self-assessment is very complex that it might be hindered by various impediments that challenge the implementation (Adebayo 2016). These challenges include:" complexity of the program, mobility of teachers and principals, principal's coordination problems (ineffectiveness of leadership) and sustaining commitment, low support from top level officials and lack of involvement of the stakeholders."

MacBeath (2008) also identified the importance of effective leadership as part of the school self-assessment process. He states, "In many instances it was the leadership of the principal that distinguished schools in which self-assessment and external review were seen more as an opportunity than a threat."

In Oromia State and with particular reference to Ilu Aba Bor education zone, several efforts have been made on self-assessment practices to improve secondary schools. But in an effort to improve the standards of secondary schools in the zone were very poor. Therefore, in this study, the practices of school self-assessment in secondary schools of Illu Aba Bor zone was investigated.

1.2. Statements of the problem

The notion of self-assessment first developed in the United States with regard to institutional and course accreditation, over the last decade or so has become an important feature of many quality assurance systems (Adebayo, 2016). Self-assessments have many positive context, are useful for encouraging fundamental reviews of objectives, practices and outcomes. Self-assessment is a key element in most evaluation procedures. It provides a standard against which the schools can

measure itself, and a framework for developing a definition of quality (Wolffensperger & Patkin, 2013). Schools cannot arrive at the right target without properly assessing their performance. Thus, it helps the schools to check how far it has achieved its strategic mission and goals, and it allows it to prepare an action plan for further development. Self-reviews are carried out by many educational institutions, though their nature varies significantly (Kis, 2005).

Furthermore, in recommending the use of self-assessment, Harman (1998) and Van Damme (2000) highlighted a number of its positive features. According to them, self-assessments are cost effective, since the main work is done internally, often with a few additional resources. They usually achieve a high degree of ownership since key staffs are heavily involved, and such an involvement increases the chances of substantial improvement being achieved. The overall process of review or assessment is made less threatening when emphasis is placed on self-assessment. Harvey (2002) in supporting the use of self-assessment argues that, "... internal reviews and assessments are more accurate and fruitful than those done by outsiders."

However, Barnett (1990) as early as 1990 argued that there were indications that the positive achievements that education institutions had achieved through self-assessment were coming under threat. Gosling and D'Andrea (2001) stated that since the time of Barnett's observations the quality have far exceeded Barnett's fears in terms of their intrusiveness. De Vries (as cited in Kis, 2005:15) distinguishes between full-scale self-assessment and self-assessment for referring to the latter as write-up, and warns against

Self –assessment practices is a collaborative reflective process of internal school review. As school evaluation has involved over the last twenty years, the idea that schools should conduct their own self- assessment has gained priority on education agenda (MacBeath, 2006). However, the way school self-assessments are used in the classroom can present both opportunities and challenges for assessing key competences and transversal skills. On the one hand, summative assessments are often believed to have positive effects on student learning and achievement, irrespective of students' prerequisites and backgrounds such as cognitive ability, socioeconomic status (SES) and gender (Thorsen, 2014; Thorsen and Cliffordson, 2012).

The way assessment and learning interact can either promote or hinder quality in education. This observation invites more research on assessment and learning to answer questions about how much children are actually learning at school, how assessment can help enhance the learning process and ensure the acquisition of necessary key competences (Baird and et al.,2014). Hill and Barber (2014) reflect on the need to adjust assessment as part of the ongoing process of re-

thinking learning and teaching. This would build on the benefits of both standardized assessment and qualitative descriptions of various attributes that cannot be quantified, and go further to reflect a wider range of valued outcomes and allow for assessment of the full range of students' abilities.

There are indications that attitudes and perception towards self- assessment are generally not positive and it would appear that there is insufficient awareness in schools of the objectives and usefulness of self- assessment (Schildkamp,2007). There is also evidence of a lack of openness within school teams and unwillingness on the part of schools to look critically at their own performance. It would seem, therefore, that staff are often not mentally ready for carrying out a self- assessment. Moreover, it is further apparent that, in many schools, identifying and confronting problems, questions, doubts, and discussing these openly is by no means standard practice (Schildkamp, 2007).

Assessment practices are also known to shape teaching and learning. That is, the focus of particular assessments at the national and school levels gives signals about what learning is important, and what aspects of learning merit and require more time and effort. Changes in assessment, therefore, can structure teaching priorities and methods, and in turn, impact what learners learn and how they learn. Assessing key competences, then, needs to both document learners' competences and simultaneously help develop them, by modifying teachers' practices and curricula focus (Pepper, 2013).

The Education Sector Development Plan (MoE,2007) launched by the Federal Democratic Republic of Ethiopia, gives due emphasis to quality, equity, efficiency & access of general education. The(MoE,2007) particularly focused on general education quality having five components such as: (1) teachers' and leaders' development, (2) curriculum, teaching and learning materials, (3) School Improvement Program (SIP), (4) Information and Communications Technology, and (5) quality assurance (MoE ,2007). Thus, school assessment was one of the sub components of the fifth component (quality assurance) of general education. For (MoE 2007) an emerging system of quality assurance was aimed to expand, to provide all officials, school leaders and teachers with the additional information required to improve resource allocations and decisions to enhance performance and equity across schools. During (MoE 2007) the school inspection system was expected to independently inspect all schools once and those schools that are not reaching the expected standards (level three) a second time, to monitor actions taken and to understand school responses to the process. Thus, each inspection includes feedback to school leaders and the community regarding the steps it can take to reach

the next level. In addition, school leaders and community groups, through the PTSA, were supported to conduct self-assessment to identify strengths and weaknesses. The information gained with self- inspection is a core input to the school planning process. With self-assessment, schools will be better able to identify their strengths and weaknesses and work with cluster members to use cluster-level leadership in improving management practices and student learning. (MoE 2007)

School self-assessments practice produce good rating of students and teacher's knowledge acquisition in areas of co-curricular activities, discipline, punctuality, texts, assignments and other areas that are embedded in the cognitive, affective and psychomotor domains Croxford, L., Grek, S., & Saik, F.J. (2009). Additionally, School self-assessment practices helped teachers to incorporate standards into the classrooms and schools and helped to offset their potentially negative aspects.

The study conducted in Nigeria, (2019) on principals' school self-assessment practices for secondary school improvement results shown that, principals and teachers of public secondary schools in the area of the study, irrespective of status, practice school self-assessment for school improvement to a low extent. As a result of this, it becomes imperative that principals of public secondary school arc educated on the need to adequately apply school self-assessment principle in order to meet school goals.

In Ethiopia also some studies revealed that among factors leads to poor quality education in Ethiopian secondary schools, school performance assessment mechanisms are one. For sample, the study conducted by Bekalu Ferede (2013) revealed that failure to develop and implement school performance evaluation was found as one of the major factors that contribute to poor quality of education at schools. With this understanding, implementing school self-evaluation is recognized as one of the strategies to address serious problems of quality education at level under consideration

According to the MoE (2013), schools are expected to assess their performance twice a year: at the beginning of school year and at the end. At the beginning of each school year, they are expected to assess their existing performance in order to identify major area of focus of the year while at the end of the academic year they assess to what extent the identified target is reached. However, schools very rarely practice this. Even if they perform it, they only make for the sake of report when woreda education office highly force them to do.

A recent study conducted by Abera Wolde (2018) on the practice of school self-assessment in government primary schools of Ambo town shown that teachers were perceives school self-assessment negatively as not important activities. Thus, teachers' perception towards school self-assessment was considered as one factor and studied in this research. In this research not only teacher but also, principals were not participating positively in school self-assessment.

It also shows that the accuracy and quality of the school's self- assessment and planning process and procedures has been justified by external validation of inspection committee at Ilu Aba Bora zone level 2019 feedback reports was identified poor secondary   school- self- assessment practice and only for the sake of report (Ilu Abba Bora Zone Education report, 2019).

In the last twenty-four years during my supervisory work at Ilu Abba Bor ZoneI have seen many problems hindering the schools to conduct self-assessment of their respective schools. Self-assessment is considered as a precondition for external assessment; Schools don't have their own criteria to evaluate themselves, they based their assessment on the criteria used by external evaluators; self- assessment is highly greater than the value given by external inspection. With the bases of the personal experiences of the researcher, conducting scientific research on self-assessment is important.

Furthermore, Ilu Abba Bor Zone education office, (2019) shows that about 75% of the secondary schools are below standard in external assessment but internal assessment shows that about 80% of secondary schools are under standard. This means there is large disparity between reports of the two assessment results but schools are below expected national standard. But, the focus of this work is on internal assessment which is also known as school self-assessment.

Thus, the above all listed problems motivated the researcher to conduct a research in this area. Therefore, the study focused on the school self-assessments practice and challenges of secondary schools. So, this study was endeavor to school self-assessment practice and challenges of secondary schools in Ilu Abba Bor Zone Oromia Regional state.

Research questions
1. To what extent   school self-assessment is practiced   in secondary schools of   Ilu Aba Bor Zone?
2. What is the perception of teachers and principals towards school self-assessment practices in secondary schools of   Ilu Aba BorZone?
3. What are the major strategies that could enhance school self-assessment practices in secondary schools of   Ilu Aba Bor Zone?

4. What are the challenges that involved in school self-assessment practices in secondary schools of Ilu Aba Bor Zone?

1.3. OBJECTIVES OF THE STUDY

1.3. 1. General objective

The general objective of the study is to assess the status of school- self assessment practices and challenges in Ilu Aba Bora Zone secondary schools of Oromia Regional State,

1.3.2. Specific Objectives
1. To assess the extent to which school self-assessment is practiced in secondary schools of Ilu Aba Bora Zone.
2. To identify perception of teachers and principals towards school self-assessment practices in secondary schools of Ilu Aba Bor Zone.
3. To assess the school self-assessment strategies that have been practiced in secondary schools of Ilu Aba Bor Zone.
4. To identify the challenges or problems that affect the effectiveness of school self-assessment in secondary schools of Ilu Aba Bora Zone.

1.4. Significance of the Study

This study is expected to provide a better understanding of school self-assessment and practice for secondary school principals, teachers, students, parents, PTA, KETB and supervisors to understand school self-assessment practice in secondary schools and take necessary actions to improve it.

It also helps zone education office and the Woreda Education Offices in formulating better strategies on how to improve the procedures they followed to recruit, select and self-assessment. Moreover, its findings may help them on how to enhance self-assessment and practices and consequently improve student learning and achievement. The findings of this study also help in providing preliminary information regarding school self-assessment. It may also encourage other researchers to conduct in-depth and a long range analysis of the impact of school self-assessment practice on students' learning and achievement.

1.5. Delimitation of the Study

In order to make the study more manageable, the study was delimited to the investigation of the practice of school- self assessment selected secondary schools of Ilu Aba Bor zone. The study was delimited to four sample woredas and eight selected secondary schools of the zone. The study was also confined only with it delimitates itself to the practice of school- self assessment

the focus in terms of variable, location, time etc. Besides to the concept and Geography, the study was delimited to problems of school- self assessment placed under the variables such as process of preparing evaluation plan, perception, process of conducting internal assessment, time variables and challenges of school self-assessment.

1.6. Limitation of the Study

It is obvious that research work cannot be totally free from limitation. To this end, some of the limiting factors include time constraint, uncooperativeness of respondents in filling the questionnaires and returning on time. Even though the researcher planned to use tape recorder during the interview, respondents were not voluntary & he was forced to use writing on notes. Furthermore, Woreda education office and parent teacher associations were always busy**.

The return rate of the questionnaires was maximized because some of colleagues helped me by encouraging respondents to fill in the questionnaires and return them. Therefore, those problems were minimized**.

1.7. Definition of Key Terms

School Self-assessment: is a process by which members of staff in a school reflect on their practice and identify areas for action to stimulate improvement in the areas of pupil and professional learning (Van Petegem, 2005).

Commitment :A promise or firm decision to do, of the fact of promising , (Adebayo,20 16).

Evaluation: is a process of collective reflection that provides insight into the current circumstances of schools Plowright (2008).

Perception: In this study, a perception refers to how different stakeholders perceive and value the current service of school self-evaluation practice.

School stakeholders: covers all those who are directly involved in the work of a particular school (teachers, the school head, pupils, or any person who is a member of a school body), as well as those who are indirectly associated with it (Eurydice, 2015).

Self-evaluation: a process of reflection on practice, made systematic and transparent, with the aim of improving pupil, professional and organizational learning (Mac Beath, 2006).

Standard: Levels of attainment against which performance is measured. Attainment of a standard usually implies a measure of fitness for a defined purpose. (Gray and Wilcox 1995).

Quality assurance: is an all-embracing term referring to an ongoing, continuous process of evaluating (assessing, guaranteeing, maintaining and improving the quality of a secondary education system, institutions or programs (Vlasceanu,*et al,*2004).

Quality indicators- are the bench marks with which we can systematically assess the quality of educationDare (2005).

1.8. Organization of the Study

The thesis was organized in to five chapters; the first chapter introduces the overall study consisting of background, problem statement, research question, objectives, significance, delimitation and operational definition of terms. The second chapter was focused on review of literatures in which results of previous studies was summarized. In this chapter general concepts and definitions, basic issues and empirical evidences about school self-assessment and practice from major previous research findings will be presented.

In the third chapter; research design and methodology, emphasizes on the design of the study and the methodologies used was assessed. Under the chapter; research design, research method, source of data, data collection procedures, sample size, sampling techniques, and instruments of data collection and methods of data analysis are included.

The fourth chapter deals with the presentation, analysis of the data and interpretation of data. Summary, conclusion, findings, and recommendations are presented in the fifth chapter.

CHAPTER TWO
REVIEW OF RELATED LITERATURE
INTRODUCTION

This chapter deals with reviews of the concepts of school self-assessment practice, theoretical Framework of School Self-assessment, types of assessment, School Self-assessment purpose, school self-assessment (SSA) accountability, school self-assessment contradiction, role of classroom assessment, teacher's perception toward self-assessment practices, challenges for school self-assessment and evaluation, challenges for school self-assessment and school self-assessment enhancement strategies.

2.1. Concepts of school self-assessments

School Self-assessment is a process by which members of staff in a school reflect on their practice and identify areas for action to stimulate improvement in the areas of pupil and professional learning (Van Petegem, 2005). The process can be located on a number of continua that define the exact nature of the process and reflect the context in which it is occurring (Macbeth, J. 2008a).

School self-assessment is an assessment where learners express generally their judgment about their learning and specifically about the results of it and it is a way of enhancing their active participation in their learning (Wolffensperger & Patkin, 2013). In particular, School self-assessment refers to the process where learners reflect and monitor their own work and/or its products, and it includes both the description, i.e., the characteristics of their work and the evaluation, i.e., how good their work is (Brown et al., 2015). As Topping (2003) notes, the intent of self-assessment is usually to involve students as active participants in their own learning and to promote students' reflection of their own learning style, learning process and outcomes of their effort.

Assessment for learning where the first priority is to promote learning – is a key means of initiating improvement. School self-assessment can be a fundamental force in achieving school improvement. Self-assessment is supposed to be the nucleus of a school's review process designed to establish the potentials of educational institutions for accreditation and to maintain standard of already accredited schools Adebule (2014).

Importance's of school self-assessment allows students and teachers to reflect on themselves and their work. Through the process of self-assessment students and teachers can identify the points on which they can improve Adebule (2014). Thus, school self-assessment is to encourage the

learners to assess their own progress or to comment on their own achievement in schools. According to Adebayo (2006) and Oloda (2006) many schools have tried to encourage a more active participation on the part of pupils in learning activities by the development of schemes for self-assessment and that self-assessment can take many forms varying from a scrapbook collection of dairies of personal experiences to formal judgments by the pupils of their degree of attainment and effort using their teacher- or pupil-generated criteria.

Assessment is an integral part of the teaching and learning process, aimed at enhancing student learning and improving teaching. Stiggins (2007) asserts that assessment includes all activities carried out by teachers and learners to obtain information that can be used diagnostically to alter teaching and learning processes. It is further emphasized that, assessment directly influences any mode of learning through communicating messages about how learners should study and what things should be considered a priority in learning, as well as providing opportunities for learners on how to review, practice, and apply what they have learned, promoting learner ownership and cultivating such skills as self-regulation and self-evaluation.

School self-assessment is the most overlooked, yet possibly the most valuable aspect of assessment about performance for students, teachers and school administrators at all levels and in all fields. Furthermore, school self-assessments practice produces good rating of students and teacher's knowledge acquisition in areas of co-curricular activities, discipline, punctuality, texts, assignments and other areas that are embedded in the cognitive affective and psychomotor domains. School self-assessment practices helped teachers to incorporate standards into the classrooms and schools and helped to offset their potentially negative aspects. In summary variables of school self-assessment in secondary schools favored by the respondents are categorized under teachers' performance, students' performance and school facilities (Adebule 2014).

Ongoing assessment in particular that seeks to diagnose and to improve the learning, instead of merely classifying learners, is vital in learning to boost the adaptability of the systems and the personalization of learning, increasing motivation and the quality and productivity of the learning. Assessment for learning plays an important role in determining the quality of learning due to the truth that learning activities and assessment are connected very closely in well-designed courses (Sewell, Frith & Colvin, 2010).

2.1.1. Key steps in the school self-assessment process

Quinn TD, (2012) in his "School Self Evaluation Guidelines" listed six -step of school's self-evaluation process. These are: Identify focus, gather evidence, Analyze and judgment, Write and share report and improvement, put improvement plan in to action, Monitor actions and evaluation impact

Quinn (2012) also suggested that, school self-evaluation process is best described as a series of six steps. According to him, schools and teachers will already be familiar with many of these steps from their experience of school development planning (SDP).

Quin (2012) confirmed that, when evidence has been gathered, schools will need to decide how to record and analyze the information. Step 2 involves analyzing the information gathered, and in light of the school's context, benchmarking this against standards for the aspect(s) of practice being evaluated.

Quinn, (2012) also added that, the school self-evaluation report provides a basis for discussion and reflection amongst teachers, management and others in relation to the work of the school. It may be used by boards of management as an important information source in reporting to parents on the work of the school. It will provide a basis upon which school improvement targets can be developed and a school improvement plan agreed.

School self-evaluation should result in action. The setting of specific targets is the starting point of action for improvement. Having formed a judgment based on the relevant information or evidence, a school will be in a position to decide on specific, measurable, attainable, realistic and time bound (SMART) targets to bring about improvement. This is an important step in determining the actions that need to be taken, Quinn, (2012).

(Quinn .TD, 2012). Suggested that, Implementing and monitoring, is vital if the SSA process is to bring about improvement. It is only when the actions in the improvement plan are implemented that the work of the school can improve. All relevant school personnel should be aware of the actions to be implemented at individual teacher, class, or whole-school level. These actions should become part of the normal teaching and learning process

2.2. Self-assessment

Self-assessment has been reviewed in detail by Ross, and Starling, (2008). They were of the opinion that most teachers include self-assessment in their repertoire (Noonan and Duncan 2005), particularly if they are enacting assessment reform in their classrooms. Self-assessment

embodies many of the key features of assessment reform as defined by Aschbacher (1991); (see also Wiggins 1993, 1998; Newman, 1997). For example, interpreting one's performance using explicit criteria meets the reform objective that assessments involve higher-level thinking and disciplined inquiry. Self-assessment that makes visible the procedures, criteria and standards of assessment meets the reform goal of transparency. Negotiating differences between student and teacher appraisals addresses the reform expectation that assessments provide students with opportunities for feedback and revision during the task. A central element of assessment reform is the expectation that assessments will contribute to improved student performance. Klenowski's (1995, 146) defines self-assessment as "the evaluation or judgment of 'the worth' of one's performance and the identification of one's strengths and weaknesses with a view to improving one's learning outcomes."

Self-assessment is an assessment tool that produces consistent results across tasks. For example, sung et al. (2005) demonstrated consistency in a study of 14-15 year-olds assessing the quality of their web-designs over time. The evidence of the consistency of self-assessments over long periods of time is much weaker. Blatchford (1997) found little agreement in self-assessments from ages 7 to 11 with slightly greater agreement from ages 11 to 16. The evidence in support of the validity of self-assessment is mainly based on studies of the agreement of student self-assessments with teacher appraisals of the same work. Correlations tend to be moderately positive with considerable variation among individual studies. (see reviews by Boud and Falchikov 1989; S. Ross 1998).

Student self-assessments tend to be modestly higher than teacher judgments, particularly if the self-assessments contribute to students' grades (Boud and Falchikov 1989). However, researchers report that discrepancies between teacher and student assessments can be reduced by increasing student understanding of the criteria for appraisal (Ross et al. 1999a) and by informing learners that their self-assessments will be compared to peer or supervisor ratings (Fox and Dinur 1988).

Correlations between self-assessments and an external criterion (such as standardized test scores) are influenced by age (older students are more accurate) and by knowledge of the domain measured (see review by Ross 2006). These studies suggest that self-assessment provides a credible representation of student accomplishment, sufficient to provide students with valid and reliable information about their progress on school tasks. Rolheiser and Ross (2001) suggest that the most challenging shifts in conceptions of assessment is related to the changing role of the teacher and the changing educational environment. The context for educators is ever changing at

a considerable pace. It has become more complex and volatile since teachers are in an environment of conflicting and ever-increasing demands and the school is expected to meet all of these pressures.

Hargreaves & Fullan (1998) suggest that, "In times of turbulent social change, redefining one's relationship to the environment is crucial"). One of the redefinitions relates to our current capacity to build democratic communities within and beyond our schools. If we value "participation, equality, inclusiveness and social justice," (Hargreaves & Fullan,1998), then our classrooms and schools need to be places where students share leadership and responsibility for learning. Hargreaves & Fullan further suggest that "Involving students and parents in decision-making, teaching and learning decisions, parent conferences and assessment of achievement, extend these democratic principles further"). In such a shifting context our outcomes for students have sufficiently changed and traditional assessment practices are no longer adequate.

