

# **HAWASSA UNIVERSITY**



**COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES  
SCHOOL OF TEACHERS EDUCATION**

**INVESTIGATING THE CONTRIBUTION OF CONTINUOUS  
ASSESSMENT TO SECONDARY SCHOOLS' PHYSICS CURRICULUM  
IMPLEMENTATION AND PUPILS LEARNING PERFORMANCE IN  
SELECTED PUBLIC SECONDARY SCHOOLS IN CENTRAL ZONE  
OF SIDAMA REGIONAL STATE, ETHIOPIA**

**ATHESIS SUBMITTED TO THE SCHOOL OF TEACHER  
EDUCATION OF HAWASSA UNIVERSITY FOR THE PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER'S OF ARTS IN CURRICULUM AND INSTRUCTION**

**By**

**Daniel Solomon Boroda**

**June. 2024**

**HAWASSA, UNIVERSITY**

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## **DECLARATION**

The Thesis entitled, investigating the contribution of continuous assessment to secondary schools' physics curriculum implementation and pupils learning performance in selected public secondary schools in central zone of sidama regional state, is my original work and has not been presented for a degree in any other university, and all sources of material used for this Thesis has been properly acknowledged.

Declared by: Daniel Solomon Boroda

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Place and Date of Submission: \_\_\_\_\_

**HAWASSA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**M.A THESIS ADVISOR'S APPROVAL SHEET**

This is to certify that the Thesis entitled, INVESTIGATING THE CONTRIBUTION OF CONTINUOUS ASSESSMENT TO SECONDARY SCHOOLS' PHYSICS CURRICULUM IMPLEMENTATION AND PUPILS LEARNING PERFORMANCE IN SELECTED PUBLIC SECONDARY SCHOOLS IN CENTRAL ZONE OF SIDAMA REGIONAL STATE; submitted in partial fulfillment of the requirements for the degree of Master's of Arts (curriculum and instruction) has been carried out by Daniel Solomon Boroda Id.No. GPCUINR/0003/15, under the supervision of the Advisor, Girma Moti (PhD). Therefore, I recommend that the student has fulfilled the requirements and hence here by can submit the thesis to the school of Teacher Education.

**Name of Advisor:**

**Signature**

**Date**

Girma Moti (PhD)

\_\_\_\_\_

**HAWASSA UNIVERSITY**  
**SCHOOL OF TEACHER EDUCATION**  
**EXAMINERS' APPROVAL SHEET**

We, the undersigned, members of the board of examiners of the final open defense by Daniel Solomon Boroda, have read and evaluated his thesis entitled: The implementation of continuous assessment in selected government secondary schools in central zone of sidama regional state and examined the candidate. This is, therefore, to certify that the thesis has been accepted in partial fulfillment of the requirements for the degree of Master's of Arts in Curriculum and Instruction.

**Signed by the Examining Committee:**

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Name of External Examiner	Signature	Date
_____	_____	_____
SGS Approval	Signature	Date

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## **ACRONYMS AND ABBREVIATION**