2.3. School Self-Assessment Purpose

School self-assessment is a catalyst for improvement planning and implementation. It is how schools get to know themselves better and identify the strategies that will leverage change and improvement (Literacy and Numeracy Secretariat, 2007). MacBeath and Swaffield (2005) agreed, pointing out, "school self-evaluation is by definition, something that schools do to themselves, by themselves and for themselves. In theory, self-assessment administered in a reflective, collaborative school setting is most effective in impacting school improvement. The „voice" of those who teach with the school grows onto pedagogical conversations which rise from with the school.

Ideally, school self-assessment is a collaborative activity which encourages open, straightforward discussion about a school's strengths, areas requiring improvement and next steps (Literacy and Numeracy Secretariat, 2007). The Literacy and Numeracy Secretariat (2007) suggests that for school self-assessment to be successful, certain conditions must be in place: Clear communication throughout the process, Personal and professional support, where needed, shared leadership so that appropriate stakeholders are involved in decision making, and Willingness of teaching staff to share ideas, to explore, to build commitment and to mentor one another. (The Literacy and Numeracy Secretariat, 2008).

The positive effect of the use of assessment to improve student and teacher learning and classroom practice is very rarely questioned in the literature, a fact confirmed by recent reviews of Hodgson and Pyle (2010). All the main strategies considered important for AfL (sharing learning goals/criteria, questioning, formative feedback, peer and self-assessment, formative use

of summative tests) are evaluated as overwhelmingly positive in terms of their potential to promote improvements in teachers' classroom practice.

Any problems identified are attributed to unfavorable contextual conditions such as lack of time Torrance and Pryor (2001) insufficient application of AfL principles in teaching and external constraints Hodgson and Pyle (2010). The result of this seems to suggest that AfL approaches usually help participating teachers and schools to adopt a more learning-focused stance. But further research is needed in order to be able to demonstrate the feasibility of AfL in different contexts MacPhail and Halbert (2010). There is also agreement in most of the literature about the benefits of AfL for teachers' professionalism and teaching practices. Teachers, like students, change their role in classroom interaction when AfL is introduced. Their participation is said to shift from the prime concern to be a content deliverer who largely controls the classroom dynamics, to a moderator and facilitator of learning who collaborates with students during the class, supporting and monitoring their progress Torrance and Pryor (2001).

The School Effectiveness Framework (SEF), which forms the basis for school self-assessment in schools, includes the following basic tenants of the school self-assessment process within the School Effectiveness Framework: Self-knowledge and self-efficiency are as important for schools as they are for individuals. Reflective, self-critical schools are better schools for teachers and students (The Literacy and Numeracy Secretariat, 2008).

Ideally, school self-assessment is a collaborative activity which encourages open, straightforward discussion about a school's strengths, areas requiring improvement and next steps (Literacy and NumeracySecretariat, 2007). The Literacy and Numeracy Secretariat (2007) suggests that for school self-assessment to be successful, certain conditions must be in place: Clear communication throughout the process, Personal and professional support, where needed.

Self-assessment is supposed to be the nucleus of a school's review process designed to establish the potentials of educational institutions for accreditation and to maintain standard of already accredited schools. But attention has been focused primarily on the schools seeking external authentication or prove of attainments and self or internal assessment and examination as of little or no value. This has led to the non-improvement of "school" itself (students and staff) in school assessment and evaluation process due to oversight where it is supposed to be on essential part of a balanced assessment. (Adebayo; 2006, Oloda;2006).

2.4. School Self-Assessment (SSA) Accountability

A broad analysis of SSA should include a discussion of self-assessment as a measure of accountability and "must also address the tensions between external bureaucratic accountability and internal professional accountability (MacBeath, 2008). Current research suggests that like Ontario, most Western-European countries show similar trends emphasizing the responsibility of SSE for accountability in relationship with school improvement (Croxford, et al., 2009). We must be careful not to use SSA as window dressing for accountability purposes because, "internationally, there is increasing evidence of a shift from confrontational forms of school evaluation primarily concerned with external accountability toward internal systems more focused on capacity building for self-evaluation and professional development" (McNamara, et al., 2011).

In a SEF developed for Ontario schools, the idea of school self-assessment as a measure of accountability is approached as a form of professional accountability. The Literacy and Numeracy Secretariat (2007) states: "The framework will provide ways in which teachers and school and system administrators accept responsibility to hold themselves accountable for ensuring that research-based, effective strategies are consistently implemented across the province" The SEF document recognizes the worldwide trend that focuses on accountability and suggests that too often; this refers to an accountability that is imposed from external resources. It is our perspective that Ontario educators wish to monitor their own effectiveness. Indeed, the ultimate form of accountability occurs when "professionals engage in self-assessment and are willing to take steps to bring about improvement" (Literacy and Numeracy Secretariat, 2007 Reeves 2004) addresses the paradox of accountability acknowledging that, "more real accountability occurs when the teachers actively participate in the development, refinement, and reporting of accountability

2.5. School Self-Assessment Contradiction

In practice, as noted herein, most education systems appear to be moving towards a combination of methods, involving a degree of external monitors of internal self-assessment mechanisms (McNamara & O"Hare, 2005). Although there is ample literature to support the differences between internal and external accountability, research suggests there can be complimentary benefits to both.

The conclusion that external accountability seems to strengthen internal monitoring and increase the use of the self-evaluation system within schools (Hofman et al., 2005,), is noteworthy. Yet Hofman, et al. (2009) further studied the connection between organizational management and

internal and external types of school accountability and concluded: "(a) external accountability seems to fortify the internal monitoring and use of evaluation systems within schools and (b) seems to promote the search for successes in failures within the schools" educational practices" This contradictory view of self-assessment is also expressed in the work of Croxford, et al. (2009) whose research considers the "incongruity of a governance system that promotes self-evaluation, while at the same time requires adherence to external benchmarks and indicators"

MacBeath (2008) puts forward some clarity within the discussion of internal and external accountability and speaks to the ensuing contradictions that continue to surface, suggesting internal accountability describes the conditions that precede and shape the responses of schools to pressure that originates in policies outside the organization. MacBeath concludes that with strong internal accountability schools are likely to be more responsive to external pressure for performance

2.6. Role of Classroom Assessment

Assessment is an integral part of the teaching and learning process, aimed at enhancing student learning and improving teaching. Stiggins (2007) asserts that assessment includes all activities carried out by teachers and learners to obtain information that can be used diagnostically to alter teaching and learning processes. It is further emphasized that, assessment directly influences any mode of learning through communicating messages about how learners should study and what things should be considered a priority in learning, as well as providing opportunities for learners on how to review, practice, and apply what they have learned, promoting learner ownership and cultivating such skills as self-regulation and self-evaluation. Assessment activities give a message to students about what they should focus on learning and how they should go about it. The message is often not explicit, and it may be given a different emphasis by teachers and by students. With this perspective, educators have the opportunity to maximize student learning through effectively designed assessment activities. Traditionally, assessment has been divided into three types: diagnostic assessment, formative assessment and summative assessment (Darling- Hammond & Snyder, 2000; Omari, 2011; Stiggins, 2007).

2.6.1. Integration of Teaching, Learning and Assessment

There is a mutual relationship between learning objectives, learning processes, teaching processes and assessment procedures (Biggs, 2003). These four variables are in a state of dynamic tension and balance in which adjustment or disturbance of one variable calls for a considerate adjustment of the other three.

However, the relationships of these variables largely depend on the social, cultural and political context in which they operate. Wiggins (1993) argues that serious problems in assessment reform have to do with a "pervasive thoughtlessness about testing and failure to understand the relationship between assessment and learning". Thoughtful teachers should realis that high quality classroom interactions that promote thinking and demonstrate learning and development lie at the heart of assessment as part of the learning and teaching processes. When assessment is integrated with teaching and learning, both students and teachers benefit. Students are more likely to improve their learning because the teaching is focused and because they are assessed on what they are taught.

Teachers are also able to focus and use their time more effectively. Because assessment involves real learning, teachers can integrate assessment into daily teaching and learning and other classroom activities. For teachers, assessment helps them not only in determining the level of students' knowledge, but also the effectiveness of the teaching process. Effective assessment helps in generating information that is useful in making informed decisions about the students, curriculum, institution and the general education system.

Ongoing assessment in particular that seeks to diagnose and to improve the learning, instead of merely classifying learners, is vital in learning to boost the adaptability of the systems and the personalization of learning, increasing motivation and the quality and productivity of the learning. Assessment for learning plays an important role in determining the quality of learning due to the truth that learning activities and assessment are connected very closely in well-designed courses (King, 2013). That is to say, higher education syllabuses have to clearly outline basic information such as learning objectives, teaching/learning methods and how assessment will be conducted and used.

The following three concepts - assessment *of*, *for* and *as* learning - may be worth knowing, as they expand our theoretical understanding on assessment practices in the classroom.

1. *Assessment of* learning is the use of student information to measure, record and report on a student's level of achievement in regards to specific learning expectations. It is normally known as summative assessment and is accompanied by number or letter grades.

2. *Assessment for* learning is more commonly known as formative and diagnostic assessment. In this case, student information is used to determine his/her progress in order for the teacher to adjust the classroom instruction based upon the needs of the students. Similarly, students are provided with valuable feedback on their own learning. Assessment for learning consists of

initial or diagnostic assessment and formative assessment. Assessment can be based on a variety of information sources, such as teacher observation, conversation, portfolios and works in progress. Verbal or written feedback to the student is descriptive and highlights strengths, identifies challenges and points to the way forward.

3. *Assessment as* learning is the use of information and activities for students to further their own learning. For instance, self and peer assessments allow students to reflect on their own learning and identify areas of strength and need. These tasks offer students the chance to set their own personal goals and advocate their own learning, and it occurs throughout the learning process (Stiggins, 2007). In this mode, learning and assessment are deeply integrated such that assessment is completely part and parcel of learning.

2.7. Teachers and Principals perception toward self-assessment practices

Teacher "beliefs" play an integral role in teaching and learning that include assessment practices that teachers adopt (Fang, 1996). Based on their beliefs, teachers adopt various assessment practices, indicating that such practices are not constant, but keep on changing, making it pertinent to study them on continuous basis (McMillan, 2008; Popham, 2008).

The complexity of "teacher beliefs" has led to ways of understanding assessment practices adopted by different groups of teachers. Based on their belief about classroom assessments, teachers can be classified into three main sub-categories. The first group is made up of realists. Realist teachers believe in the use of paper and pencil types of assessments where learners are expected to recognize rather than generate their own answers (Segers & Dochy, 2001; Windschitl, 1999, Nitko, 1994). These types of assessments are focused on improving the cognitive side of instruction, i.e. the skills and knowledge that students are expected to develop within a short period of time (Segers & Dochy, 2001). Realist teachers by nature believe in norm-referenced testing. In norm referenced testing students' mastery of core knowledge and skills of the curriculum and is evaluated relative to the performance of others (Nitko, 1994). Realists' teachers tend to rely more on paper and pencil objective tests that can be scored easily and be used to compare students.

The second group of teachers is made up of contextual teachers, who are more likely to use alternative assessments such as student portfolios, group-work assessments and performance based assessments. Contextual teachers believe that there is a changing perspective in classroom assessments. The changing perspective is driven by the need to use classroom assessments that recognize, teach and assess knowledge, skills, and abilities that students need beyond class

environments. Contextual teachers believe that overreliance on the use of traditional methods of assessments such as multiple choice tests, true or false and other related types of tests only measure the recall of knowledge instead of higher level learning skills. They advocate for the increased use of performance testing that seem better suited for testing complex mental abilities like extended writing and problem solving skills (Haladyna, Downing & Rodriguez, 2002). Contextual teachers are more likely to use criterion based testing evaluation to determine what students know and don't know based on a set criterion (Tzuriel, 2000; Nitko, 1994).

The third group of teachers is made up of relativists. They base their assessment practices on the developmental theory. They believe that children learn best in classrooms or environments where instruction is developmentally appropriate. They take into account that students developmental levels vary. Relativists teachers believe that children have opportunities to learn and be assessed in different ways to address the learning mode that is most appropriate for each child's unique developmental level (Schunk, 2008; Siegeler, Deloache, & Eisenberg, 2003; Steinberg, 2008). As they believe that students have different learning needs, relativist teachers therefore use multiple assessment practices that accommodate students' diverse needs such as written tests, oral presentations, visual, technological presentations, drama, media and so on (Hargreaves, Earl, Moore, & Manning, 2001).

The key stakeholders consist of parents, learners, teachers/staff, community/business people, the government and non-government organizations. The principal may be an expert in curriculum development and finances; however, the major factor in job security is the principals' ability to develop a positive relationship with both internal and external stakeholders (Gallagher, Bagin, & Moore, 2005).

2.7.1. Theory for Classroom Assessment Practice.

Teacher beliefs can be conceptualized within the framework and theory of Title (1994) which she developed to guide assessment practices in classrooms. This theory emphasizes the following dimensions about classroom assessment practices: (a) Interpretation and knowledge, beliefs, intents, and actions, and (b) Assessment characteristics, embeddedness in practice, format and mode, scoring, evaluation, preparation and feedback. Title (1994) also points out that there are two things essential to know about assessment knowledge related to teaching, and knowledge about assessment process.

Teachers' self-knowledge of classroom assessment practices plays a major role in this study as it covers a wide range of issues and teachers' belief systems. For instance, teachers may have

construed meanings about professional expectations, standards, values, and their personal effectiveness as well as construed beliefs about assessment.

Furthermore, teacher belief systems were found to be integral part of informing their general teaching practices. Teachers are likely to hold beliefs about assessment on students before assessment (provide a focus of learning), knowledge about assessment effects on students during assessments (provide a sense of accomplishment, challenge, failure, or inadequacy), and knowledge about assessment effects on students after assessments (as fair, meaningful, useful providing information for continuing development or lack of it). Teachers may also have beliefs about the effects of assessment on teachers themselves, such as requiring instructions on particular topics or problems or providing or not providing useful information for instruction (Title, 1994,).

All these dimensions informed this study. The theory of teacher knowledge and beliefs, and assessment characteristics played a major role in developing the framework of this study. "Teacher beliefs" have been found to be pivotal in constructing their experiences. Through their beliefs, teachers develop some theories about their roles and responsibilities, such as what they teach, and how and what they use to assess student learning outcomes. Understanding teachers' beliefs and perceptions about their classroom assessment practices is very important as it can open avenues for addressing the needs that teachers have as they wrestle with their day-to-day classroom assessment practices.

The new demands in education reform have over the years put more pressure on teachers' classroom practices. Most of the teachers continue to struggle and are reluctant to accept the new policies on the basis that they conflict with their values, assumptions and beliefs. The source of such conflict according to Vandeyar (2005), "stem from the fact that the new outcomes-based assessment policy represents a radical departure from the philosophy of assessment and its role in relation to learning. There is a shift from an exclusively norm referenced summative form of assessment in a content-based education system to criterion-referenced formative assessment" (p.462). Based on these perspectives Vandeyar (2005) conducted a study with a sample of South African teachers to establish how they cope with conflicting demands on their assessment practices, values, and beliefs about student assessment. What came out in this study was that teachers continue to give attention to their beliefs and personal interests, regardless of the professional requirement to adopt changes in assessment policy meant to serve the interests of students.

2.7.2. Teachers' Perceptions about Assessment Training

Volante and Fazio (2007) argued that teachers' proficiency in assessment and evaluation practices should be viewed as a requisite skill for improving the quality of teaching and learning, particularly in this era where schools are held accountable for the quality of students' learning. Even with this expectation in mind, problems associated with teachers' classroom assessment practices continue to prevail in schools from the past decades till now. Research shows that teachers still feel dissatisfied by the type of assessment training they receive during their pre-service training. For instance, when teachers were asked to give their opinion about the assessment training they receive, many indicated that most of the time the assessment training they received focused on methods and techniques relevant for largescale test administration and score interpretations, and did not expose them to assessment techniques needed in classroom settings (Stiggings & Bridgeford, 1985). Jin (2010) conducted a survey with college professors in China to investigate their training in tertiary level foreign language. The study was meant to give an overview of the current situation regarding instructors' teaching content, methodology, materials used and students' perceptions of the courses. The main focus of the study was on language testing and assessment courses. Results of this study showed that instructors adequately covered essential aspects of teaching theory and practice of language testing, but educational measurement and students' classroom assessment practices received significantly less attention in the whole process.

Even though there is evidence that teachers' assessment training is not given the attention it deserves, other research showed that teachers do not necessarily implement what they learned in measurement classes, making it difficult to know whether improved training on measurement can be of any value to how teachers use measurement techniques that they learned during training. A good example is provided in a study conducted with pre-service teachers who had just completed a course in measurement (Campbell & Evans, 2000). Pre-service teachers were attached to schools to see how they implement what they have just learned in measurement classes. The main assumption was that teachers who had just completed a measurement course would display some comparable knowledge of recommended measurement practices due to their recent training. To the researcher's dismay, such an assumption was not met as the teachers did not follow many of the assessment practices recommended in their coursework, making it difficult to know how best teachers could be made to appreciate the value of adhering to required assessment principles when they assess students.

Incorporating the recommendations of assessment training into classroom practices may mean more than merely possessing essential knowledge. Given their successful completion of a required course in educational assessment, along with extensive practice constructing and critiquing assessment methods, the pre-service teachers' failure to attend to issues of consistent scoring and content-related evidence of validity to assess students' learning does not seem to be a result of a lack of knowledge (Campbell & Evans, 2000). The new belief is to acknowledge the critical importance of classroom assessment and provide teachers with the tools they need to build classroom environments that promote learning through continuous student-involved assessment, record-keeping, and communication (Stiggings, 2004).

2.7.3. Relating Assessment Practices to Teacher Characteristics

Campbell & Evans, (2000) argued that assessment is a process that entails a lot of activities. As teachers have different teaching responsibilities, their involvement and use of assessment practices are more likely to differ. For this reason, they hold differing perspectives on the arguments made by Adams and Hsu (1998) and Stiggins and Conklin (1992) who made a compelling argument that teachers with varying characteristics such as teaching level and subject taught, may have different explanations for varying results in assessment practices. Based on these counter-arguments, Zhan and Burry –Stock conducted a study to examine a broad spectrum of classroom assessment practices across teaching levels and content areas. They found that the higher the grade levels the more teachers used objective type of items and teachers with assessment training had higher perceived skills in assessment practices even after controlling teaching experience.

2.8. Challenges for school self-assessment and evaluation

School self-evaluation is very complex that it might be hindered by various impediments that challenge the implementation (Adebayo 2016). These challenges include:" complexity of the program, mobility of teachers and principals, principal's coordination problems (ineffectiveness of leadership) and sustaining commitment, low support from top level officials and lack of involvement of the stakeholders."

According to Van Petegem, (2005), Challenges to the school improvement may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating. One simple example, the size of the school is associated with innovative behavior for that smaller schools apparently lack the resources to engage in significant change. However, there are common challenges that most school

improvement programs face. These are lack of schedules in schools that permit teachers to meet and work together for sustained periods of time; the demanding nature of teachers work as an increasing number of students arrive at school less well-socialized, less " prepared to deal with materials, and more frequently from family settings that are not supportive; the aging and often demoralization of teachers due to declining resources, increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities. In addition, an organizational structure with in which teachers" work is less autonomous and more integrated with that of other teachers affects the " development of commitment to change. Moreover, the continues transfer of teachers, principals and educational administrators at the local level puts pressure on the program to continuously train new staff who may not serve in schools for long Adebayo (2016).

Duffie and Balkon in Marzano(2003) , also suggest that, in South Africa the initiatives of School self-evaluation was faced by lack of material resources; limited capacity of educational leaders; poor participation and lack of safe environment. Similarly, Harris (in Hopkins, 2002) has noted that the difficulty to change school management and working culture as a problem to the SIP in developing country.

In Supporting this, Havelock and Huber man (as cited in Rondinelli et al., 1990) , described that promoting change is difficult under any circumstance, but it is especially challenging in developing countries with uncertain and unstable economic, social and political condition. Most developing countries lack the physical infrastructure and experienced skill professionals needed to assure successful results.

In Ethiopia, besides the commitment of the country to improve access education, the school improvement program has launched aiming at improving the quality of education through enhancing student learning achievement and outcomes (MoE, 2007). Hence, student achievement is a reason for any educational change. Unfortunately, because of the process of translating policy in to practice is so difficult to achieve. That is why, the implementing of school improvement program is challenging. As it was indicated in MoE (2007), there different challenges in practicing self- assessment; some of this are:

2.9.1. Lack of commitment of school leader

Most of the school principal who are in the leading position did not get adequate educational training leadership. Even those who are trained also are not effective in leading the schools. Due to this reason they lack the ability to design vision and coordinate the school community so as to lead for the attainment of the goals (MoE, 2007).

2.8.2. Lack of stakeholder participation

Schools needs participation of all stakeholder in school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all stakeholders and the intended student's outcome and ethical centered activities are not achieved without participation of stakeholder (MoE, 2007).

2.8.3. Lack of conductive environment in school

If students feel safe they attend their schooling with interest. So, schools should be conducive for all students (male and female) ethical improvement and academic achievement. Therefore, schools should be prepared based on the needs and interest of students secured their school environment (MoE, 2007).

2.8.4. Lack of Educational Input

Due to the lack of commitment of school society, other stakeholder and non-government organizations are not enough to solve the problem of the schools by providing instructional materials and other financial supporting; currently schools lack the required educational inputs (MoE 2007).

2.9. School self-assessment and evaluation enhancement strategies

The main purpose of the school self-evaluation Framework strategies is intended to enable schools toimprove the overall quality of education they provide as well as to effect improved learner performance, Van Petegem, (2005), The intention is also to diagnose areas needing urgent support in order to enable schools to provide informed services to evaluation committee. In the case of evaluating schools, the professional support service must link up with the senior management team, the staff and the SGB in order to support the implementation of the quality improvement strategies recommended by the supervisors and identified in the school's self-evaluation plan. The following points determine the mechanisms of school self-evaluation, Van Petegem, (2005).

2.9.1. The strategies that provided by principals to enhance school self-evaluation

The Principal may delegate to an appointee or nominee from the staff certain functions, including quality management matters, whenever the need arises. Against this background, the Principal: Carrying out an internal evaluation of the school in line with the requirements of the National Policy and Guidelines on Whole-school Evaluation, Co-operating with the evaluation team, especially by providing interviews at appropriate times, Van Petegem, (2005). This also applies to members of the SGB who may be available during an evaluation, identifying an

evaluation coordinator to liaise with the evaluation team during a whole-school evaluation exercise. The coordinator will participate in the evaluation process by attending evaluation-team meetings in order to help the team interpret evidence and to clarify any uncertainties. The coordinator will not be part of decision-making when the evaluation of the school's performance is made, Granting full access to school records, policies, reports and other documents, including those of the SGB, during external evaluations conducted by the supervisory units, Producing, in collaboration with the support services and the SGB, an improvement plan in response to recommendations made in the evaluation report within four weeks of receipt of the written evaluation report and Full consultation with all stakeholders must be part of this process, Van Petegem, (2005).

MacBeath (2008) also identified the importance of effective leadership as part of the school self-assessment process. He states, "In many instances it was the leadership of the principal that distinguished schools in which self-evaluation and external review were seen more as an opportunity than a threat"

2.9.2. The strategies that provided by professional support to enhance school self-evaluation

The professional support service must support schools by helping them to produce a coherent, overall plan of action to address the improvement needs articulated by both the school self-evaluation and the external evaluation report of the supervisors and retrieving key information from the reports of different schools in a district in order to plan the support and professional development required. This should lead to the provision of an integrated training program that can be delivered in co-operation with other schools and other role-players, such as teacher centers; colleges of education; technician's; universities; teacher unions and NGOs, Chappuis, J. (2015).

2.9.3. The strategies that provided by school self-evaluation participants to enhance school self-evaluation

2.10.3. 1. Strategy 1: Provide a clear and understandable vision of the learning target.

Begin by giving the students a vision of the learning destination. Share with your students the learning targets, objectives, or goals either at the outset of instruction or before they begin an independent practice activity, Literacy and Numeracy Secretariat (2007). There are three ways to do this: (1) state the learning target as is, (2) convert the learning target into student friendly language, or (3) for learning targets assessed with a rubric, convert the rubric to student-friendly language. Introduce the language of quality to students. Check to make sure students understand

what learning target is at the heart of the lesson by asking, "Why are we doing this activity? What are we learning?", (Black & Wiliam, 1998; Hattie 2009)

2.9.3.2. Strategy 2: Use examples and models of strong and weak work.

Help staff students, community and the SGB sort through what is and isn't quality work by using strong and weak models from anonymous student work, examples from life beyond school, and your own work. Begin with examples that demonstrate strengths and weaknesses related to problems staff, students, community and the SGB commonly experience, especially the problems that most concern you. Ask students to analyze these samples for quality and then to justify their judgments. Use only anonymous work. When you engage staff, students, community and the SGB in analyzing examples or models, they develop a vision of what the knowledge, understanding, skill, product, or performance looks like when it's executed well, Literacy and Numeracy Secretariat (2007)

Model creating a product or performance yourself. Show staff, students, community and the SGB the true beginnings, the problems you encounter, and how you think through decisions along the way. Don't hide the development and revision part, or students will think they are doing it wrong when it is messy at the beginning, and they won't know how to work through the rough patches, (Adebayo, 20 16).

2.9.3. 3. Strategy 3: Offer regular descriptive feedback during the learning.

Effective feedback can be defined as information provided to staff, students, community and the SGB that results in an improvement in learning. In our current system, most of the work staff, students, community and the SGB do is graded, and marks or grades may be the only formal feedback they receive. Unfortunately, marks and grades deliver a coded summary evaluation without specific information about what students did well or what their next steps in learning might be , Literacy and Numeracy Secretariat (2007).

According to Adebayo, (20 16) Effective feedback identifies staff, students, community and the SGB strengths and weaknesses with respect to the specific learning target(s) they are trying to achieve in a given assignment. It helps students answer the question, "Where am I now?" with respect to "Where do I need to be?" And it points the way to "How can I close the gap?" With those answers in mind, offer feedback instead of grades on work that is for practice and offer students opportunities to act on it before holding them accountable for mastery. Giving student's staff, students, community and the SGB time to act allows them to grow with guidance. Also,

providing this kind of feedback models the kind of thinking you want students to engage in when they self-assess and identify next steps.

Involve students as peer feedback-givers. Research literature includes promising learning gains attributable to peer feedback (c.f., White & Frederiksen, 1998). To offer each other useful feedback, students must understand the intended learning targets, objectives, or goals (Strategy 1); be clear about how to distinguish levels of quality (Strategy 2); and have practiced with protocols for offering feedback in a controlled situation (Strategy 3).

2.9.3. 4. Strategy 4: Teach students to self-assess and set goals for next steps.

With this strategy, we transfer the ownership of learning to the student. In essence, when we teach students to self-assess and set goals, we teach them to provide their own feedback. To be accurate self-assessors, students need a clear vision of the intended learning (Strategy 1), practice with identifying strengths and weaknesses in a variety of examples (Strategy 2), and exposure to feedback that models "self-assessment" thinking: "What have I done well? Where do I need to continue working?" (Strategy 3). This strategy is a proven contributor to increased learning and a necessary part of becoming a self-regulated learner. It is not what we do if we have the time or if we have the "right" students—those who can already do it. Monitoring and regulating their own learning can be taught to all kinds of students, including those with mild to moderate learning disabilities (Andrade, 2010). Struggling students especially are the right students, and they have the most to gain from learning how to do this kind of thinking.

2.9.3.5. Strategy 5: Use evidence of student learning needs to determine next steps in teaching.

With this strategy, we build a feedback loop into the teaching cycle, checking for understanding and continuing instruction guided by information about what students have and have not yet mastered. After having delivered a lesson and after students have done something in response, we use what they have done to determine further learning needs. Do their responses reveal incomplete understanding, flawed reasoning, or misconceptions? Are they ready to receive feedback? Strategy 5 includes a repertoire of approaches to diagnose the type of student learning needs in preparation for addressing them (Adebayo, 20 16).

2.9.3.6. Strategy 6: Design focused instruction, followed by practice with feedback.

This strategy scaffolds learning by narrowing the focus of a lesson to address specific misconceptions or problems identified in Strategy. If you are working on a learning target having more than one aspect of quality, build competence one block at a time by addressing one

component at a time. For example, mathematics problem solving requires choosing the right strategy as one component. A science experiment lab report requires a statement of the hypothesis as one component. Writing requires an introduction as one component. Identify the components of quality and then teach them one part at a time, making sure students understand that all of the parts ultimately will come together.

After delivering instruction targeted to an area of need, let students practice and get better before reassessing and grading. Give them opportunities to revise their work, product, or performance, based on feedback focused just on that area of need prior to the graded event. This narrows the volume of feedback students, especially struggling learners, need to attend to at a given time and raises their chances of success in doing so. It is a time saver for you and more instructionally powerful for students, school excellence frame work, 2017) Version, 2.

2.9.3.7. Strategy 7: Provide opportunities for students to track, reflect on, and share their learning Progress.

According to, (Worrell, Evans-Fletcher& Kovar, 2002), any activity that requires students to reflect on what they are learning and to share their progress reinforces the learning and helps them develop insights into themselves as learners. These kinds of activities give students the opportunity to notice their own strengths, to see how far they have come, and to feel in control of the conditions of their success. By reflecting on their learning, they deepen their understanding and will remember it longer. By sharing their progress, students develop a deeper commitment to making progress. These Strategies as a Progression

2.9.3. 8. Strategy 8: Making a Commitment

Staff, students, community and SGB make choices concerning how time is used and energy is expended. They also have the option to continue with the way things are or to change the current situation. People's choices are based on their commitments.

In other words, when individuals are deeply committed to something, they will take actions that are consistent with that commitment. This commitment enables teachers to make difficult choices about what and how they teach. The first step toward implementing meaningful and manageable assessment is to examine the degree to which you are truly committed to initiating change. If you are not willing to make changes in your current assessment practices, take a look at what stops you from making those changes.

2.10. **Conceptual frame work of the study**

A conceptual framework helps simplify the proposed relationships between the variables in the study and show the same graphically or diagrammatically (Patrick, 2013).

This study conceptually focusses on school self-assessment practice, teachers and principal's perception on school's self-assessment practices the challenges that hinder the effectiveness of school self-assessment practices and the strategies that have been used to assess the school self-assessment practices.

Fig,1. Conceptual frame work of the school self-assessment
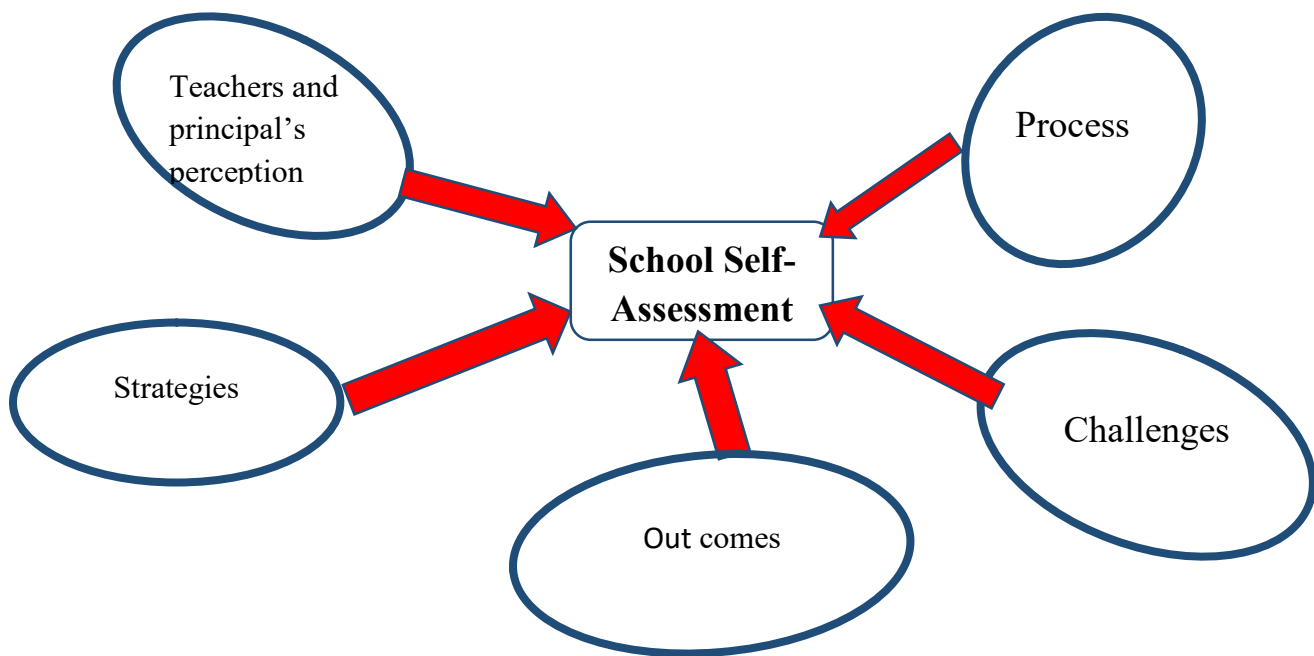
Figure 1: SOURCE:RESERCHER

School self-assessment and Teachers and principal's perception

Volante and Fazio (2007) argued that teachers' proficiency in assessment and evaluation practices should be viewed as a requisite skill for improving the quality of teaching and learning, particularly in this era where schools are held accountable for the quality of students' learning.

Teacher "beliefs" play an integral role in teaching and learning that include assessment practices that teachers adopt (Fang, 1996). Based on their beliefs, teachers adopt various assessment practices, indicating that such practices are not constant, but keep on changing, making it pertinent to study them on continuous basis (McMillan, 2008; Pop ham, 2008).

MacBeath (2008) also identified the importance of effective leadership as part of the school self-assessment process. He states, "In many instances it was the leadership of the principal that

distinguished schools in which self-evaluation and external review were seen more as an opportunity than a threat"

School self-assessment and its Challenges

School self-assessment is very complex that it might be hindered by various impediments that challenge the implementation (Adebayo 2016). These challenges include:" complexity of the program, mobility of teachers and principals, principal's coordination problems (ineffectiveness of leadership) and sustaining commitment, low support from top level officials and lack of involvement of the stakeholders."

School self-assessment and its Process

As Dare stated, the process component of the equality of education relates to many aspects as teacher-pupil interaction in class management and control and daily time-on-task with the class. It also concerns the regularity and punctuality of the teacher in the school for instructional activities. It also includes the intensity of operation which has to do with length of the school day and term, how many days are effectively available for school work in a term.

School self-assessment and Output/Outcomes

Dare also described that the output of educational service which constitutes the immediate evidence of quality is the achievement of students in examinations. For many including parents the performance of students in national level or standardized examinations is enough indication of what quality education has been provided.

School self-assessment and   provided Strategy

The main purpose of the school self-assessment framework strategies is intended to enable schools to improve the overall quality of education they provide as well as to effect improved learner performance,

Is intended to enable schools to improve the overall quality of education they provide as well as to effect improved learner performance, Van Petegem, (2005). This strategy scaffolds learning by narrowing the focus of a lesson to address specific misconceptions or problems identified in Strategy. To be accurate self-assessors, students need a clear vision of the intended learning (Strategy 1), practice with identifying strengths and weaknesses in a variety of examples (Strategy 2), and exposure to feedback that models "self-assessment" thinking: "What have I done well? Where do I need to continue working?" (Strategy 3). This strategy is a proven contributor to increased learning and a necessary part of becoming a self-regulated learner. It is not what we do if we have the time or if we have the "right" students those who can already do it.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter was expected to address those issues related to, the research design, and research method, population, Sample Size and Sampling Technique, source of data, data gathering tools, procedure of data collection. Finally, the systems of pilot testing, data analysis techniques and ethical considerations were discussed in this chapter.

3.2. Research Design

In this study descriptive cross sectional survey design was employed. Descriptive research was considered a method of systematic data collection (Borg & Gall, 2002). The purpose of descriptive cross sectional survey design research was to described specific characteristics of a large group of persons, objects, or institutions (Jaeger, 1988). It was believed that descriptive cross sectional survey design helps to get first-hand information from larger sample size. It also permits the researcher to collect data via different tools such as interviews and questionnaires (Cohen et al, 2007). Besides, the study would be particularly designed to employ cross sectional descriptive survey design, where a snapshot of the current practice, behaviors, attitudes, and opinions of a population were captured (Gay, 2010; Creswell, 2012). Quantitative and qualitative approach was applied, combining quantitative and qualitative methods (Leech & Onwuegbuzie, 2009). Specifically, the researcher was employed a concurrent embedded design where qualitative and quantitative data was simultaneously collected and analyzed to complement each other (Creswell, 2009; Dingyloudi). The researcher was complement the quantitative analyses of survey data with content analysis of qualitative data from principal's interviews. Therefore, descriptive cross sectional survey design was appropriate design to assess the practice of School Self-assessment in Secondary Schools of Ilu Aba Bor Zone as a snapshot.

3.3. Research Method

To realize the specific objectives, the researcher was employed quantitative and qualitative approaches. Because of quantitative to assess the practice of school self-assessment in Secondary Schools of the zone was better understood and enables the researcher to draw generalization for the large population. Qualitative approach was used to achieve the in-depth understandings of

study context and enables the researcher to validate quantitative data (Gay, 2012). The qualitative method was employed to study with the information gained by open ended questions and semi-structured interview.

3.4. Sources of Data

In this study, both primary and secondary data sources was used. A combination of primary and secondary data sources was being integrated to triangulate the outcomes and ensure reliability.

3.4.1. Primary Sources of Data

To achieve the ultimate goal of the study firsthand information was being gathered from principals, Vise principals, Department heads, Unit leader's teachers, supervisors, woreda education office TDP experts, PTSA chairperson and KETB chairperson. They were being included for the reason that they are policy implementers who are directly attached to the task of school self-assessment activity.

3.4.2. Secondary Data Source

The secondary sources of data were being analyzed such as secondary school self-assessment guideline, the last two consecutive years of Ilu aba Bor zone school self-assessment reports (2018-2019), feedback documents were being reviewed and analyzed to support the data gathered from primary sources as well.

3.5. Population, Sample size and sampling techniques

Ilu Aba Bor zone contains 47 government secondary schools over the whole 14 woredas. Some of the woredas in the zone have two secondary schools while some of them have three secondary schools. Among 14 woredas in the zone because of to manage the data simply and limited time 4 woredas were selected by simple random sampling techniques and 8 secondary schools found in the selected woredas automatically be the study participants. Accordingly, there are 45 principals,45 academic vise principals,45 unit leaders, 180 department heads, 894 teachers, 14 supervisors, 14 woredas education office TDP heads, 45 PTSA chairperson and 45 KETB chairman, contains a total population of 1,327. Consequently, in these 4 woredas 8 secondary schools are available and comprises 8 principals, 8 academic vise principals,8 unit leaders,32 department heads, 200 teachers, 4 supervisors, 8 PTSA chairperson and 8 KETB chairman, 4 woredas educational planning expert, contains a total sampling population of 298.

To get the appropriate sample of this study was employed multi-stage sampling technique. The researcher chose this technique as it helps to get more representative sample from geographically scattered participants (Koul, 1984). According to Levy, Yalew Endawok and Limshow among the total population 10-30% can fulfill the sample sizes. As Cohen et al (2007) proposed, cluster sampling techniques is used when the population is large and widely dispersed and gathering a simple random sample poses administrative problems; In connection to this: in the first stage following the zonal educational office Current cluster division, 4 (four) clusters were formed with the criteria of the zone educational office. Then one woreda was taken from each cluster using simple random sampling techniques to obtain 4 (28%) woredas (Bure, Mettu Town, Bilo Nopa and Yayu). Consequently, in the second stage, the sample schools were chosen 8 (100%) secondary schools where 6 schools were taken from the 3 woredas (Bure, Bilo-nopa and Mattu town) using availability sampling method, and 2 schools out of 4 secondary schools from Yayo woreda were added using simple random sampling. In the third stage, 8(100%) principals ,8(100%) academic vise principals, 8 unit leaders ,4(100%)supervisors, 8(100%)PTSA chairpersons, 8 (100%)KETB chairperson, and 4(100%) woreda educational office TDP experts were be selected by using purposive sampling method.

Purposive sampling technique is used when the researcher purposely involves subjects, whom their opinions are relevant to the issue being studied (Creswell, 2003). In addition to this, from 8 secondary schools 32(100%) department heads were selected by employing purposive sampling techniques; similarly, 168 (84%) teachers were selected using simple random sampling techniques that assure a 95% of confidence interval level table by Cohen et al (2007: Generally, this study was encompassed a total number of 248 respondents.

Table 1: **Summery of Sample size and sampling technique**

SUBJECT	TARGET POPULATION	SAMPLE SIZE		SAMPLING TECHNIQUES
		No	%	
Principal	8	8	100	Purposive sampling
Vise principals	8	8	100	Purposive sampling
Unit leaders	8	8	100	Purposive sampling
Department heads	32	32	100	Purposive sampling
Supervisor	4	4	100	Purposive sampling
Teacher	200	168	84	Simple random sampling
Woreda Edu. TDP head	4	4	100	Purposive sampling
PTSA chairperson	8	8	100	Purposive sampling
KETB chairperson	8	8	100	Purposive Sampling
Total	280	248	88.5	

Source: Ilu Aba Bor zone Education Office Annual Report, 2020

3.7. **Data Gathering Tools**

The researcher was decided to use questionnaire, semi-structured interview and document analysis as data gathering tools. It was believed that using such tools was vital to triangulate the data collected and to combine the strengths of each instrument and to minimize their weaknesses; therefore, the data collected is reliable (Dawson, 2002).

3.7.1. Questionnaires

Questionnaire for this study was prepared from the literature review by the researcher and developed under close guidance of advisor and the same questionnaires distributed to teachers and department heads. It was organized into two parts. The first part deals with the general background of the respondents and the second part consist of both close-ended and open-ended question that was be arranged into vital theme in relation with the basic questions of the study. Close-ended questions are quick to complete and straightforward to code, but do not allow

respondents to add any remarks or further explanation. In another way, open-ended questions enable participants to write a free account in their own terms, to explain and qualify their responses and avoid the limitations of preset categories of response, but it was discouraging and time consuming for respondents (Oppenheim et al. in Cohen, 2007). Questionnaire design is relatively easy (Harrison, A., 2007). Beside to this, questionnaires are less expensive, offer greater privacy of respondents, and appropriate for collecting factual information (Kumar, 2005). Cohen (2007) also recommended that, the larger the sample size, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be. Since, the respondents (teachers and department heads) are relatively large in number it is difficult to manage easily and timely. Therefore, the questionnaire was encompassing more of close-ended and few number of open-ended items. These close-ended items incorporated five Likert scales to measure opinions and attitudes of respondents concerning "School Self-Assessment Practices in Secondary   Schools of Ilu Aba Bor Zone". Hence, using Likert scale enables the researcher to measure opinions, attitudes and values (Johnson, R., 2007).

3.7.2. Interview guide

The interview was being conducted with 8 principals. Of different types of interview, semi-structured interview was used in this study. Semi-structured interview permits flexibility in which new questions can be forwarded during the interview session based on the responses of the interviewee, and enables to gather more information that may not be easily held by the questionnaires (Rubin and Rubin, 2005). Moreover, Semi structured interview it is useful for exploring an individual's beliefs, values, understandings, feelings, experiences and perspectives of an issue.