CA= Continuous Assessment

EDRM= Education Development Road Map

ETP= Education and Training Policy

GEFW=General Education frame work

ICDR = Institute of Curriculum Development and Research

IPhT=Interview for Physics Teachers

ISP= Interview for School Principals

ISS=Interview for School Supervisors

IEO=Interview for Education Officer

MoE= Minister of Education

SPSS = Statistical Package for Social science

SREB= Sidama Region Education Berue

USAID= United States Agency for International Development

## ABSTRACT

*The purpose of this study was to investigate the implementation of continuous assessment in selected government secondary schools in central zone of sidama regional state. For this study, the researcher was employed concurrent triangulation mixed design, Simple random sampling, systematic sampling and purposive sampling techniques respectively. Both primary and secondary sources of data were used. The study was also involved 5 secondary schools, 230 respondent students, 15 teachers, 5 principals, 5 vice-principals, 3 school supervisors and 6 education office officers. Data gathering instruments were questionnaire, interview, document analysis and observation. The quantitative data were analyzed using descriptive statistics through applying SPSS soft ware version.26. The qualitative data were summarized by using narrative technique of analysis. The major findings show that: Teachers fail to discharge their professional responsibility to implement continuous assessment strategies. There is no effective & objective oriented follow up and support from school leaders. More over the major factors affecting the implementation of continuous assessment were: lack of understanding, lack of commitment, irregular students' presence in class, lack of adequate curriculum materials, large class size, lack of providing laboratory practical activities, lack of in-service training, lack of integrated uniform guide lines for curriculum & continuous assessment implementation. based on the major findings and conclusion drawn possible recommendations were made: physics teachers should implement physics curriculum & continuous assessment in detail & integrated way to improve students learning performance, physics teachers should participate in school based continuous professional development program to improve their knowledge & skill of continuous assessment, school leaders & education office should supply necessary materials & they should also conduct follow up regularly, the regional education bureau should prepare and provide in-service training and continuous assessment implementation guideline.*

*Keywords: Assessment, Continuous assessment, students' learning performance, secondary school physics curriculum, curriculum implementation.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 BACK GROUND OF THE STUDY

Education is an instrument of change for the individual and the society at all. Hence; Education has been considered as the key element to any given country's development and it must be organized in the form of Curriculum to transfer knowledge, skill & Attitude to the learners. Regarding this concept; Curriculum is subject matter or content that organized and assimilated information in terms of grade levels. Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabus, and subjects or it is putting educational aims and objectives in to effect. Therefore; Curriculum implementation refers to how the planned or officially designed course of study is translated by the teacher in to syllabuses, schemes of work and lessons to be delivered to students. (Mulenga, 2019), has defined that the curriculum as a tool which is used by educational systems to assist their citizens in acquiring desirable knowledge, skills, values, and attitudes, must strive to move beyond the rigidity of traditional syllabi or written plans and concentrate on giving students the skills they need to acquire, develop, and apply knowledge, values, and attitudes that should result in the use of skills.

Whereas, the academic performance of the students' have been describing as the knowledge gained by the student which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time, (Narad & Abdullah, 2016). According to (Yusuf, Onifade & Bello, 2016), academic performance can be understood as the quantifiable and apparent behavior of a student within a definite period and is an aggregate of scores fetched by a scholar in various evaluations through class tests, mid and end semester examinations, etc. Hence; academic performance is a measure of the main outputs in education is expressed in terms of learning, that is, changes in knowledge, skill and attitude of individuals as a result of their experiences within the school's system.

Assessment is the process of collecting educational information and data useful to make sound decisions; if it is practicing frequently so, called continuous assessment. continuous assessment as its name indicates that, it is the process of conducting frequent assessment for purposes of deciding how well students are achieving the instructional objectives and what the teacher's and they might do to improve their learning. In other way Continuous assessment is defined as a

classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils. Regarding this, (USAID, 2003), state that; continuous assessment is classroom strategy that implemented by teachers to authenticate the knowledge, understanding and skills attained by pupils. It further views continuous assessment as a process that occurs frequently during the school year and is part of regular teacher-students' interactions; students receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. As defined by (Muluken,2006), continuous assessment is one of the elements of instructional process that plays an important role to improve learning in educational institution as part and parcel of instructional process and it is basic tool of education to check the awareness of learning on the part of the learners. In other words, the student is assessed right through the learning process and not only after the learning process.

Many countries of the world have been applying continuous assessment in their educational system. For instance in Europe, America, Asia, Australia and other countries have been becoming more and more central to the whole process of education. In Africa in different countries there are also more enough experiences about the implementation of the continuous assessment in education system. For example: Nigeria, Malawi, Zambia, Namibia, etc. are few countries to mention. In the Ethiopian context, the newly designed "General education frame work", (MoE, 2020), has placed emphasis on the employment of continuous assessment in General education system from K.G (Kinder Garter) to grade 12. According to (MoE, 2020), the teaching-learning process and assessment should be aligned to obtain maximum student learning. High quality teaching and learning experiences ensure that what is taught closely reflects the intended learning and continuous assessment reflects what is taught and learnt. Generally, the experience obtained on continuous assessment of different countries informed us its major purpose is improving students' learning and teachers' teaching has to be viewed as an on-going process of gathering, analysing, interpreting and sharing information that provides evidence of students' progress and achievements, and adjusting teaching accordingly. The primary purpose of continuous assessment is to enhance the learning of student and improve teaching practices of teachers. Thus including continuous assessment in the plan properly and implement for the purpose of assessing students' performance and progress in order to improve teaching and learning.