III. Focus Group Discussion

Focus group discussion was conducted with School Self-Assessment Practices. Focus group were vice principals, KETB chairperson, PTSA chairpersons, unit leaders, supervisors and woreda TDP head to secure information concerning their experience of school self-assessment practice. The discussion sessions were conducted in Afan Oromo. And subsequently was translated to English. The number of FGD members involved in each group from sample secondary schools were (8=unit leaders, 8=vise principals,8=PTSA and 8=KTEB, 4=TDP, 4=supervisors based on this6(six) focus group discussion was conducted. These techniques were

employed to obtain qualitative data concerning the various aspects of school self-assessment practice. In addition, this method of data gathering would enable the researcher to generate qualitative data which gives an insight into attitude and perceptions in a social context where people can consider their own views in the context of others and where new ideas can be introduced as it allows observation of group dynamics. In order to maximize the responses which was obtained from focus group, the discussion would be held in a silent environment in which participant feel comfort in order to extract opinions and to share ideas and perceptions through group interaction. The researcher was acted as a facilitators and ask pre-determined open ended questions which the participants expected to answer.

IV. Document analysis

In addition to questionnaire and interview, the researcher was being examined the document as secondary sources of data collection. Consecutively, the document analysis was used to enrich the information about the issue under study. The last two consecutive years (2018-2019) documents consisting of school- self assessment practices, a plans, feedback documents and school- self assessment reports were being reviewed and analyzed to support the data gathered from primary sources as well.

3.8. Data Collection Procedures

To answer the basic research questions, the researcher need to keep a series of data gathering procedures. The expected relevant data was being gathered by using questionnaires, semi structured interviews and document analysis. In doing so, having letter of authorization from Jimma University and Ilu aba Bor zone education office for getting permission; the researcher directly was arrived to 8 sample schools for consent. After making agreement with the concerning participants; the researcher was introducing his objective and purposes. Then the questionnaires were have administered to respondents (teachers and department heads) with in selected schools. Based on the instructions, participants were allowing to give their own answers to each item independently and the data collectors will be closely assist and supervise them to solve any confusion regarding to the instrument. Moreover, the interview also will be conducted after the participants 8 principals. During the process of interview, the researcher was attempt to select free and clam environment to lessen communication barriers that disturb the interviewing process. Finally, the data was being collected through various instruments from multiple sources was be analyzed and interpreted further by keeping the convenient ethical procedures.

3.9. Methods of Data Analysis

The data in this study would be analyzed using both descriptive and inferential statistics. The nature of the data type dictates the researcher's ways of analysis. Primarily, the responses from the questionnaires would be refined and the quantitative data would be imported to Statistical Package for the Social Sciences software (SPSS version 22.0); then data output would be analyzed in both descriptive statistics (in frequency and percentage) would be used for analyzing background data and inferential statistics mean would be analyzed by Mann-Whitney U test. Because of Mann-Whitney U test totally possess the assumption criteria (Cohen et al, 2007: P.592). Before employing Mann-Whitney U test, its assumptions have been checked. The Mann-Whitney U Test actually compares medians. It converts the scores on the continuous variable to ranks, across the two groups. It then evaluates whether the ranks for the two groups differ significantly. As the scores are converted to ranks, the actual distribution of the scores does not matter. Thus, the following assumptions have been checked. First, the dependent variable should be measured on an ordinal scale. Since Mann – Whitney U test uses the rankings of data the data were measured in ordinal scale. For the collected data of this research since responses from teachers and department heads are measured in Likert scale, this assumption has been met. Second, Independent variable should be two independent, categorical variables. Since the responses to each question are received from teachers and department heads independently and can be considered as dichotomous variable, this assumption has been met. Lastly, the observations should be independent. Since there is no participant being in more than one group, this assumption was also met.

Besides, qualitative data would be collected from the semi-structured interview, open ended question of the questionnaire and documents would be analyzed and interpreted qualitatively. Consequently, the hand written notes of interview would be transcribed; categorized and compiled into themes. Likewise, the result of open-ended questions would be transcribed summarized and organized with related category. Finally, quantitative and qualitative data analysis result would be cross checked or triangulated to indicate findings, to make conclusion and to provide recommendations within the frame of the basic questions raised.

3.10. Validity and reliability check

3.10.1. Validity

Checking the validity and reliability of data collecting instruments before providing to the actual study subject are the core to assure the quality of the data (Daniel M., 2004). To be sure of the validity, the advisors and experienced teachers of Burusa secondary school were consulted to give their comment. The participants of the pilot test were also primary   clued up about the objectives and how to fill, assess and give feedback on the significance of the contents, item length, simplicity of items, and details of the questionnaire. Based on their comments, the instruments were improved before they were administered to the major participants of the study to reduce errors. As a result of the pilot test, two irrelevant items were removed; two barrel items were corrected, and many unclear items were- made clear.

3.10.2. Reliability

Thus, pilot testing was conducted in Mettu woreda particularly in Burussa secondary School, where the school is out of the study area and out of sample of the study; consequently, 20 teachers selected to check the reliability of items prior to the final administration of the questionnaires to all respondents. The pilot test was to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information; this would be done through the SPSS computer program. Accordingly, the reliability of the instrument was measured by using Cronbach alpha test. When the reliability coefficients are display between 0.70–0.90, they are generally found to be internally consistent (Cronbach, L. J., 1984). In line with this, the Cronbach's alpha coefficient would be used to determine the internal consistence reliability of the questionnaire

Table 2: Cronbach's alpha reliability coefficient

S.L	Variables	Alpha	No of items
1	Practice of school self-assessment	.867	22
2	Perception of teachers and principals towards school self- assessment	.753	6
3	Strategies have been used to assess the school self-assessment practices	.881	9
4	The challenges that involved in school self-assessment practices	.858	8
	Total	.839	45

3.11. Ethical Consideration

To make the research process professional, ethical consideration was considered. The letter of permission to do this research was obtained from Jimma University research ethical Review Board. The researcher was informing the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introducing in the introduction part of the questionnaires and interview guide to the respondents: and confirm that subject's confidentiality will protect. Confidentiality indicates the researchers' ethical obligation to keep the respondent's identity and responses' private. Urombo (2000) states that a respondent's anonymity is guaranteed when the researcher cannot identify a given response: Confidentiality and anonymity was achieved by not asking participants to write their names on the questionnaires. Research ethics require that respondents are not harmed. Harm to respondents   may include embarrassment, irritation, anger, emotional outburst, stress, loss of self-esteem, sleep deprivation, negative labeling, invasion of privacy and damage to personal dignity Kombo &Tromp (2006). Respondents experience psychological harm if asked to provide information on private and sensitive issues. The participants did not experience harm   because no private and sensitive questions were asked. The researcher avoided research plagiarism by citing all the sources of information used in the study.

CHAPTER FOUR

4.PRESENTATION, ANALYSIS AND INTERPRETATIONOFDATA

INTRODUCTION

This chapter deals with presentation, analysis and interpretation of data obtained from teachers, department heads, principals, vice principals, supervisors, PTSA, KTEB and heads of TDP. The study employed interview for principals and questionnaires for teachers and department heads. Moreover, focus group discussion was employed for unit leaders, PTSA chairpersons, KETB chairperson and woreda TDP head. Besides, additional information was gathered through document analysis. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter.

Therefore, this chapter deals with presentation, analysis and interpretation of the data obtained from the respondents by using several data gathering tools (questionnaire, interview, focus group discussion and document observation) to search for appropriate solutions to the basic questions of the study. This section of the research report was categorized in to two major parts. The first part presents the characteristics of respondents and the second part deals with the analysis and interpretation of the basic theme of the research based on the collected data.

4.1. Response Rate

The next table deals the summary of response rate among the distributed questionnaires to the eight sampled secondary schools of study areas.

Table 3: The summary of Response Rate

No	Name of secondary schools	Distributed Questionnaires		Returned Questionnaires			
				In number		In percent (%)	
		Teachers	Dep. Heads	Teachers	Dep. Heads	Teachers	Dep. Heads
1	Mettu Secondary School	37	4	31	4	83.7	100
2	Mettu Hachalu Hundessa Secondary School	24	4	20	4	83.3	100
3	Bilo Nopha Secondary School	13	4	11	4	84.6	100
4	Bilo Karo Secondary School	16	4	14	4	87.5	100
5	Bure Nikolas Secondary School	21	4	18	4	85.7	100
6	Sibo Secondary School	18	4	15	4	83.3	100
7	Yayo Ayi Diyatia Secondary School	20	4	16	4	80	100
8	Sombo Secondary School	19	4	16	4	84.2	50
	Sub total	168	32	141	32	84	100
	Total	200		173		86.5	

This study intended to collect information through questionnaire from 200 (168 teachers and 32 department heads) respondents. However, out of 168 questionnaires that were administered to the respondents, a total of 173 (86.5%)which means (141 teachers and 32 department Heads) questionnaires were returned during the study. Because of the respondents were too busy by over loading of school works and other problems (27questionnaires were not returned back from teachers). This implies that sufficient number of questionnaire returned to proceed into the data analysis process and to get logical result. Mugenda OM and Mugenda Ag ;(2003) indicate that a response rate of 70% and above is excellent for analysis and reporting

4.2 Demographic Information of the respondents

By describing characteristics of the respondents, it is possible to know some background information about the sample population who participated in the study. The next two paragraphs deal with sex and age of respondents involved in the study and the remaining respondents were interviewed and discussed with focus group discussion. Therefore, the next table and paragraph deals with respondent's characteristics by sex and age

Table 4:Age of respondents, educational level and service year of respondents

		Teacher					Department heads				
		sex of respondents					sex of respondents			frequency	Percent
Information of respondent		M	F	Subtotal	Frequency	Percent	M	F	Sub total		
		Count	Count	Count							
Age of Responders	20-25	10	5	15	15	10.5	16	0	16	16	50
	26-30	70	21	91	91	63.6	11	0	11	11	34.3
	31-40	24	9	33	33	23.1	5	0	5	5	15.6
	41-50	1	0	1	1	.7					
	51-and above	1	0	1	1	.7					
	Total	106	35	141	141	98.7	32	0	32	32	100
	Diploma	7	0	7	7	4.9					
	Degree	84	32	116	116	81.1	23	0	23	23	71.8
	Masters	15	3	18	18	12.6	9	0	9	9	28.1
	Total	106	35	141	141	98.6	32	0	32	32	100
service year of respondents	1-5	47	9	56	56	39.2	3	0	2	2	6.25
	6-15	43	20	63	63	44.1	7	0	8	8	25
	16-25	12	3	15	15	10.5	2	0	2	2	6.24
	26-35	4	3	7	7	4.9	1	0	12	12	37.5
	Total	106	35	141	141	98.7	32	0	32	32	100

As can be seen from table 4 in relation to sex distribution of teachers, 106 (75%) of them were males and 35 (25%) females. This indicates that the majority of the teachers in the selected secondary schools of Ilu Aba Bor zone are males. The number of female teachers is also in encouraging state. However, there are 32 (100%) males of department heads were serving as department heads; it is advisable to work on issue to bring females to participate in school department heads position. In addition, all of 8(100%) principals,8(100%) vise principals and8(100%) unit leaders and 4(100%) supervisors are serving on principal, vise principals and unit leaders and supervisory position at CRC level. From the above finding researcher percept that, all position was dominated by males. This also implies that female teachers do not get a chance to be in leadership position. Instance, Emebet (2003), MOE (2005), witnessed that participation of females in education had been low resulting in their lower rate of employment which could be due to serous economic deprivations, unreasonable load of house, hard chores, etc. it is advisable to work on issue to bring females to participate in school leadership.

When looking at age structure,15 (10%) of teachers were found between 20-25 years; 126(90%) of teachers were above25 years old. This shows that majority of teachers are found above the age of 25. On the basis of department head age distribution, 16(50%), were found 20-25years,16(50%) were found above 26 years old. On the basis of supervisors age distribution, 2(50%) and 2(50%) were found under the age category of 36-40 and above 40 years respectively, From the above age frequency distribution of the respondents, except negligible amount of respondents are their age matured enough to respond to the question properly.

As to educational background of respondents, majority of 116(82.2%) teachers, 2(75%) department heads, 2 (25%) principals,1(25%) of supervisors, 4 (100%) WEO TDP experts and 8unit leaders (100%) were first degree holders and 3(75%)supervisors, 18(12%) teachers were master's holders and 4(50%)first degree holders in EDPM. And 8(100%)PTSA and 8(100%) KETB have certificate. According to MOE (2007) the appropriate educational level of standard for teachers in secondary schools (9-12) were holding degree and above from University. As shown in the table 5(4%) of teachers were diploma, so this calls for special attention to enhance those teachers according to standard for the better improvement of teaching and learning.

Regarding the work experience of respondents, majority of ,115(75%) of teacher respondents have served 11years. Regarding to Woreda education TDP and secondary school supervisors 4 (100%)above 26 years and 4 (100%) have served for 21-25 years. The work experience of

secondary school's principals has served 4(50%) 16-20 years   and 4(50) 21-25 years and the service of department heads were 13(41%) 11-15 years,9(28%) 16-20 years and 8(25)21-25 years, which makes them better respondent since they had better experience in the teaching profession. This shows that they had better responsibility and understanding to give relevant information for the issue under study.

4.3. The Implementation of school self-assessment practices

This part deals with the items related to the implementation of school self-assessment practices by Ilu Abba Bora secondary schools. School self-assessment is defined by Schildkamp (2007) as a procedure involving systematic information gathering initiated by the school itself and intended to evaluate the functioning of the school and the attainment of its educational goals for purposes of supporting decision-making and learning and for fostering school improvement as a whole. School self-assessment is a means of recognizing the quality of provisions made by a school and from this early identification, formulating actions to improve provision and outcomes. Each item is analyzed based on the data obtained through questionnaires responded by teachers, department head and further backed by the data obtained from interview, focus group and document analysis. Therefore, all items are interpreted and displayed in table.

*Table 5:*Issue related to the implementation of school self-assessment practice .

No	Items	Partici pants	Response					Mean Rank	Z	P-Value
			SA	A	U	D	SD			
1	There is school self-assessment practice in our school	T=141	54	53	2	15	17	86.96	-0.23	0.982
			38.3%	37.6%	1.4%	10.6%	12.1%			
		D=32	12	12	1	4	3	87.17		
			37.5%	37.5%	3.1%	12.5%	9.4%			
2	School self- assessment committee recognizes school self- assessment activities as time consuming and difficult	T	14	16	98	6	7	87.23	-0.153	0.878
			9.9%	11.3%	69.5%	4.3%	5.0%			
		D	4	6	16	4	2	85.97		
			12.5%	18.8%	50.0%	12.5%	6.3%			
3	There is lack of a guidelines for school self- assessment in the school	T	9	11	2	58	61	88.27	-0.759	0.448
			6.4%	7.8%	1.4%	41.1%	43.3%			
		D	1	2	1	18	10	81.42		
			3.1%	6.3%	3.1%	56.3%	31.3%			

Note: SA (strongly agree) =1, A(Agree)=2, U(Undecided)=3, D(Disagree)=4, SD(strongly disagree) =5, U = Mann-Whitney test Value and P= significant Value,, r-effect size, Z-value

Concerning item 1 of table 5, the respondents were raised to their agreement on the availability of school self-assessment in the school. Accordingly, majority of teachers107(75.9%) and 24(75%) of department heads agreed that there was school self-assessment. In light of this, that the mean rank difference between teachers and department heads (MR= 86.96,87.17 respectively) is low. Beside to this the computed Mann-Whitney Test (U= 2250.5, P=0.98, Z=-0.23 and r=.01) of the significance level of 0.05 showed that, there is no statistically significance difference and very small effect size between teachers and department heads view.This implies that there was no difference among teachers and department heads on establishment of school self-assessment. The qualitative data gathered through interview from school principals on this issue similarly indicated that, school self-assessment did not continuously encourage and facilitate school self- assessment, but sometimes perform the activities. On relation to this, one of the interviewer state that

> "*School self-assessment is done in every year but, the problem is that faced in each year is not improve in the coming year or next year. (prin(01,1,10/5/2021*

Additionally, the information gathered from the focus group discussion shows that there was their agreement on the establishment of school self-assessment in their respected school. Moreover, as the information obtained from (2019-2020) academic year documents, such as school self-assessment documents in each secondary school confirms that there was establishment of school self-assessment in their school.

In supporting this, as noted in the literature, in particular, school self-assessment refers to the process where learners reflect and monitor their own work and/or its products, and it includes both the description, i.e., the characteristics of their work and the evaluation, i.e., how good their work is (Brown et al, 2015).

In item 2 of table 5, the respondents were asked to show their agreement on whether or not the school self-assess committee identifies focus areas that will be assessed. Accordingly, majority of teachers98(69.5%) and 16(50%) of department heads replied undecided on identifying focus areas that will be assessed by school self-assessment committee. In light of this, the mean rank difference between teachers and department heads (MR= 87.23, 85.97respectively) is low.

Beside to this the computed Mann-Whitney Test (U= 2223, P=0.87, Z= -0.15 and r=.01) of the significance level of 0.05 showed that, there is no statistically significance difference and very small effect size between teachers and department heads view. This implies that school community are not aware of school self-assessment and there are no trends of assessing self-performance by identifying principal's areas which schools need to focus on. Furthermore, the response of interview held with the information obtained from school principals, majority of them replied that school self-assess committee were not identifying focus areas that will be assessed. Moreover, as the information obtained and observed from documents by, such as school self-assessment documents in each secondary school confirms that school self-assess committee were not identifying focus areas that will be assessed.

As both the qualitative and quantitative data conclude that, large number of secondary schools of Ilu Aba bora zone school self-assessment committee were not identifies focus areas that will be assessed.

In item 3 of table 5, the respondents were asked to indicate their agreement on school self-assessment committee identifies areas in need of development that should be taken to bring about improvements in secondary schools. Accordingly, majority of teachers 119(84.4%) and 28(87.6%) of department heads replied that disagree, on the issue raised. In light of this, the mean rank difference between teachers and department heads (MR= 87.23, 85.988.27 ,81.42) respectively) is low. Beside to this the computed Mann-Whitney Test (U= 2077.5, P=0.448, Z=0.79, r=0.06) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This implies, school self-assessment committee were not identifying areas in need of development that should be taken to bring about improvements in secondary schools. On the other hand, from the interview held with the information obtained from school principals more of the respondents replied that, school self- assessment committee were not identifies areas in need of development that should be taken to bring about improvements. But one interviewer responds that: -

> *"there are self-assessment committee but it did not include all concerned bodies as stated in blue print. And school community knows the general view of self-assessment but it is not deep, it is functional but is not practiced as expected by the blue print, it is practiced only during self-assessment process (during data collection). (pri01, 1,15/5/2021)"*

Additionally, majority of the information gathered from the focus group discussion shows that school self- assessment committee were not identifies areas in need of development that should be taken to bring about improvements.

Generally, as both the qualitative and quantitative data revealed that, large number of secondary schools of Ilu Aba Bora zone school self-assessment committee were not identifies areas in need of development that should be taken to bring about improvements in secondary schools.

In supporting this, as noted in the literature, Quinn, (2012) also suggested that, school self-assessment process is best described as a series of six steps. According to him, schools and teachers will already be familiar with many of these steps from their experience of school development planning (SDP)

Table 6:Issues related to gathering evidence for school self– assessment

No	Items	Partici pants	Response					Mean Rank	Z	P-Va lu e
			SA	A	U	D	SD			
4	School self- assessment committee breaks down the plan how it will be implemented and resourced.	T	29	25	1	45	41	86.79	-0.122	0.903
			20.6%	17.7%	0.7%	31.9%	29.1%			
		D	6	5	1	11	9	87.94		
			18.8%	15.6%	3.1%	34.4%	28.1%			
5	School self- assessment committee assigned the person or team who will implement the action and report back on progress.	T	23	24	2	47	45	84.74	-1.301	0.193
			16.3%	17.0%	1.4%	33.3%	31.9%			
		D	4	2	1	12	13	96.95		
			12.5%	6.3%	3.1%	37.5%	40.6%			
6	School self- assessment committee set the time frame for completing the action)	T	3	8	3	60	67	90.65	-2.196	0.028
			2.1%	5.7%	2.1%	42.6%	47.5%			
		D	5	5	1	9	12	70.91		
			15.6%	15.6%	3.1%	28.1%	37.5%			

Note: SA (strongly agree) =1, A(Agree)=2, U(Undecided)=3, D(Disagree)=4, SD(strongly disagree) =5, U = Mann-Whitney test Value and P= significant Value, , r-effect size, Z-value

With regard to item 4 of table 6, the respondents were asked to show their agreement level on issues related to gathering evidence for school self–assessment implementation. Accordingly, majority number ofteachers111 (78.7%) and 19(58.4%) of department heads replied that agree. In light of this, the mean rank difference between teachers and department heads (MR= 84.21, 99.31)

respectively) is low. Beside to this the computed Mann-Whitney Test (U= 1862, P=0.103, Z=1.6, R=0.12) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This implies, data were gathered, but school self- assessment commute use for report only.

This can be cross checked by the data obtained from interview that indicated, school self–assessment committee were not gathering evidence adequately for school self–assessment implementation. In addition, the information collected from focus group discussion, revealed that, no one evidence data's that shows about school self– assessment implementation.

Generally, as both the qualitative and quantitative data revealed that, school self– assessment committee were not gathering evidence adequately for school self– assessment implementation in Ilu Aba bora zone secondary schools.

As can be indicated in item 5 of table 6, respondents were asked to respond regarding on whether or not data gathered for school self – assessment using school different files and documents through observation replied that, majority, of teachers 69 (49.9%) and 14 (43.7%) of department heads replied that disagree. In light of this, the mean rank difference between teachers and department heads (MR= 87.99, 82.64) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2116, P=0.32, Z=0.5, r=0.04) of the significance level of 0.05 showed that, there is no statistically significance difference and medium effect size between teachers and department heads view. This indicate, school self – assessment committee were not gathered data from school different files and documents through observation for school self-assessment. Concerning the above issue the information obtained from school documents by observation indicates that, school self-assessment committee did not gather enough data for school self-assessment.

 According to the above all information, as both the qualitative and quantitative data revealed large number of secondary schools of Ilu Aba Bora zone were not gathering adequately different files and documents through observation for school self– assessment implementation.

As can be observed in table 6, of item 6, respondents were posed whether data gathered for examine trends, to see how performance has changed over time. To this point, majority, of teachers 72 (51.1%) and 12 (37.4%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 85.4, 94.27) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2023, P=0.32, Z=0.09, r=0.01) of

the significance level of 0.05 showed that, there is no statistically significance difference and very small effect size between teachers and department heads view. This implies data goatherds were not for examine trends and not to see how performance has changed over time. Concerning the above issue interview held with the information obtained from school principals school self-assessment committee were not gathered data for examine trends, to see how performance has changed over time.

Generally, as both the qualitative and quantitative data revealed that, large number of secondary schools of Ilu Aba Bora zone were not gathered data for examine trends, to see how performance has changed over time.

In supporting this, as noted in the literature, the evidence in support of the validity of self-assessment is mainly based on studies of the agreement of student self-assessments with teacher appraisals of the same work. Correlations tend to be moderately positive with considerable variation among individual studies. (see reviews by Boud and Falchikov 1989; S. Ross 1998.)

Table 7: Issues Related identifying strengths of school-self assessment practice

No	Items	Participants	Response					Mean Rank	Z	P-Value
			SA	A	U	D	SD			
7	School assessment committee determines and confirms the strengths they identify in the aspects of practice being evaluated	T	6	7	4	61	63	88.05	-0.632	0.528
			4.3%	5.0%	2.8%	43.3%	44.7%			
		D	3	3	1	11	14	82.38		
			9.4%	9.4%	3.1%	34.4%	43.8%			
8	School assessment committee admits the areas that should be prioritized for improvement	T	22	26	3	48	42	85.29	-0.981	0.327
			15.6%	18.4%	2.1%	34.0%	29.8%			
		D	3	5	2	10	12	94.53		
			9.4%	15.6%	6.3%	31.3%	37.5%			
9	School assessment committee develop areas of practice from 'effective' to 'highly effective', where relevant school improvement	T	3	3	7	63	65	87.29	-0.177	0.86
			2.1%	2.1%	5.0%	44.7%	46.1%			
		D	1	3	2	10	16	85.72		
			3.1%	9.4%	6.3%	31.3%	50.0%			
10	School assessment committee analyze outcomes for individuals and groups of students as they move from one year level to the next	T	2	4	2	64	69	86.48	-0.325	0.746
			1.4%	2.8%	1.4%	45.4%	48.9%			
		D	2	1	1	10	18	98.31		
			6.3%	3.1%	3.1%	31.3%	56.3%			

Note: SA (strongly agree) =1, A(Agree)=2, U(Undecided)=3, D(Disagree)=4, SD(strongly disagree) =5, U = Mann-Whitney test Value and P= significant Value, , r-effect size, Z-value

As can be observed in table 7 of item 7, respondents were posed whether school assessment committee determines and confirms the strengths they identify in the aspects of practice being evaluated. To this point, majority of teachers 123 (88%) and 25(77.9%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 88.5, 82.38) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2108, P=0.528, Z=0.6, r=0.04) of the significance level of 0.05 showed that, there is no statistically significance difference and medium effect size between teachers and department heads view. This implies committee were not determining and confirms the strengths they identify in the aspects of practice being evaluated. In addition, the response of interview collected from school principals revealed that, school assessment committee were not determining and confirms the strengths they identify in the aspects of practice being evaluated. Furthermore, the information collected from respondents by focus group discussion, majority of secondary schools did not determine and confirms adequately the strengths they identify in the aspects of practice being evaluated.

Therefore, from the above findings, one may conclude that secondary school of Ilu Aba Bora zone were not determining and confirms the strengths they identify in the aspects of practice being evaluated.

As mentioned in item 8 of table 7, respondents were asked to respond regarding on whether school assessment committee admits the areas that should be prioritized for improvement replied that, majority of teachers 90 (63%) and 22(68.8%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 85.29, 94.53) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2015, P=0.327, Z=0.9, r=0.06) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This indicate, school assessment committee were not admitting the areas that should be prioritized for improvement of school.

Moreover, the information obtained from school principals by interview revealed that, school assessment committee were not admitting properly the areas that should be prioritized for

improvement. In addition to the above results, the data gathered from school documents school assessment committee were not admitting properly the areas that should be prioritized for improvement.

Generally, as both the qualitative and quantitative data revealed that Ilu Aba Bora zone secondary schools were not admitting properly the areas that should be prioritized for improvement.

Of item 9 table 7, respondents were asked regarding on whether the school self-assessment committee develop areas of practice from 'effective' to 'highly effective', where relevant school improvement replied that, majority number of teachers 128 (100.8%) and 26(81.3%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 87.29, 85.72) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2215, P=0.86, Z=0.1,r=0.07) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This implies that school self-assessment committee were not develop areas of practice from 'effective' to 'highly effective', where relevant school improvement. In addition to the above result, the information obtained from school principals through interview, replied that school self-assessment committee were not developing areas of practice from 'effective' to 'highly effective', where relevant school improvement. Further mover, the data gathered by discussion from focus group respondents indicated that, majority of secondary schools were not developing areas of practice from 'effective' to 'highly effective', where relevant school improvement.

According to both the qualitative and quantitative data revealed, in Ilu Aba Bora secondary school self-assessment committee were not developing areas of practice from 'effective' to 'highly effective', where relevant school improvement.

Of item 10table 7, respondents were asked regarding on whether the school self- assessment committee analyze outcomes for individuals and groups of students as they move from one-year level to the next replied that. Majority number of teachers 131 (94.3%) and 28(87.4%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 86.46, 89.31) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2182, P=0.746, Z=0.3, r=0.02) of the significance level of

0.05 showed that, there is no statistically significance difference and small effect size between teachers and department heads view. This indicate that, school self- assessment committee were not analyzing outcomes of students per year. In addition, the data gathered from student's result roster from (2019-2020) indicated that, school self-assessment committee were not analyzing properly outcomes for individuals and groups of students as they move from one-year level to the next.

Moreover, the information gathered from school principals through interview recognized that, school self-assessment committee were not analyzing properly outcomes for individuals and groups of students as they move from one-year level to the next.

In general, as both the qualitative and quantitative data revealed from the above analysis, Ilu Aba Bora zone secondary school self-assessment committee were not analyzing properly outcomes for individuals and groups of students as they move from one-year level to the next.

In supporting this, as noted in the literature, Quinn, (2012) confirmed that, when evidence has been gathered, schools will need to decide how to record and analyze the information. Step 2 involves analyzing the information gathered, and in light of the school's context, benchmarking this against standards for the aspect(s) of practice being evaluated.

Table 8: Issues Related to Writing report Improvement

No	Items	Participants	Response					Mean Rank	Z	P-Value
			SA	A	U	D	SD			
11	School self-assessment committee shared and reflected evaluation report amongst teachers	T	11	9	12	52	57	84.93	-1.224	0.221
			7.8%	6.4%	8.5%	36.9%	40.4%			
		D	2	1	1	12	16	96.14		
			6.3%	3.1%	3.1%	37.5%	50.0%			
12	School self-assessment committee shared and reflected evaluation report amongst management	T	17	16	15	48	45	84.28	-1.565	0.118
			12.1%	11.3%	10.6%	34.0%	31.9%			
		D	3	2	1	12	14	98.97		
			9.4%	6.3%	3.1%	37.5%	43.8%			
13	School self-assessment committee report to the school community about the strengths in the work of the school and its priorities for improvement and development.	T	21	27	3	49	41	83.38	-2.087	0.037
			14.9%	19.1%	2.1%	34.8%	29.1%			
		D	2	3	1	12	14	102.97		
			6.3%	9.4%	3.1%	37.5%	43.8%			

Note: SA (strongly agree) =1, A(Agree)=2, U(Undecided)=3, D(Disagree)=4, SD(strongly disagree) =5, U = Mann-Whitney test Value and P= significant Value, r-effect size, Z-value

As can be indicated in item 11 of table 8, respondents were asked to respond regarding on whether or not school self-assessment committee shared and reflected evaluation report amongst teachers replied that, majority of teachers 108 (77.3%) and 28(87.5%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 84.39, 96.14) respectively is low. Beside to this the computed Mann-Whitney Test (U= 1963.5, P=0.221, Z=1.2,r=0.09) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This indicate that stockholder and concerning bodies of the school were not knowing the standards of the school. On the other hand, the data gathered through interview from school principals indicated that, School self-assessment committee were not shared and reflected evaluation report amongst teachers. Moreover, the data gathered from school annual and end semester evaluation reports (2019-2020) indicated that, school self-assessment committee were not shared and reflected evaluation report amongst teachers.

Generally, as both the qualitative and quantitative data revealed in Ilu Aba Bora zone secondary school self-assessment committee were not shared and reflected evaluation report amongst teachers.

As can be indicated in item 12 of table 8, respondents were asked to respond regarding on whether or not school self-assessment committee shared and reflected evaluation report amongst management, replied that, majority number of teachers 93 (65.9%) and 26(80.9%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 84.28, 98.97) respectively is low. Beside to this the computed Mann-Whitney Test (U= 1873, P=0.118, Z=1.5, r=0.1) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This implies the management of the schools were not give rank or standard for the school. Moreover, the data gathered by observation from school annual and end semester evaluation reports (2019-2020) documents indicated that, school self-assessment committee were not shared and reflected evaluation report amongst management. Furthermore, the data gathered by discussion from focus group respondents indicated that, majority of

secondary school's school self-assessment committee were not shared and reflected evaluation report amongst management.

Generally, as both the qualitative and quantitative data revealed in item 12 of table8school self-assessment committee of Ilu Aba Bora zone secondary school were not   shared and reflected evaluation report **a**mongst management.

As shown in the same table 8, item 13, respondents were asked to respond regarding on whether or not school self-assessment committee report to the school community about the strengths in the work of the school and its priorities for improvement and development. replied that, majority of teachers 90 (64%) and 26(81.3%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 84.28, 98.97) respectively is low. Beside to this the computed Mann-Whitney Test (U= 1873, P=0.118, Z=2.05, r=0.1) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This indicate that school community were not knowing about the strengths in the work of the school and its priorities for improvement and development.

In addition to this, the data gathered by observation from school annual and end semester evaluation reports (2019-2020) documents indicated that, school self-assessment committee were not shared and reflected evaluation report to the school community. Furthermore, the data gathered by discussion from focus group respondents indicated that, majority of secondary school self-assessment committee were not shared and reflected evaluation report to the school community.

Generally, as both the qualitative and quantitative data revealed, Ilu Aba Bora secondary school self-assessment committee were not accurately report to the school community about the strengths in the work of the school and its priorities for improvement and development.

In supporting this, as noted in the literature, Quinn, (2012) also added that, the school self-evaluation report provides a basis for discussion and reflection amongst teachers, management and others in relation to the work of the school. It may be used by boards of management as an important information source in reporting to parents on the work of the school. It will provide a basis upon which school improvement targets can be developed and a school improvement plan agreed.

Table 9: Issues Related Developing a school self- assessment planning

No	Items	Partici pants	Response					Mean Rank	Z	P-Value
			SA	A	U	D	SD			
14	School self-assessment committee set specific targets of school self-assessment planning as the starting point of action for improvement.	T	26	25	2	47	41	84.63	-1.356	0.175
			18.4%	17.7%	1.4%	33.3%	29.1%			
		D	4	4	1	10	13	97.42		
			12.5%	12.5%	3.1%	31.3%	40.6%			
15	School self-assessment committee prepared specific, measurable, attainable, and realistic and time bound (SMART) targets of plan to bring about improvement	T	11	11	2	59	58	88.85	-1.093	0.275
			7.8%	7.8%	1.4%	41.8%	41.1%			
		D	5	4	1	10	12	78.86		
			15.6%	12.5%	3.1%	31.3%	37.5%			
16	School self-assessment committee assisting in the identification of key risks and mitigation strategies	T	29	25	2	43	42	86.15	-0.487	0.626
			20.6%	17.7%	1.4%	30.5%	29.8%			
		D	7	3	1	10	11	90.75		
			21.9%	9.4%	3.1%	31.3%	34.4%			

Note: SA (strongly agree) =1, A(Agree)=2, U(Undecided)=3, D(Disagree)=4, SD(strongly disagree) =5, U = Mann-Whitney test Value and P= significant Value, , r-effect size, Z-value

As can be indicated in item 14 of table 9 respondents were asked to respond regarding on whether or not school self-assessment committee set specific targets of school self-assessment planning as the starting point of action for improvement replied that, majority number of teachers 88 (62.4%) and 24(71.9%) of department heads replied that strongly dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 84.63, 97.42) respectively is low. Beside to this the computed Mann-Whitney Test (U= 1922.5, P=0.175, Z=-1.356 and r=0.1) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This implies that, school self-assessment committee were not set specific targets of school self-assessment planning. In addition to this, the data gathered from school principals through interview, school self-assessment committee were not set specific targets of school self-assessment planning as the starting point of action for improvement. Moreover, the data gathered by observation from school annual plan reports (2019-2020) documents indicated that, school

self-assessment committee did not set specific targets of school self- assessment planning as the starting point of action for improvement.

The finding of the study revealed that, IluAba Bora zone secondary school self-assessment committee were not properly set specific targets of school self- assessment planning as the starting point of action for improvement.

As can be indicated in item 15 of table 9, respondents were asked to respond regarding on whether or not school self-assessment committee prepared specific, measurable, attainable, and realistic and time bound (SMART) targets of plan to bring about improvement replied that, majority of teachers 117 (82.9%) and 22(68.8%) of department heads replied that strongly dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 88.85, 78.86) respectively is low. Beside to this the computed Mann-Whitney Test (U= 1995.5, P=0.275,Z=-1.093 and r=.08) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view This implies that, self-assessment committee were not prepared specific, measurable, attainable, and realistic and time bound (SMART) plan for improvement. Besides to this, the data gathered from school principals through interview, school self-assessment committee were not prepared specific, measurable, attainable, and realistic and time bound (SMART) targets of plan to bring about improvement. Moreover, the data gathered by observation from (2019-2020) school annual plan documents indicated that, school self-assessment committee did not set specific targets of school self- assessment planning as the starting point of action for improvement.

Generally, as both the qualitative and quantitative data revealed that, Ilu Aba Bora zone secondary school self-assessment committee were not prepared specific, measurable, attainable, and realistic and time bound (SMART) targets of plan to bring about improvement.

As shown in the same table9, item 16, respondents were asked to respond regarding on whether or not school self-assessment committee assisting in the identification of key risks and mitigation strategies replied that majority of teachers 85 (60.3%) and 21(65.7%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 86.15, 90.75) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2136, P=0.626, -0.487 and r=.03) of the significance level of 0.05 showed that, there is no statistically significance difference and small effect size between teachers and department heads

view. This indicate that, school self-assessment committee were not assisting in the identification of key risks and mitigation strategies. In addition to this, the data gathered from respondents through interview, school self-assessment committee were not assisting properly in the identification of key risks and mitigation strategies. Furthermore, the data gathered by observation from (2019-2020) school annual plan documents indicated that, school self-assessment committee were not assisting properly in the identification of key risks and mitigation strategies.

According to table 9 item 16, from the above analysis one we conclude that, Ilu Aba Bora zone secondary school self-assessment committee were not assisting properly in the identification of key risks and mitigation strategies.

In supporting this, as noted in the literature, School self-evaluation should result in action. The setting of specific targets is the starting point of action for improvement. Having formed a judgment based on the relevant information or evidence, a school will be in a position to decide on specific, measurable, attainable, realistic and time bound (SMART) targets to bring about improvement. This is an important step in determining the actions that need to be taken, Quinn, (2012).

Table 10: *Issues Related to Implementing and monitoring*

No	Items	Partici pants	Response					Mean Rank	Z	P-Value
			SA	A	U	D	SD			
17	School self- assessment committee breaks down the plan how it will be implemented and resourced.	T	29	25	1	45	41	86.79	-0.122	0.903
			20.6%	17.7%	0.7%	31.9%	29.1%			
		D	6	5	1	11	9	87.94		
			18.8%	15.6%	3.1%	34.4%	28.1%			
18	School self- assessment committee assigned the person or team who will implement the action and report back on progress.	T	23	24	2	47	45	84.74	-1.301	0.193
			16.3%	17.0%	1.4%	33.3%	31.9%			
		D	4	2	1	12	13	96.95		
			12.5%	6.3%	3.1%	37.5%	40.6%			
19	School self- assessment committee set the time frame for completing the action)	T	3	8	3	60	67	90.65	-2.196	0.028
			2.1%	5.7%	2.1%	42.6%	47.5%			
		D	5	5	1	9	12	70.91		
			15.6%	15.6%	3.1%	28.1%	37.5%			

Note: SA (strongly agree) =1, A(Agree)=2, U(Undecided)=3, D(Disagree)=4, SD(strongly disagree) =5, U = Mann-Whitney test Value and P= significant Value, , r-effect size, Z-value

As can be indicated in item 17 of table 10, respondents were asked to respond regarding on whether or not school self-assessment committee breaks down the plan how it will be implemented and resourced replied that, majority number of teachers 86 (61. %) and 20(62.5%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 86.7,87.94) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2226, P=0.903, Z=-0.122 and r=0.01) of the significance level of 0.05 showed that, there is no statistically significance difference and small effect size between teachers and department heads view. This implies that, school self-assessment committee were not breaks down the plan how it will be implemented and resourced .In addition to this, the data gathered from school principals through interview, school self- assessment committee were not breaks down the plan how it will be implemented and resourced. Furthermore, the data gathered by discussion from focus groups respondents indicated that, school self- assessment committee were not breaks down the plan how it will be implemented and resourced.

The finding of the study revealed that, Ilu Aba Bora zone secondary school self-assessment committee were not breaks down the plan how it will be implemented and resourced.

As can be indicated in item 18 of table 10, respondents were asked to respond regarding on whether or not school self-assessment committee assigned the person or team who will implement the action and report back on progress replied that, majority of teachers 92 (65.2%) and 25(78.1%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 84.74, 96.95) respectively is low. Beside to this the computed Mann-Whitney Test (U= 1937.500, P=0.193,z =-1.301 and r=0.09) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This indicate that school self-assessment committee did not assigned the person or team who will implement the action and report back on progress. Like as the above analysis, the data gathered from school principals through interview indicated that, school self- assessment committee not assigned the person or team who will implement the action and report back on progress. In addition, the data gathered

by discussion from focus group respondents indicated that, majority of secondary school's self-assessment committee were not assigned the person or team who will implement the action and report back on progress.

The finding of the study revealed that, as item 18 of table 10, Ilu Aba Bora zone secondary school self-assessment committee were not assigned the person or team who will implement the action and report back on progress.

As shown in the same table, item 19of table 10, respondents were asked to respond regarding on whether or not school self-assessment committee set the time frame for completing the action replied that majority of teachers 114 (80.1%) and 26(81.3%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 86.91,87.41) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2243, P=0.956, Z=-2.196 and r=0.1) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This implies that, school self-assessment committee did not set the time frame for completing the action. According to the qualitative analysis, the data gathered from school principals through interview indicated that, school self- assessment committee not set the time frame for completing the action. Moreover, the data gathered by discussion from focus group respondents indicated that, majority of secondary school's self-assessment committee were not set the time frame for completing the action.

Generally, as both the qualitative and quantitative data revealed that, Ilu Aba Bora zone secondary school self-assessment committee were not set the time frame for completing the action

Table 11: Issues Related to Implementing and monitoring

No	Items	Participants	Response					Mean Rank	Z	P-Value
			SA	A	U	D	SD			
20	During implementation, school self- assessment committee monitors and evaluates the impact on student learning.	T	25	24	2	45	45	87.18	-0.106	0.916
			17.7%	17.0%	1.4%	31.9%	31.9%			
		D	6	5	1	10	10	86.19		
			18.8%	15.6%	3.1%	31.3%	31.3%			
21	School self– assessment is done once in a year in the school	T	23	24	1	47	46	85.39	-0.925	0.355
			16.3%	17.0%	0.7%	33.3%	32.6%			
		D	4	4	1	10	13	94.08		
			12.5%	12.5%	3.1%	31.3%	40.6%			
22	School self- assessment committee take actions that should be taken to bring about improvements in those areas	T	6	7	7	56	65	89.91	-1.737	0.082
			4.3%	5.0%	5.0%	39.7%	46.1%			
		D	6	3	1	10	12	74.16		
			18.8%	9.4%	3.1%	31.3%	37.5%			

Note: SA (strongly agree) =1, A(Agree)=2, U(Undecided)=3, D(Disagree)=4, SD (strongly disagree) =5, U = Mann-Whitney test Value and P= significant Value,, r-effect size, Z-value

As can be indicated in item 20 of table 11, respondents were asked to respond regarding on whether or not school self-assessment committee monitors and evaluates the impact on student learning replied that, majority of teachers 90 (63.8%) and 20(62.6%) of department heads replied dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 87.18, 86.19) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2230, P=0.916, z=-0.106 and r=0,01) of the significance level of 0.05 showed that, there is no statistically significance difference and small size effect between teachers and department heads view. This implies that, school self-assessment committee did not monitor and evaluates the impact on student learning. Qualitatively, the data gathered from school principals through interview shows, school self- assessment committee were not monitors and evaluates the impact on student learning. Additionally, the data gathered by discussion from focus group respondents indicated that, majority of secondary school's self-assessment committee were not monitors and evaluates the impact on student learning.

The finding of the study revealed that, Ilu Aba Bora zone secondary school self-assessment committee were not monitors and evaluates properly the impact on student learning.

As can be indicated in item 21 of table 11, respondents were asked to respond regarding on whether or not school self–assessment is done once in a year in the school replied that, majority number of teachers 93 (65.9%) and 23(71.9 %) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 85.39, 94.08) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2029, P=0.355, Z=-0.925 and r=0.07) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This indicate that, school self–assessment is done once in a year in the school some times. Besides to this, the data gathered from respondents through interview shows, school self- assessment committee were not done assessment once in a year in the school. Furthermore, the data gathered by discussion from focus group respondents indicated that, majority of secondary school's self-assessment committee were not done assessment once in a year in the school.

Generally, as both the qualitative and quantitative data revealed that, Ilu Aba Bora zone secondary school self-assessment committee were not done assessment once in a year in the school as standard.

As mentioned in the same table, item 22of table 11, respondents were asked to respond regarding on whether or not school self- assessment committee take actions that should be taken to bring about improvements in those areas, replied that, majority of teachers 121 (85.8%) and 22(68.8%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 89.91, 74.16) respectively is low. Beside to this the computed Mann-Whitney Test (U= 1845, P=0.082, z=-1.737 and r=0.1) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This implies that, school self- assessment committee did not take actions for bringing improvements school. Moreover, the data gathered from school principals through interview shows, school self- assessment committee were not take actions that should be taken to bring about improvements in those areas. Additionally, the information gathered by discussion from focus groups respondents revealed that, school self-assessment committee were not take actions that should be taken to bring about improvements in those areas.

The finding of the study revealed that, Ilu Aba Bora zone secondary school self-assessment committee were not take actions that should be taken to bring about improvements in those areas.

In supporting this, as noted in the literature (Quinn .TD, 2012). Suggested that, Implementing and monitoring, is vital if the SSA process is to bring about improvement. It is only when the actions in the improvement plan are implemented that the work of the school can improve. All relevant school personnel should be aware of the actions to be implemented at individual teacher, class, or whole-school level. These actions should become part of the normal teaching and learning process.

4.4.2: The teachers and principal's perception towards school self-assessment practices in secondary school

This section is devoted to the presentation of the teachers and principal's attitudes towards school self-assessment practices in secondary school activities. MacBeath (2008) also identified the importance of effective leadership as part of the school self-assessment process. The attitudes were learned from the responses provided to items as was displayed in the table.

Table 12: *Issues related to teachers and* principal's perceptions *towards school self-assessment*

No	Items	Partici pants	Response					Mean Rank	Z	P-Va lu e
			SA	A	U	D	SD			
1	Teachers participate actively in school self- assessment .	T	22	21	2	50	46	88.27	-0.728	0.467
			15.6%	14.9%	1.4%	35.5%	32.6%			
		D	6	7	1	8	10	81.42		
			18.8%	21.9%	3.1%	25.0%	31.3%			
2	Teachers have high expectations of school assessment and behavior, for achievement of pupils.	T	12	14	2	59	54	86.91	-0.055	0.956
			8.5%	9.9%	1.4%	41.8%	38.3%			
		D	2	3	1	14	12	87.41		
			6.3%	9.4%	3.1%	43.8%	37.5%			
3	Teachers communicate with others stake holders effectively for achievement. of school assessment	T	3	8	3	60	67	90.65	-2.196	0.028
			2.1%	5.7%	2.1%	42.6%	47.5%			
		D	5	5	1	9	12	70.91		
			15.6%	15.6%	3.1%	28.1%	37.5%			

NB: SA (strongly agree) =1, A(Agree)=2, U(Undecided)=3, D(Disagree)=4, SD(strongly disagree) =5, U = Mann-Whitney test Value and P= significant Value,, r-effect size, Z-value

As item 1 of table 12, respondents were asked to respond focused on teachers participate actively in school self- assessment, Accordingly, majority number of teachers 96 (68.1%) and 18(56.1%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 88.27, 81.42) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2077, P=0.467, Z=-0.728 and r=0.05) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This indicate that, idea of teachers and department heads were the same on the teachers that were not participating actively in school self- assessment. Qualitatively, the data gathered from school principals through interview revealed that, teachers were not participating actively in school self- assessment. Additionally, the information gathered by discussion from focus groups respondents revealed that, the participation of teachers with implementing school self-assessment is low, there is no any training and orientation regarding school self- assessment in the that document school, no given any motivation for in school stakeholders for implementing school self- assessment.

The finding of the study revealed that, Ilu Aba Bora zone secondary school teachers were not participating actively in school self- assessment.

As mentioned in item 2 of table 12, respondents were asked to respond focused on the teachers have high expectations of school assessment and behavior, for achievement of pupils replied that, majority, of teachers 113 (80.1%) and 26(81.3%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 86.91, 87.41) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2243, P=0.956, Z=-0.055 and r=0.01) of the significance level of 0.05 showed that, there is no statistically significance difference and small effect size between teachers and department heads view.This implies that the participants were indicate teachers have not high expectations of school assessment for achievements of pupils. Qualitatively, the data gathered from school principals through interview revealed that, teachers have not given high expectations of school assessment and behavior, for achievement of pupils. Also, the information gathered by discussion from focus groups respondents revealed that, teachers have not given high expectations of school assessment and behavior, for achievement of pupils were low.

The finding of the study revealed that, Ilu Aba Bora zone secondary school teachers have not high expectations of school assessment and behavior, for achievement of pupils.

As mentioned in item 3 of table 12respondents were asked to respond focused on the teachers communicate with others stake holders effectively for achievement of school assessment, replied that majority of teachers121 (85.8%) and 22(68.8%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 89.91, 74.16) respectively is low. Beside to this the computed Mann-Whitney Test (U= 1845, P=0.082, Z=-2.196 and r=0.1) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This implies that the teachers did not communicate with others for achievement of school self-assessment. In addition to this the data gathered from school principals through interview revealed that, teachers were not communicating with others stake holders effectively for achievement of school self-assessment. Also, the information gathered by discussion from focus groups respondents revealed that, teachers were not communicating with others stake holders effectively for achievement of school self- assessment

The finding of the study revealed that, Ilu Aba Bora zone secondary school   teachers were not communicating with others stake holders effectively for achievement of school self- assessment.

In supporting this, as noted in the literature, Teacher "beliefs" play an integral role in teaching and learning that include assessment practices that teachers adopt (Fang, 1996). Based on their beliefs, teachers adopt various assessment practices, indicating that such practices are not constant, but keep on changing, making it pertinent to study them on continuous basis (McMillan, 2008; Popham, 2008).

Table 13: Issues related to teachers and principal's perceptions towards school self-assessment .

No	Items	Participants	Response SA	A	U	D	SD	Mean Rank	Z	P-Value
4	The school principals properly ensure the necessary resource for the implementation of the school assessment.	T	21	26	1	48	45	86.3		
			14.9%	18.4%	0.7%	34.0%	31.9%		-0.404	0.686
		D	4	5	1	11	11	90.09		
			12.5%	15.6%	3.1%	34.4%	34.4%			
5	principals willingly participate in the implementation of the school assessment	T	23	23	1	46	48	88.04		
			16.3%	16.3%	0.7%	32.6%	34.0%		-0.594	0.552
		D	5	8	1	8	10	82.44		
			15.6%	25.0%	3.1%	25.0%	31.3%			
6	principals provide adequate monitoring, guidance and support. in the implementation of the school assessment	T	31	29	1	40	40	86.97		
			22.0%	20.6%	0.7%	28.4%	28.4%		-0.016	0.987
		D	7	6	1	9	9	87.13		
			21.9%	18.8%	3.1%	28.1%	28.1%			

NB: SA (strongly agree) =1, A(Agree)=2, U(Undecided)=3, D(Disagree)=4, SD(strongly disagree) =5, U = Mann-Whitney test Value and P= significant Value, , r-effect size, Z-value

As mentioned in item 4 of table 13respondents were asked to respond focused on the school principals properly ensure the necessary resource for the implementation of the school assessment replied that, Accordingly, majority of teachers 93 (65.9%) and 22(68.8%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 86.3, 90) respectively is low. Beside to this the computed Mann-Whitney Test (U=2157, P=0.686, Z=-0.404 and r=0.03) of the significance level of 0.05 showed that, there is no statistically significance difference and medium effect size between teachers and department heads view. This indicate that principals were not properly ensure the necessary resource for the implementation of the school self-assessment. Qualitatively, the data gathered from school principals through interview, school principals properly not ensure the necessary resource for the implementation of the school self-assessment. However, all principals should cooperate and work equally for the success of the school self-assessment, they were not ensuring the necessary resource and principals did not support and provided appropriate budget for each school.

Generally, as both the qualitative and quantitative data revealed that, Ilu Aba Bora zone secondary school principals were not properly ensuring the necessary resource for the implementation of the school assessment.

As mentioned in item 5 of table 13respondents were asked to respond focused on the principals willingly participate in the implementation of the school assessment, replied that, accordingly majority of teachers 94 (76.6%) and 18(56.3%) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 88.04, 82.44) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2110, P=0.552, Z=-0.594 and r =0.04) of the significance level of 0.05 showed that, there is no statistically significance difference and medium effect size between teachers and department heads view. This implies that the idea of the teacher and the department head was the same, that means principals were not willingly participate in the implementation of the school self-assessment. Qualitatively, the data gathered from school principals through interview, school principals were not willingly participating in the implementation of the school assessment. Furthermore, the information gathered by discussion from focus groups respondents revealed that, principals school principals were not willingly participating in the implementation of the school assessment.

Generally, as both the qualitative and quantitative data revealed that, Ilu Aba Bora zone secondary school principals were not willingly participating in the implementation of the school assessment.

As mentioned in item 6 of table 13 respondents were asked to respond focused on the principals provide adequate monitoring, guidance and support. in the implementation of the school assessment replied that, majority number of teachers 80 (56.8%) and 18(56.2) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 86.97, 87.13) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2232, P=0.987, Z=-0.016 and r=0,01) of the significance level of 0.05 showed that, there is no statistically significance difference and small effect size between teachers and department heads view. This indicate that, the teacher and department heads were not difference idea on adequate monitoring, guidance and support. of school self- assessment. Additionally, the data gathered from school principals through interview revealed that, principals were not provide adequately monitoring, guidance and support. in the implementation of the school self- assessment. Furthermore, the information gathered by discussion from focus groups respondents revealed that, principals were not

provide adequately monitoring, guidance and support. in the implementation of the school self-assessment.

Generally, as both the qualitative and quantitative data revealed that, Ilu Aba Bora zone secondary school teachers were not provide adequately monitoring, guidance and support. in the implementation of the school self- assessment. Since principals lacked professional competences in the area of school self-assessment, they need intensive training and motivation to perform school self-assessment.

In supporting this, the principal may be an expert in curriculum development and finances; however, the major factor in job security is the principals' ability to develop a positive relationship with both internal and external stakeholders (Gallagher, Begin, & Moore, 2005)

4.4.3- The Challenges of School self-assessment

This section is devoted to the presentation of the major difficulties that hinder the positive application of school self-assessment activities. The challenges were learned from the response provided to items as is displayed in table.

Table 14: Issue related to the challenges of school self- assessment

No	Items	Participants	Response					Mean Rank	Z	P-Value
			SA	A	U	D	SD			
1	School self- assessment is a bureaucratic process	T	29	28	2	42	40	87.67		
			20.6%	19.9%	1.4%	29.8%	28.4%		-0.384	0.701
		D	8	6	1	8	9	84.03		
			25.0%	18.8%	3.1%	25.0%	28.1%			
2	School self- assessment committee recognizes school self- assessment activities as time consuming and difficult	T	28	27	1	44	41	87.22		
			19.9%	19.1%	0.7%	31.2%	29.1%		-0.124	0.902
		D	7	5	1	10	9	86.05		
			21.9%	15.6%	3.1%	31.3%	28.1%			
3	There is lack of a guidelines for school self- assessment in the school	T	22	22	2	47	48	84.86		
			15.6%	15.6%	1.4%	33.3%	34.0%		-1.235	0.217
		D	4	2	1	11	14	96.42		
			12.5%	6.3%	3.1%	34.4%	43.8%			

Note: **SA (strongly agree) =1, A(Agree)=2, U(Undecided)=3, D(Disagree)=4, SD(strongly disagree) =5, U = Mann-Whitney test Value and P= significant Value,, r-effect size, Z-value**

As mentioned in table 14 item1, respondents were asked to respond regarding school self-assessment is a bureaucratic process that, majority of teachers 82 (58.2%) and 17(53.1) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 87.67,84.03) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2161, P=0.701, Z=-0.384 and r=0.03) of the significance level of 0.05 showed that, there is no statistically significance difference and small effect size between teachers and department heads view. As mentioned in table 12, item 1 teacher and department heads no difference idea on school self- assessment was a bureaucratic process. Additionally, the data gathered during interviews to explain the school self- assessment was not a bureaucratic process. As collected information from focus group discussion, agreed that school self- assessment was not a bureaucratic process.

Generally, as both the qualitative and quantitative data revealed that, school self- assessment was not a bureaucratic process.

In supporting this, as noted in the literature, School self-assessment is very complex that it might be hindered by various impediments that challenge the implementation (Adebayo 2016). These challenges include:" complexity of the program, mobility of teachers and principals, principal's coordination problems (ineffectiveness of leadership) and sustaining commitment, low support from top level officials and lack of involvement of the stakeholders."

as mentioned in table 14 item2, respondents were asked to respond regarding, how often the school self- assessment committee recognizes school self- assessment activities as time consuming and difficulties; replied that, accordingly majority number of teachers 85 (60.3%) and 19(59.4) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 87.22, 86.05) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2225.5, P=0.902, Z=-0.124 and r=0.01) of the significance level of 0.05 showed that, there is no statistically significance difference small effect size between teachers and department heads view. This implies that, school self- assessment committee were not recognizes school self- assessment activities as time consuming and difficulties as ideas of teacher and departments heads. In addition to this, all interview

respondents confirmed that school self- assessment activities were not recognize as time consuming and difficulties. Furthermore, the information collected through discussion from focus group school self- assessment activities were not recognize as time consuming and difficulties.

Generally, as both the qualitative and quantitative data revealed that, in Ilu Aba Bora zone secondary school's self- assessment activities were not recognize as time consuming and difficulties.

As mentioned in table 14 item3, respondents were asked to respond regarding there is lack of a guideline for school self- assessment in the school replied that, majority of teachers 95 (77.3%) and 25(78.2) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 84.86, 96.42) respectively is low. Beside to this the computed Mann-Whitney Test (U= 1954.5, P=0.217, Z=-1.235 and r=0.01) of the significance level of 0.05 showed that, there is no statistically significance difference and small effect size between teachers and department heads view. This indicate that teachers and departments heads dis agree on lack of a guideline for school self- assessment in the school. In addition to this, all interview respondents confirmed there are not adequate guideline for school self- assessment in the school.

Generally, as both the qualitative and quantitative data revealed that, in Ilu Aba Bora zone secondary school's there are not adequate guideline for school self- assessment in the school.

Table 15:Issue related to the challenges of school self- assessment

No	Items	Particip ants	Response					Mean Rank	Z	P- Val ue
			SA	A	U	D	SD			
4	School self- assessment committee adequately committed in the implementation of the school assessment	T	19	22	1	48	51	85.74	-0.728	0.466
			13.5%	15.6%	0.7%	34.0%	36.2%			
		D	4	2	1	12	13	92.53		
			12.5%	6.3%	3.1%	37.5%	40.6%			
5	Shortage of educational finance .	T	23	23	1	46	48	88.04	-0.594	0.552
			16.3%	16.3%	0.7%	32.6%	34.0%			
		D	5	8	1	8	10	82.44		
			15.6%	25.0%	3.1%	25.0%	31.3%			
6	Lack of school facilities.	T	10	9	11	52	59	85.63	-0.812	0.417
			7.1%	6.4%	7.8%	36.9%	41.8%			
		D	2	1	1	13	15	93.05		
			6.3%	3.1%	3.1%	40.6%	46.9%			

Note: SA (strongly agree) =1, A(Agree)=2, U(Undecided)=3, D(Disagree)=4, SD(strongly disagree) =5, U = Mann-Whitney test Value and P= significant Value, , r-effect size, Z-value

As mentioned in table 15 item4, respondents were asked to respond regarding, the school self-assessment committee adequately committed in the implementation of the school assessment, replied that, accordingly majority number of teachers 99 (70.2%) and 25(78.1) of department heads replied that dis agree. In light of this, the mean rank difference between teachers and department heads (MR= 85.74, 92.53) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2079, P=0.446, Z=-0.728 and r=0.05) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This implies that, school self- assessment committee were not adequately committed in the implementation of the school assessment. In addition to this, all interview respondents confirmed that school self- assessment committee were not adequately committed in the implementation of the school assessment. Also, the information collected through discussion from focus group school self- assessment committee were not adequately committed in the implementation of the school assessment.

Therefore, from the above finding, one may conclude that, secondary schools of Ilu Aba Bora zone school self- assessment committee were not adequately committed in the implementation of the school assessment.

In supporting this, as noted in the literature, most of the school principal who are in the leading position did not get adequate educational training leadership. Even those who are trained also are not effective in leading the schools. Due to this reason they lack the ability to design vision and coordinate the school community so as to lead for the attainment of the goals (MoE, 2007).

As mentioned in table 15 item5, respondents were asked to respond regarding, how often the Shortage of educational finance, large number of 94 (76.6%) of teachers and 18(57.3) of department heads replied that agree. In light of this, the mean rank difference between teachers and department heads (MR= 88.4.82.44) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2110, P=0.552, Z=-0.594 and r=0.04) of the significance level of 0.05 showed that, there is no statistically significance difference and medium effect size between teachers and department heads view. This implies that, there is no enough educational finance. Besides to this, the data gathered from school principals through interview confirmed that, majority of Ilu Aba Bora zone Secondary schools were having not enough educational finance and the information collected through discussion from focus group there was not enough educational finance. Furthermore, the information collected from documents revealed that, show this one.

Generally, as both the qualitative and quantitative data revealed that, Secondary schools of Ilu Aba Bora zone have not enough educational finance.

As mentioned in table 15 item6, respondents were asked to respond regarding, the lack of school facilities, replied that, majority of teachers 111 (78.7%) and 28(87.5) of department heads replied that agree. In light of this, the mean rank difference between teachers and department heads (MR= 85.63, 93.05) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2062.5, P=0.417, Z=-0.812 and r=0.06) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This implies that, there is no adequate facilities. In addition to this, the data gathered from respondents through interview confirmed that, majority of Ilu Aba Bora zone Secondary schools were having no adequate facilities. Similarly, the information collected through discussion from

focus group there was not adequate facilities. Furthermore, the information collected from documents revealed that, there is no adequate facilities.

Generally, as both the qualitative and quantitative data revealed that, Secondary schools of Ilu Aba Bora zone there was not enough facilities

In supporting this, as noted in the literature, Duffie and Balkon in Marzano(2003) , also suggest that, in South Africa the initiatives of School self-assessment was faced by lack of material resources; limited capacity of educational leaders; poor participation and lack of safe environment. Similarly, Harris (in Hopkins, 2002) has noted that the difficulty to change school management and working culture as a problem to the SIP in developing country.

Table 16: Issue related to the challenges of school self- assessment

No	Items	Particip ants	Response					Mean Rank	Z	P-Val ue
			SA	A	U	D	SD			
7	Lack of adequate school infrastructures	T	17	16	15	48	45	84.28	-1.565	0.118
			12.1%	11.3%	10.6%	34.0%	31.9%			
		D	3	2	1	12	14	98.97		
			9.4%	6.3%	3.1%	37.5%	43.8%			
8	Lack of practical training on the uses of school assessment .	T	18	17	3	52	51	84.8	-1.284	0.199
			12.8%	12.1%	2.1%	36.9%	36.2%			
		D	1	1	4	12	14	96.7		
			3.1%	3.1%	12.5%	37.5%	43.8%			
9	Lack of skills and knowledge of school assessment .	T	26	24	2	46	43	86.77	-0.134	0.893
			18.4%	17.0%	1.4%	32.6%	30.5%			
		D	5	6	1	10	10	88.03		
			15.6%	18.8%	3.1%	31.3%	31.3%			

Note: SA (strongly agree) =1, A(Agree)=2, U(Undecided)=3, D(Disagree)=4, SD(strongly disagree) =5, U = Mann-Whitney test Value and P= significant Value,, r-effect size, Z-value

As mentioned in table 16 item7, respondents were asked to respond regarding, lack of adequate school infrastructures, replied that, accordingly majority number of teachers 83 (65.9%) and 26(81.3) department heads replied that disagree. In light of this, the mean rank difference between teachers and department heads (MR= 84.28, 98.97) respectively is low. Beside to this the computed Mann-Whitney Test (U= 1873, P=0.118, Z=-1.565 and r=0.1) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size

between teachers and department heads view. This is show that, no enough school infrastructures. Additionally, the data gathered from school principals through interview confirmed that, majority of Ilu Aba Bora zone Secondary schools were having no adequate school infrastructures. Similarly, the information collected through discussion from focus group secondary schools of Ilu Aba bora zone have no adequate school infrastructures. Also, the information collected from documents analysis, when we check that, have no access school infrastructures.

Therefore, from the above finding, one may conclude that. Secondary schools of Ilu Aba Bora zone have no adequate school infrastructures.

In Supporting this, Havelock and Huber man (as cited in Rondinelli et al., 1990), described that promoting change is difficult under any circumstance, but it is especially challenging in developing countries with uncertain and unstable economic, social and political condition. Most developing countries lack the physical infrastructure and experienced skill professionals needed to assure successful results.

As indicated in table 16item 8, respondents were asked to respond regarding, lack of practical training on the uses of school assessment, replied at, majority of teachers 103 (73.3%) and 26(81.3) of department heads replied that agree. In light of this, the mean rank difference between teachers and department heads (MR= 84.84, 96.70) respectively is low. Beside to this the computed Mann-Whitney Test (U= 1945, P=0.199, Z=-1.284 and r=0.09) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. This implies that, there is not adequate practical training on the uses of school assessment.

Generally, it was found out that the result from data analysis, interview and focus group discussion, in order, from documents of 8 schools, only forms of school self-assessment, but no file indicate training and orientation regarding school self- assessment.

As mentioned, in table 16item 9, respondents were asked to respond regarding, how often lack of skills and knowledge of school assessment, majority of teachers 89 (63.1%) and 20(62.6) of department heads replied that agree. In light of this, the mean rank difference between teachers and department heads (MR= 86.77, 88.3) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2223, P=0.893, Z=-0.134 and r=0.01) of the significance level of 0.05 showed

that, there is no statistically significance difference and small effect size between teachers and department heads view. This indicate that, school self-assessment committee have no adequate skills and knowledge of school self-assessment.

Since the data collected from interview and focus group discussion indicated that school self-assessment committee have no adequate skills and knowledge of school assessment, because of lacked professional competences in the area of school self-assessment, so, they need intensive training and motivation to perform school self-assessment committee.

In Supporting this, Havelock and Huber man (as cited in Rondinelli et al., 1990), described that promoting change is difficult under any circumstance, but it is especially challenging in developing countries with uncertain and unstable economic, social and political condition. Most developing countries lack the physical infrastructure and experienced skill professionals needed to assure successful results.

4.4.3- The strategies of School self-assessment
This section is deals with the presentation of the major strategies have been used to assess the school self-assessment. The strategies were learned from the responses provided to items as is displayed in table.

Table 17:*Issue related to the strategies   assess school self-assessment*

No	Items	Particip ants	Response					Mean Rank	Z	P-Val ue
			SA	A	U	D	SD			
1	Provide a clear and understandable vision of the learning target	T	27	28	2	43	41	87.95	-0.54	0.589
			19.1%	19.9%	1.4%	30.5%	29.1%			
		D	8	6	1	8	9	82.83		
			25.0%	18.8%	3.1%	25.0%	28.1%			
2	Use examples and models of strong and weak work	T	26	27	1	44	43	87.56	-0.318	0.75
			18.4%	19.1%	0.7%	31.2%	30.5%			
		D	7	5	1	10	9	84.55		
			21.9%	15.6%	3.1%	31.3%	28.1%			
3	Offer regular descriptive feedback during the learning	T	22	23	2	47	47	85.32	-0.971	0.331
			15.6%	16.3%	1.4%	33.3%	33.3%			
		D	4	3	1	11	13	94.42		
			12.5%	9.4%	3.1%	34.4%	40.6%			
4	Teach students to self-assess and set goals for next steps.	T	15	22	1	51	52	84.99	-1.177	0.239
			10.6%	15.6%	0.7%	36.2%	36.9%			
		D	2	2	1	13	14	95.88		
			6.3%	6.3%	3.1%	40.6%	43.8%			

Note: AL (Always) = 5, O (Often= 4, ST (Sometimes) = 3, R (Rarely) = 2, N (Never) = 1, U = Mann-Whitney test, Value and P= significant Value, r-effect size, Z-value

As mentioned in table 17 item 1respondents were asked to rate the level of their agreement on whether their school provides a clear and understandable vision of the learning target during school self-assessment. The result showed that, large number of respondents, accordingly majority of teachers43 (30.05%) and 9 (28.1%) department heads replied as the school never provides a clear and understandable vision of the learning target during school self-assessment. In light of this, the mean rank difference between teachers and department heads (MR=87.95,82.83) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2122.500, P=0.589, Z=-0.54 and r=0.04) of the significance level of 0.05 showed that, there is no statistically significance difference and medium effect size between teachers and department heads view. This implies that, school self-assessment committee have not clear vision of the learning target as strategy on school self-assessment. Furthermore, the response of interview held with respondents, majority of Ilu Aba Bora zone the school self-assessment committee did not provide a clear and understandable vision of the learning target as strategy. Similarly, the information collected through discussion from focus group there is a limitation of providing a clear and understandable vision of the learning target.

Generally, as both the qualitative and quantitative data revealed that, Ilu Aba Bora zone school self-assessment committee did not provide a clear and understandable vision of the learning target as strategy. In supporting this, as noted in the literature, check to make sure students understand what learning target is at the heart of the lesson by asking, "Why are we doing this activity? What are we learning?", (Black & Wiliam, 1998; Hattie 2009)

As in table17item 2 mentioned, respondents were asked to respond regarding, use examples and models of strong and weak work. The result showed that, majority of teachers 44 (31.2%) and 9 (28.1%) department heads replied as the school never use examples and models of strong and weak work. In light of this, the mean rank difference between teachers and department heads (MR= 87.56, 84.55) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2177.5, P=0.759, Z=-0.318 and r=0.02) of the significance level of 0.05 showed that, there is no statistically significance difference and small effect size between teachers and department heads

view. Additionally, the response of interview held with respondents, majority of Ilu Aba Bora zone the school self-assessment committee did not use examples and models of strong and weak. Likewise, the information collected through discussion from focus group school self-assessment committee did not apply using strategy of examples and models of strong and weak.

 Generally, from the above analysis, one may conclude that Ilu Aba Bora zone school self-assessment committee did not apply using strategy of examples and models of strong and weak.

In supporting this, as noted in the literature, when you engage staff, students, community and the SGB in analyzing examples or models, they develop a vision of what the knowledge, understanding, skill, product, or performance looks like when it's executed well, Literacy and Numeracy Secretariat (2007)

As in table 17 item 3, mentioned, respondents were asked to respond regarding, offer regular descriptive feedback during the learning. The result showed that, majority of teachers 47 (33.3%) and 13 (40.6%) department heads replied as the school never offer regular descriptive feedback during the learning. In light of this, the mean rank difference between teachers and department heads (MR= 85.32,94.42) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2018.500, P=0.331, Z=-0.971 and r=0.07) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. Also, the information collected through discussion from focus group respondents, the school self-assessment committee did not give offer regular descriptive feedback during the learning. Furthermore, the data collected from 2019-2020 school and woreda education office inspection committee file recognized that the school self-assessment committee were not give offer regular descriptive feedback during the learning

Generally, as both the qualitative and quantitative data revealed that, Ilu Aba Bora zone school self-assessment committee did not apply using strategy of examples and models of strong and weak. In supporting this, as noted in the literature, according to Adebayo, (20 16) Effective feedback identifies staff, students, community and the SGB strengths and weaknesses with respect to the specific learning target(s) they are trying to achieve in a given assignment

As in table 17 item 4, mentioned, respondents were asked to respond regarding, teach students to self-assess and set goals for next steps. The result showed that, majority of teachers52 (36.9%) and 14(43.8%) department heads replied as the school never teach students to self-assess and set

goals for next. In light of this, the mean rank difference between teachers and department heads (MR= 84.99,95.88) respectively is low. Beside to this the computed Mann-Whitney Test (U= 1972.000, P=0.239, Z=-1.177 and r=0,8) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. Additionally, the response of interview held with respondents indicated that, school self-assessment committee did not teach students to self-assess and set goals for next steps. Farther more, the information collected through discussion from focus group respondents, the school self-assessment committee did not teach students to self-assess and set goals for next steps.

Therefore, from the above analysis, one may conclude that Ilu Aba Bora zone school self-assessment committee did not teach students to self-assess and set goals for next steps.

In supporting this, as noted in the literature, Monitoring and regulating their own learning can be taught to all kinds of students, including those with mild to moderate learning disabilities (Andrade, 2010).

Table 18.*Issue related to the strategies assess the school self-assessment*

No	Items	Participants	Response					Mean Rank	Z	P-Value
			SA	A	U	D	SD			
5	Use evidence of student learning needs to determine next steps in teaching	T	11	13	8	54	55	86.15	-0.502	0.615
			7.8%	9.2%	5.7%	38.3%	39.0%			
		D	3	2	1	12	14	90.77		
			9.4%	6.3%	3.1%	37.5%	43.8%			
6	Design focused instruction, followed by practice with feedback	T	20	27	3	50	41	83.91	-1.776	0.076
			14.2%	19.1%	2.1%	35.5%	29.1%			
		D	3	3	1	11	14	100.59		
			9.4%	9.4%	3.1%	34.4%	43.8%			
7	Provide opportunities for students to track, reflect on, and share their learning Progress	T	24	26	2	46	43	84.73	-1.3	0.193
			17.0%	18.4%	1.4%	32.6%	30.5%			
		D	3	5	1	10	13	96.98		
			9.4%	15.6%	3.1%	31.3%	40.6%			
8	deeply committed to self-assessment	T	9	11	2	60	59	86.03	-0.582	0.56
			6.4%	7.8%	1.4%	42.6%	41.8%			
		D	2	1	1	13	15	91.28		
			6.3%	3.1%	3.1%	40.6%	46.9%			

Note: AL (Always) = 5, O (often)= 4, ST (Sometimes) = 3, R (Rarely) = 2, N (Never) = 1, U =Mann-Whitney test Value and P= significant Value,, r-effect size, Z-value

As mentioned in table 18 item 5, respondents were asked to respond regarding, use evidence of teacher's student learning needs to determine next steps in teaching. The result showed that, majority of teachers 55 (39.0%) and 14(43.8%) department heads replied as the school never use evidence of student learning needs to determine next steps in teaching. In light of this, the mean rank difference between teachers and department heads (MR= 86.15,90.77) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2135.500, P=0.615, Z=-0.502 and r=0.05) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. Also, the response of interview held with respondents revealed that, school self- assessment committee did not use evidence of student learning needs to determine next steps in teaching.

From the above analysis, one may conclude that, Ilu aba bora zone secondary school's self-assessment committee did not use evidence of student learning needs to determine next steps in teaching

In supporting this, as noted in the literature, are they ready to receive feedback? Strategy 5 includes a repertoire of approaches to diagnose the type of student learning needs in preparation for addressing them (Adebayo, 20 16).

As mentioned, in table 18 item 6, respondents were asked to respond regarding, design focused instruction, followed by practice with feedback. The result showed that, majority of teachers 50(35.5%) and 14 (43.8%) department heads replied as the school never design focused instruction, followed by practice with feedback. In light of this, the mean rank difference between teachers and department heads (MR= 83.91,100.59) respectively is low. Beside to this the computed Mann-Whitney Test (U= 1821.000, P=0.076, Z=-1.776 and r=0.1) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view. Additionally, the data collected from school principals through interview held that, school self- assessment committee did not design focused instruction, followed by practice with feedback. Furthermore, as the information collected from focus group respondents revealed that, school self- assessment committee did not design focused instruction followed by practice with feedback.

Generally, as both the qualitative and quantitative data revealed that, Ilu aba bora zone secondary school's school self- assessment committee did not design focused instruction, followed by practice with feedback. It is a time saver for you and more instructionally powerful for students, (school excellence frame work, 2017) Version, 2.

As mentioned, in table 18item 7, respondents were asked to respond regarding, provide opportunities for students to track, reflect on, and share their learning progress. The result showed that, majority of teachers46 (32.6%) 13 (40.6%) department heads replied as the school never provide opportunities for students to track, reflect on, and share their learning progress. In light of this, the mean rank difference between teachers and department heads (MR= 84.73 ,96.98) respectively is low. Beside to this the computed Mann-Whitney Test (U= 1936.5, P=0.193, Z=-1.3 and r=0.09) of the significance level of 0.05 showed that, there is no statistically significance difference and large effect size between teachers and department heads view.Moreover, the data collected from school principals through interview held that, school self- assessment committee did not provide opportunities for students to track, reflect on, and share their learning progress. Furthermore, as the information collected from focus group respondents revealed that, school self- assessment committee did not provide opportunities for students to track, reflect on, and share their learning progress.

Generally, as both the qualitative and quantitative data revealed that, Ilu Aba Bora zone school self-assessment committee did not provide opportunities for students to track, reflect on, and share their learning progress.

In supporting this, as noted in the literature, according to, (Worrell, Evans-Fletcher, & Kovar, 2002), any activity that requires students to reflect on what they are learning and to share their progress reinforces the learning and helps them develop insights into themselves as learners.

As mentioned in table 18item 8, respondents were asked to respond regarding, deeply committed to self- assessment. The result showed that, majority of teachers 59 (41.8%) and 15 (46.9%) department heads replied as the school never deeply committed to self- assessment. In light of this, the mean rank difference between teachers and department heads (MR= 86.03,86.15) respectively is low. Beside to this the computed Mann-Whitney Test (U= 2119., P=0.560, Z=-0.582 and r=0.04) of the significance level of 0.05 showed that, there is no statistically significance difference small effect size between teachers and department heads view.In addition

to know the problem in detail and design a strategy, conducting exit interview is advisable. When the school administrators were asked if they conducted exit interview, they said that they had not done yet. Furthermore, when the Woreda education TDP experts was asked what was done to solve school self-assessment, he replied that nothing has been done, they took report per year.

Generally, as both the qualitative and quantitative data revealed that, Ilu Aba bora secondary school self- assessment committee did not deeply commit and devoted to achieve school self-assessment.

In supporting this, as noted in the literature, Staff, students, community and SGB make choices concerning how time is used and energy is expended. They also have the option to continue with the way things are or to change the current situation. People's choices are based on their commitments (Adebayo, 20 16).

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

INTRODUCTION

This chapter includes summary, conclusion, and recommendations. Firstly, it presents summary of the findings. Next, it outlines the major conclusions drawn from the findings, and lastly, it provides recommendations on the basis of the conclusions and findings.

5.1 Summary of the Study

The study was intended to investigate the Practices of school Self-assessment in Government secondary schools of Ilu Abba Bor Zone. To achieve the purpose, the researcher formulates the following four research questions.

o   To what extent   school self-assessment is effectively practiced   in secondary school of Ilu Abba Bor Zone

o   What is the attitude of teachers and principals towards school self-assessment practices in secondary schools of   Ilu Aba Bor Zone?

o   What strategies have been used to assess the school self-assessment practices in secondary schools of   Ilu Aba Bor Zone?

o   What are the possible challenge that involved in school self-assessment practices in secondary schools of   Ilu Aba Bor Zone?

In order to find out answer for the research questions, related literature was reviewed, a sample of 168 teachers,32 department heads ,8 pirncipals,8 vice principals ,8KETB chairperson,8 PTSA chairperson,4 woreda education TDP head and 4 CRC supervisors   were selected using different sampling techniques. Descriptive survey method was employed and both primary and secondary source of data were found to be adequate to reach at sound findings. Then to collect data from respondents self-developed questionnaire was used comprising both open and closed ended items was distributed to the targeted groups. To triangulate the information, data were collected from PTSA, TDP heads, in school supervision, and KETB, through interview and document analysis also made for further investigation.

The data gathered were analyzed by using percentage, the data obtained from interviews and document analysis were qualitatively analyzed and synchronized with the quantitative data according to their relevance.

Thus the study came up with the following findings

The study showed that 75% of teacher and 100% of department heads were males.This indicates that male's teachers and department heads were much greater than that of females and the same to the above, number of male principals, vice principal and supervisors were much greater than female in the school. This implies, the teaching learning process personnel were dominated by males in the schools of the secondary schools of Ilu Aba Bor Zone.

- When looking at age structure,10% of teachers were found between 20-25 years,90% of teachers were above 25 years old. On the basis of department head age distribution, 50%, were found 20-25 years, and 50% were found above 26 years old. On the basis of supervisors age distribution, 50%and 50% were found under the age category of 36-40 and above 40 years respectively, this shows that majority of teachers are found above the age of 25. From the above age frequency distribution of the respondents, majority of respondents are their age matured enough to respond to the question properly.

- As to educational background of respondents, 82.2% teachers, 75% of department heads, 25% principals, 25% of supervisors, were first degree holders and 75% supervisors, as shown in the table 5(4%) of teachers were diploma, so this calls for special attention to enhance those teachers according to standard for the better improvement of teaching and learning.

- Regarding the work experience of respondents, majority of ,75% of teacher respondents have served 11 years. The work experience of secondary school's principals has served 50% of them were between 16-20 years and 50 % of them were 21-25 years and the service of 41 % department heads were 11-15 years, which makes them better respondent since they had better experience in the teaching profession. This shows that they had better responsibility and understanding to give relevant information for the issue under study.

5.1.1. Regarding issues concerning with practicing of school self-assessment school and its priorities for improvement and development.

- Findings shows that, majority of 85.8% of teachers and 68.8% of department heads revealed that school self-assessment committee were not prepared specific, measurable, attainable, and realistic and time bound (SMART) targets of plan to bring about improvement and were not during implementation, school self- assessment committee monitors and evaluates the impact on student learning and did not done once in a year in the school, additionally, they were not take actions that should be taken to bring about improvements in those areas

- Information obtained through interviews with principals and focus group discussion with vice principals, unit leaders, KETB chairperson, PTSA chairperson, woreda education TDP head and CRC supervisors confirms that self-assessment committee were not identifying problems and did not gathering evidence, writing report improvement and were not developing planning, implementing and monitoring a school self- assessment.

- Generally, In Ilu Aba Bora secondary schools practicing of school self-assessment were very poor. Because of the self-assessment committee were not identifying school problems, gathering evidence, writing report improvement, developing a school self-assessment planning, implementing and monitoring.

5.1.2. Regarding issues concerning with teachers and principal's attitudes towards school self-assessment practices

- The finding of the study revealed that majority of 68.1% of teachers and 56.1% of department heads confirmed that teachers were not participate actively in school self-assessment. In addition to this, teachers have not high expectations of school assessment and behavior, for achievement of pupils. Therefore, teachers were not communicating with others stake holders effectively for achievement of school assessment. Further. The school principals were not properly ensuring the necessary resource for the implementation of the school assessment and principals were not provide adequate monitoring, guidance and support. in the implementation of the school assessment.

- Additionally, the information obtained through interviews with principals and with focus group discussion with vice principals, unit leaders, KETB chairperson, PTSA chairperson, woreda education TDP head and CRC supervisors confirms that teachers and principal's attitudes towards school self-assessment practices were very underprivileged.

  Generally, In Ilu Aba Bora zone secondary schools revealed that, the attitudes of teachers and principals towards school self-assessment practices were very low.

5.1.3. Regarding issues concerning with challenges of school self-assessment practices

➢ The finding of the study revealed that majority of 58.2% of teachers and 53.1 of department heads responded that, school self- assessment was not bureaucratic process and school self- assessment committee recognizes school self- assessment activities were not time consuming and difficult, additionally, School self- assessment committee were not adequately committed in the implementation of the school assessment.

➢ The finding of the study revealed that majority ,65.9% of teachers and 81.3 of department heads revealed that school self- assessment practice was affected by shortage of educational finance, lack of school facilities, lack of adequate school in restructures, lack of practical training on the uses of school assessment and by lack of skills and knowledge of school assessment

➢ Additionally, the information obtained through interviews with principals and with focus group discussion with vice principals, unit leaders, KETB chairperson, PTSA chairperson, woreda education TDP head and CRC supervisors confirms that, school self-assessment practice was affected by shortage of educational finance, lack of school facilities, by lack of adequate stake holders commitment ,lack of adequate school infrastructures, lack of practical training on the uses of school assessment and by lack of skills and knowledge of school assessment.

➢ Generally, In Ilu Aba Bora zone secondary schools revealed that, school self- assessment practice was affected by shortage of educational finance, lack of school facilities, by lack of adequate stake holder's commitment, training on the uses of school assessment and by lack of skills and knowledge of school assessment.

5.1.4. Regarding issues concerning with the strategies that have been used to enhance school self-assessment practices

The finding of the study revealed that majority of 41.8% of teachers and 46.9% of department heads responded that, school self-assessment committee were not providing a clear and understandable vision of the learning target and did not use examples and models of strong and weak work. Additionally, they did not offer regular descriptive feedback during the learning, further, they were not each students to self-assess and set goals for next steps.

Generally, In Ilu Aba Bora zone secondary schools revealed that, school self- assessment committee were not providing the strategies that enhance school assessment practice.

5.2. Conclusion

Based on the findings listed above, the researcher concluded on the following points:

With respect to educational qualification, the result showed that all teachers, unit leaders, principals, cluster supervisors and had first degree and the least of them had master's degree. Thus, the educational qualification of teaching staff was found to meet the standard set by the Ethiopian newly education road map (MOE, 2018) for general secondary schools. The secondary school teachers, department heads, Vise principals, unit leaders, principals and cluster supervisors in Ilu Aba Bora zone however, had lacked of appropriate qualification (master's degree subject wise and in educational leadership). This, therefore, can influence the practice of school self-assessment.

This study identifies that school self-assessment practice were existing in secondary schools. But, School self-assess committee did not identify focus areas that will be assessed and   areas in need of development that should not be taken to bring about improvements in those areas., Additionally, self-assessment committee were not identifying school problems, gathering evidence, writing report improvement, developing a school self- assessment planning, implementing and monitoring. Therefore, in Ilu Aba Bora zone secondary schools practicing of school self-assessment were very poor.

The findings revealed that, the school principals were not properly ensuring the necessary resource for the implementation of the school assessment and principals were not provide adequate monitoring, guidance and support. in the implementation of the school assessment,

teachers have not high expectations of school assessment and behavior for achievement of pupils. Therefore, teachers were not communicating with others stake holders effectively for achievement of school assessment. Thus, in Ilu Aba Bora zone secondary school teachers and principals were not participating actively in school self- assessment,

The results indicate that, In Ilu Aba Bora zone secondary schools there was no adequate educational finance, no adequate school facilities, lack of adequate stake holder's commitment, no enough training on the uses of school assessment and there are lack of skills and knowledge of school assessment. Therefore, in the study area school self-assessment were not effectively practiced.

The finding of the study revealed that, school self-assessment committee were not providing a clear and understandable vision of the learning target and did not use examples and models of strong and weak work. and they did not offer regular descriptive feedback during the learning,

In the result of this in Ilu Aba Bora zone secondary schools, school self- assessment committee were not providing the strategies that enhance school assessment practice.

5.3. Recommendations

The findings of the study confirmed that, most Ilu Aba bora zone secondary schools were not practiced school self- assessment .

Therefore, Ilu Aba bora zone secondary school self- assessment committee, advise:

- Focus on practicing school self-assessment in the school.
- Although schools are able to collect, analyze and judge systematically information about the school self-assessment functioning without external support, suggestions for future actions can be inconsistent with their analysis.

The school self- assessment committee, may delegate routine administrative activities to teachers. As a result, assessment committee: -

- Should be able to identifying school problems, gathering evidence, analyzing school evidence, writing and sharing report, improvement and draw conclusions, developing a school self- assessment planning, implementing and monitoring and

related issues should exercise effectively to solve the gap created in the implantation of school self- assessment in the study site.

The practice of school self-assessment in the study area were very poor. Therefore, Woreda and Zone education office; -

- Should organize refresher courses, seminars, workshops to enhance school self-evaluation concepts and action research in solving immediate problems.

- Should develop school self-assessment guidelines, manuals, and frame works to separate   school self-assessment from inspection   to enable schools in school assessment from bottom to up assessment.

- Zonal Education office should monitor and evaluate whether or not the school self-assessment is being implemented, and provide constructive feedback for directors, vice directors, supervisors, members of school boards, and teachers, facilitators and the schools.

References

Adebayo T.D. (2006): *Self-Assessment of School Performance* in Ondo State Secondary Schools. An Unpublished M.Ed Thesis of University of Ado-Ekiti

Adebayo, S.O. (2016). *Establishing quality assurance in Nigeria education system:*

for educational managers. Educational Research

Adebule ,S. O, and. Adebule H, T (2014). *Self-Assessment of Secondary School Performance* In South West Nıgerıa.Int. J. Educat. Res. Technol.

Baird, J.; Hopfenbeck, T. N.; Newton, P. E.; Steen-Utheim, A. T. (2014). *State of the Field Review: Assessment and Learning,* Oxford University Centre for Educational Assessment Report OUCEA/14/2.

Biggs, J. B. (2003). *Teaching for quality learning at university.* Buckingham: The Open University Press.

Black, P. and Wiliam, D. (1998) '*Assessment and classroom learning'. Assessment in education:principles, policy & practice*, 5(1), 7-74.

Black, P., and D. Wiliam. 1998. Assessment and classroom learning. *Assessment inEducation* 5 (1): 7-74.

Black, P., and D. Wiliam. 1998b. *Inside the Black Box: Raising standards throughclassroom assessment.* London: King's College.

Black, P., Harrison, C., and Lee, C., (2004) *Working Inside the Black Box: Assessment for Learning in the Classroom*, Open University Press

Blatchford, P., (1997), *Students' Self-Assessment of Academic Attainment: accuracy and stability from 7 to 16 years and influence of domain and social comparison group*, *Educational Psychology*, 17 (3), 1997

Boud, D. and N. Falchikov. 1989. *Quantitative studies of student self-assessment in higher education: A critical analysis of findings.Higher Education* 18 (5): 529–549.

Broadfoot, P. & Black, P. (2004) *Redefining assessment? The first 10 years of Assessment in Education, Assessment in Education,* 11(1): 7–27.

Brown, G. T., Andrade, H. L., & Chen, F. (2015). *Accuracy in student self-assessment: Directions and cautions for research. Assessment in Education: Principles, Policy & Practice*, 22(4), 444-457.

Brown, G. T., Andrade, H. L., & Chen, F. (2015). *Accuracy in student self-assessment: Directions and cautions for research.Assessment in Education: Principles, Policy & Practice,* 22(4), 444-457.

Campos, J., & O Hern, J. (2007). *How Does Using Formative Assessment Empower Students in Their Learning*? (Master's thesis, Saint Xavier University & Pearson Achievement Solutions, Chicago, USA). Retrieved from

CfBT Education Trust. (2013). *Assessment for learning: effects and impact. School improvement: international reviews of best practice*

Conklin, J. (1992). *Statistical power analysis for the behavioral sciences*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Cowie, B., and B. Bell. (1999) *A model of formative assessment in science education. Assessment in Education: Principles, Policy and Practice* 6 (1): 101–16

Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed approaches.*Los Angeles: Sage.

Croxford, L., Grek, S., & Saik, F. J. (2009). *Quality assurance and evaluation* (QAE) in Scotland: promoting self-evaluation within and beyond the country, *Journal of Education Policy, 24* (2), 179-193.

Darling-Hammond, L., & Snyder, J. (2000). *Authentic Assessment of teaching in context. Teaching and teacher Education*, 16, 523-545.

Entwistle, N.J., and A. Entwistle. 1991. *Contrasting forms of understanding for degree examinations: The student experience and its implications. Higher Education* 22 (3): 205–227.

Fang, Z. (1996). *A review of research on teacher beliefs and practices. Educational Research, 38*, 47-65.

Fox, S. and Y. Dinur. 1988. Validity of self-assessment: A field evaluation. *PersonnelPsychology* 41, (3): 581–592.

Gardner, J. (2006) *Assessment and learning: an introduction*, in: J. Gardner (Ed.) *Assessment and learning* (London, Sage), 1–5.

Haladyna, T. M., Downing, S.M., & Rodriguez, M. C. (2002). A review of multiple choice item-writing guidelines for classroom assessment. *Applied Measurement inEducation, 15*, 309-334.

Hargreaves, A., Earl, L., Moore, S., & Manning. S. (2001). *Learning to change:Teaching beyond subjects and standards.* San Francisco: Jossey-Bass.

Hargreaves, D., (2001), *Educational Effectiveness and Improvement: Developing New Theories and MethodsBritish Educational Research Journal* 27 (4): 487-503

Harris, L. R., & Brown, G. T. (2018). *Using Self-Assessment to Improve Student Learning*. New York: Routledge.

Hill, P.; Barber, M. (2014). *Preparing for a renaissance in assessment*, Pearson, New York. Availableat:

Hodgson, C. and Pyle, K. (2010) *A literature review of assessment for learning in science.* Slough, UK:National Foundation for Educational Research.

Hofman, R. H., Dijkstra, N.J. & Adriaan, Hofman W.H. (2009). *School self-evaluation and student achievement,School Effectiveness and School Improvement*, *20* (1), 47-68.

King, N.A.S. (2013). *Investigation of factors hindering quality education in secondary schools* in Mbeya, Tanzania. *International Journal of Learningand Development*. 3 (6), 52-63.

Klenowski, V. (2004) *Attending to students' learning needs using assessment* (Review). *Assessment in Education*, *11,* 2, pp. 213-226.

Leech, N. L., & Onwuegbuzie, A. J. (2009). *A typology of mixed methods research designs.Quality & Quantity: International Journal of Methodology*, *43*(2), 265-275.doi:10.1007/s11135-007-9105-3

Literacy and Numeracy Secretariat (2008). *The School Effectiveness Framework: A Collegial Process for Continued Growth in the Effectiveness of Ontario Elementary Schools*.

Literacy and Numeracy Secretariat. (2007). *The School Effectiveness Framework: A collegial process for continued growth in the effectiveness of Ontario elementary schools*. Implementation Pilot, September 2007-June 2008.

Literacy and Numeracy Secretariat. (2007). *The School Effectiveness Framework: A collegial process for continued growth in the effectiveness of Ontario elementary schools*. Implementation Pilot, September 2007-June 2008.

MacBeath, J. (2008). *Leading learning in the self-evaluatingschool, School Leadership and Management, 28*(4). 385-399.

McMillan, J. M. (2008). *Assessment essentials for student-based education* (2 nd ed.). Thousand Oaks: Crown Press.

McNamara, G. & O"Hara, J. (2005). *Internal review and self-evaluation – the chosen route to school improvement in Ireland. Studies in Educational Evaluation, 31,* 267-282.

McNamara, G. & O"Hara, J. (2005). *Internal review and self-evaluation – the chosen route to school improvement in Ireland. Studies in Educational Evaluation, 31,* 267-282.

McNamara, G., O'Hara, J., Lisi, P.L., & Davidsdottir, S. (2011). *Operationalizing self-evaluation in schools: experiences* from Ireland and Iceland. *Irish Educational Studies*, *30*(1), 63-82. doi: 10.1080/03323315.2011.535977.

MoE .2005. *Education Sector Development Program-III.2005/006-2010/2011. Program Action plan. Addis Ababa: Berhanena Selam Printing Enterprise*

MoE.(207).   *Ethiopia school improvement programs*(blue print9. Addis ababa ministry of education.

MoE .2010a. *Education Sector Development Program-IV.2010/11- 2014/15 Program Action Plan. Addis Ababa. Ethiopia, ESDP-IV, Pdf.*

Nitko, A. J. (2001). *Educational assessment of students* (3rd. ed.). Upper Saddle River, NJ: Merrill.

Noonan, B. and C.R. Duncan. 2005. Peer and self-assessment in high schools. *PracticalAssessment, Research and Evaluation* 10 (17).

Oloda F.S. (2006): *Self-Assessment in Mathematics as Correlates of Performance of Students in JSS and SSS Science subjects*. An Unpublished M.Ed Thesis of University of Ado-Ekiti.

Panadero, E., Brown, G. T., & Strijbos, J. W. (2016). *The future of student self-assessment: A review of known unknowns and potential directions.* Educational Psychology Review, 28(4), 803-830.

Pepper, D. (2013). *KeyCoNet 2013 Literature Review: Assessment for key competences.* KeyCoNet 2013. Wolffensperger, Y., & Patkin, D. (2013). Self-assessment of self-assessment in a process of co teaching.Assessment & Evaluation in Higher Education, 38(1), 16-33.

Petropoulou, O., Kasimati, A., & Retalis, S. (2015). *Contemporary educational assessment with the useof educational technologies.*

Quinn.TD.,(2012).School Self-Evaluation Guideline for Primary Schools.

Reeves, D. B. (2004). *Accountability for learning how teachers and school leaders can take charge.* Alexandria, VA: Association for Supervision and Curriculum Development.

Rolheiser C., and Ross J., (2001), *Student Self-evaluation: What research says and what practice shows.* Paper prepared for the Centre for Development and Learning.

Ross, John A. and Starling, Michelle (2008) *'Self-assessment in a technology-supported environment: the case of grade 9 geography', Assessment in Education: Principles,Policy & Practice,* 15 (2): 183-199

Segers, M., & Dochy F. (2001). *New assessment forms in problem-based learning: The value-added of the students' perspective. Studies in Higher Education, 26*, 337-343.

Sewell, J. P., Frith, K. H. & Colvin, M. M. (2010). Online assessmentstrategies: A primer. *Journal of Online Learning and Teaching,* Vol.6, No.1.

Stiggins, R. (2007). Assessments through the student's eyes. *Educational Leadership, 64*(8), 22 26.Stiggins, R. (2007). Assessments through the student's eyes. *EducationalLeadership,*

64(8), 22-26.Stiggins, R. J. (1994). *Student-centered classroom assessment.* New York: Macmillan Publishing Company.

Sung, Y.-T., K.-E. Chang, S.-K. Chiou and H.-T. Hou. (2005) *The design and application of a web-based self- and peer-assessment system.Computers and Education* 45 (2): 187–202.

Title, C. K. (1994). Toward an educational psychology of assessment for teaching and learning theories, contexts, and validation arguments. *Educational Psychology 29*, 149-162.

Topping, K. (2003). Self and peer assessment in school and university: Reliability, validity and utility. Retrieved from https://link.springer.com/chapter/10.1007/0-306-48125-1_4

Toronto, ON: The Ontario Ministry of Education and TraiMacBeath, J. (2008). *Leading learning in the self-evaluating school,School Leadership and Management, 28*(4). 385-399. ning.

Torrance, H. and Pryor, J. (2001) 'developing formative assessment in the classroom: using action research to explore and modify theory'. *British educational research journal*, 27(5), 615-631.

Torrance, H., and J. Pryor. 2001. Developing formative assessment: *Using action research to explore and modify theory.British Educational Research* 27 (5): 615-31.

Tunstall, P., and C. Gipps. 1996. How does your teacher help you to make your work better?' *Children's understanding of formative assessment.Curriculum Journal* 7 (2): 185-203.

Tunstall, P., and C. Gipps. 1996. How does your teacher help you to make your work better?' *Children's understanding of formative assessment. Curriculum Journal* 7 (2): 185-203.

Van Petegem, P. (2005). Designing school policy: School effectiveness research as a starting point for school self-evaluation, Acco, Leuven.

Vanderyar, S., & Killen, R. (2003). Has curriculum reform in South Africa really changed assessment practices, and what promise does the revised National Curriculum Statement hold? *Perspectives in Education,* 21, 119-134.

Volante , L., & Fazio, X. (2007). Exploring teacher candidates' assessment literacy: Implications for teacher education reform and professional development. *Canadian Journal of Education, 30,* 749-770.

Wiggins, G. 1993. *Assessing student performance: Explore the purpose and limits oftesting.* San Francisco, CA: Jossey

Wiggins, G. P. (1993). *Assessing student performance: Exploring the purpose and limits of testing.* San Francisco: Jossey-Bass.

Windschitl, M. (1999). The challenges of sustaining a constructivist culture. *Phi DeltaKappan,* 751–755.

Wolffensperger, Y., & Patkin, D. (2013). *Self-assessment of self-assessment in a process of co teaching.* Assessment & Evaluation in Higher Education, 38(1), 16-33.

Zapitis, M. (2011). *The effects of self-evaluation training on writing of students in grades 5 & 6 (Master's thesis, University of Toronto, Toronto, Canada).* Retrieved from

APPENDIXES -1

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT.

QUESTIONAIRE TO BE FILLED BY TEACHERS AND DEPARTMENT HEADS

Dear Teachers and Department Heads

The main purpose of this questionnaire is to gather relevant data that help to investigate the current school self-assessment practices in secondary schools of Ilu Aba Bor zone. The researcher would like to assure you that this purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential. Rather the result of this study is believed to be as an input to improve the school self-assessment practices. Hence, your genuine, frank and timely responses are of prime importance for the success of this study. Therefore, you are kindly requested to respond carefully and responsibly.

Instruction: Please note the following points before you start filling the questionnaire.

1. No need of writing your name

2. Read all the questions before attempting to answer the questions

3. Provide appropriate responses using "X" mark to choose one of the selected Likert scales.

4. As much as possible respond to all the questions

Part one Back ground information

1. Name of the school--------------

2. Sex: Male: ☐   Female: ☐

3. Age: Below 20 ☐   20- 25 ☐   26-30: ☐   31-35: ☐   36-40: ☐

   4 1-45 ☐   46-50 ☐   51+ ☐

4. Educational qualification: Diploma ☐   Degree ☐   MA/MSC

5. Field of study: EDPM: ☐   Social Sc.: ☐   Natural Sc.: ☐

Language: ☐ Others: ☐

6. Service Year: 1- 5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26+ ☐

7. Current work position: Department head: ☐ Teacher: ☐

Part: -2

2.1. Items in the table below are accompanied with five options: **Strongly Agree, Agree, and Undecided, Disagree and Strongly Disagree.**

 Please tick using this mark (√) your preference according to the information given regarding your perception of active learning.

Keys: -Strongly agree=5, Agree=4, Undecided =3, Dis agree=2, Strongly dis agree=1.

Tick (☐) in the column you agree

I. **Matters related to process and steps that enable the practice of the formal school self-assessment system at secondary school's level**

No		Scale				
1	Issues related to "Identifying school problems "	5	4	3	2	1
1.1	there are school self-assessment practice in our school?					
1.2	School self-assessment committee identifies focus areas that will be assessed.					
1.3	School self-assessment committee identifies areas in need of development that should be taken to bring about improvements in those areas					
2	**Issues related to "Gathering evidence"**					
2.1	Data gathered for school self–assessment from a number of sources including directors, teachers, student, supervisors, school board and other learning settings.					
2.2	Data gathered for school self –assessment using school different files and documents through observation					
2.3	Data gathered for examine trends, to see how performance has changed over time.					
3	**Issues Related "Analyzing School Evidence"**					
3.1	School assessment committee determines and confirms the strengths they identify in the aspects of practice being evaluated.					
3.2	School assessment committee admits the areas that should be prioritized for improvement.					
3.3	School assessment committee develop areas of practice from 'effective' to 'highly effective', where relevant school improvement.					
3.4	School assessment committee analyze outcomes for individuals and groups of students as they move from one year level to the next					
4	Issues Related to "Writing report Improvement					
4.1	Issues Related to Draw conclusions"					
4.2	School self-assessment committee shared and reflected evaluation report amongst teachers, management and others in relation to the work of the school.					
4.3	School self-assessment committee report to the school community about the strengths in the work of the school and its priorities for improvement and development.					

5	**Issues Related "Developing a school self-assessment planning**	Scale				
		5	4	3	2	1
5.1	School self-assessment committee set specific targets of school self-assessment planning as the starting point of action for improvement.					
5.2	School self-assessment committee prepared specific, measurable, attainable, and realistic and time bound (SMART) targets of plan to bring about improvement.					
5.3	School self-assessment committee assisting in the identification of key risks and mitigation strategies					
6	**Issues Related to " Implementing and monitoring "**					
6.1	School self-assessment committeebreaks down the plan how it will be implemented and resourced .					
6.2	School self-assessment committeeassigned the person or team who will implement the action and report back on progress.					
6.3	School self-assessment committee set the time frame for completing the action.					
6.4	During implementation, school self-assessment committee monitors and evaluates the impact on student learning.					
6.5	School self–assessment is done once in a year in the school					
6.6	School self- assessment committee take actions that should be taken to bring about improvements in those areas					

II. **Issues related to teachers and principal's attitudes towards school self-assessment practices in secondary schools**

No	Items	Scale				
		5	4	3	2	1
2.1	Teachers participate actively in school self- assessment					
2.2	Teachers have high expectations of school assessment and behavior, for achievement of pupils.					
2.3	Teachers communicate with others stake holders effectively for achievement. of school assessment					
2.4	The school principals properly ensure the necessary resource for the implementation of the school assessment					
2.5	principals willingly participate in the implementation of the school assessment .					
2.6	principals provide adequate monitoring, guidance and support.in the implementation of the school assessment					

Please mention if any activity concerning School self– assessment process and implementation_____

_____

_____

III.Matters related to the challenges of school self-assessment practice

No	Items	Scale				
		5	4	3	2	1
3.1	School self- assessment is a bureaucratic process..					
3.2	School self- assessment committee recognizes school self-assessment activities as time consuming and difficult					
3.3	Lack of a guidelines for school self- assessment in the school.					
3.4	School self- assessment committee adequately committed in the implementation of the school assessment					
3.5	Shortage of educational finance .					
3.6	Lack of school facilities					
3.7	Lack of adequate school infrastructures					
3.8	Lack of practical training on the uses of school assessment					
3.9	Lack of kills and knowledge of school assessment					

Please mention if any activity concerning challenges of school self- assessment practice

_____
_____
_____

IV. Matters related to the strategies have been used to assess the school self-assessment practices

No		Scale				
4	School self-assessment committee	5	4	3	2	1
4.1	Provide a clear and understandable vision of the learning target					
4.2	Use examples and models of strong and weak work.					
4.3	Offer regular descriptive feedback during the learning					
4.4	Teach students to self-assess and set goals for next steps.					
4.5	Use evidence of student learning needs to determine next steps in teaching.					
4.6	Design focused instruction, followed by practice with feedback					
4.7	Provide opportunities for students to track, reflect on, and share their learning Progress.					
4.8	deeply committed toself- assessment					

Please mention if any activity concerning the strategies have been used to assess the school self-assessment practices

_____

THANK YOU FOR YOUR COOPERATION!!!

APPENDIXES -2

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT.

Interview Guide for principals

Dear principals

Instruction: -Please respond to these interview questions based on your experiences as a principal and academic vise principals in your school. All the questions are about you, your education and the current school self-assessment practices in secondary   schools of Ilu Aba Bor zone.

Part I: Background Information

 Dear Respondents:

   The purpose of this interview is to collect data about the current school self-assessment practices in secondary   schools of Ilu Aba Bor zone. The type of information you will provide determines the quality of the study. Please be sure that the information you will forward is used only for academic purpose. Therefore, you are kindly requested to give factual information for the interview.

1. How you ever examined the actual school self-assessment implementation in your school? If your response is yes, do you practice the process and steps of school self-assessment implementation relation to teaching and learning?

2. How can you examine the efforts of school self-assessment committee with implementing school self-assessment? If so, how often it exercised?

3. How can you judge the perception and attitude of teacher and principals with implementing school self-assessment?

4.Is there any training and orientation regarding school self- assessment in your school?'

5. Is the school give any motivation for in school stakeholders for implementing school self-assessment?

6. Please mention the major challenges that you face in leading your school as school self-assessment committee?

7. As school self-assessment committee, what strategies do you use in order to enhance school self-assessment practice? Explain it

THANK YOU FOR YOUR COOPERATION!!!

APPENDIXES -3

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT.

Guide line for focus group discussion

The purpose of this focus group discussion is to collect data about the current school self-assessment practices in secondary schools of Ilu Aba Bor zone. The type of information you will provide determines the quality of the study. Please be sure that the information you will forward is used only for academic purpose. Therefore, you are kindly requested to give factual information for the interview**.**

Focus group discussion for supervisors, unit leaders, academic vise principals,PTSA chairpersons , KETB chairperson and woreda TDP head

1. Did your school establish /form/ self-assessment practices committee members by involving all concerning bodies according to blue print?

2. Did your school create awareness for stake holders concerning self-assessment and its implementation?

3. Is school self-assessment practices committee functional in your school to help the implementation of the program?

4. Did school self-assessment practices committee actively participate in the self-enquiry phase of SSP

 -The problem identification phase of school self-assessment

 -Gathering evidence and analyzing evidence phase of school self-assessment

 -The monitoring, implementing and evaluations phase of school self-assessment.

5.Is school self-assessment practices challenged, what strategies do you use in order to enhance this problems?

APPENDIXES -4

JIMMA UNIVERSITY

 COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT.

I. Check-List for Document Observation
Name of the school_____

No	Items	Rate	
		Yes	No
1	Are there documents that indicate the engagement of practicing the process and steps of school self-assessment implementation that promote high standards and expectations for all students		
2	Are there documents that indicate teachers and principals attitudes and perception towards school self-assessment practices		
3	Are there documents that indicate training and orientation regarding school self- assessment?		
4	Are there documents that indicate given any motivation for in school stakeholders for implementing school self- assessment?		
6	Are there documents that indicate Providing feedback for teachers and students effort?		
7	Are there documents that indicate Providing a clear and understandable vision of the learning target		
8	Are there documents that indicate Using examples and models of strong and weak work.		
9	Offer regular descriptive feedback during the learning		
10	Teach students to self-assess and set goals for next steps.		
11	Are there documents that indicate Use evidence of student learning needs to determine next steps in teaching.		
12	Design focused instruction, followed by practice with feedback		
13	Provide opportunities for students to track, reflect on, and share their learning Progress.		

THANK YOU FOR YOUR COOPERATION!!!