Physics is one of the subjects that have been offered in the secondary schools. It is true that, knowledge and skill obtained from the physics is applicable in any technological and engineering sector, and also its benefit for developing countries like Ethiopia is unquestionable. However, the teaching and learning of physics in the secondary schools of the country have been encountered by many problems. Among the others lack of interest to learn physics from students side and low performance are major problems in physics subject; this may be due to lack of adequate implementation of continuous assessment in the process of transferring physics curriculum in to instruction.

The studies that carried out sofar in this area were not emphasis on the integration of curriculum implementation, practicing of continuous assessment and students learning performance. However, these aspects have the complementarities to each other; to improve students learning performance through using continuous assessment strategies as a curriculum implementation tool in a physics subject instruction. This means successful implementation of continuous assessment program could lead to improve standard of teaching- leaning in the school.

Against, the implementation of continuous assessment strategies in Central Zone of Sidaama regional state in public secondary schools some problem have been existed; Students' learning performance in physics has been inconsistent over time and it is a major concern to all stakeholders in education. Therefore identifying major factors and providing relevant solution through scientific research method is one way among the others. So, the researcher has considered this fact and initiated to conduct study in this area.

## **1.2 Statement of the Problem**

Continuous assessment is the component of the instructional process and it is essential for checking how well the instructional objectives are realized as planned by Subject teachers. Teachers utilize the Continuous assessment as a tool: to measure the students' learning performance, to evaluate how well the officially prescribed curriculum is implemented and to check up the gaps and success in teaching-learning process via taking remedial action based on such identified gaps. Hence, the educational progress of the learners needs frequent assessment. Within this line, (Alause, 2004), states that the educational progress of learners needs frequent assessment. Teachers should have adequate knowledge and necessary skills for application of continuous assessment in proper manner. As different authors convinced that; it is a classroom based strategy which is practiced on a day to day basis to improve the quality of the individual's

work or performance rather than merely administering a number of paper and pencil test to pupils. Taking these and other realities in to consideration, the MoE in Ethiopia introduced continuous assessment in different levels of the educational institution. As stated in different documents prepared by MoE in different eras such as: ETP, (MoE1994,2023); GEFW, (MoE2009 , 2020), and "Education Development Road Map", EDRM, MoE (2018), the practical task of implementing the curriculum at school level requires continuous assessment as part of the curriculum in general and the instructional process in particular.

Continuous assessment is taking place in secondary schools in Physics curriculum implementation; but still there are challenges regarding the Utilization of the continuous assessment strategies' as major tool for Physics curriculum implementation integrated in instructional process to improve students' learning performance. Physics teachers and students lack clear understanding of the purpose of the continuous assessment in education system in general and Physics curriculum implementation in particular. Most of time teachers use it for marking and grading students instead of using to improve learners overall academic performance through taking different remedial activities. physics teachers' lack of interesting to integrate continues assessment with instructional process, most teachers assumes as following learning progress of students continuously as difficult tasks in process rather than using for measuring how well the instructional objectives are realized in teaching learning process, there is no strong follow up system from School Leaders about physics curriculum and CA implementation with in integrated way, and students lack of interesting to engage themselves in the practice of continuous assessment strategies in class room and out of class room.

Regarding the implementation of continuous assessment; Aresearch was conducted and suggestion was provided to concerning body to take corrective measure. For instance, Aklilu (2017) carried out the study on the 'impact of continuous assessment on students' academic achievement in physics subject in Kucha Woreda secondary scools, Gamo zone, former SNNPR, Arbaminch University and his findigs show that there is lack of infrastructures & lack of understanding from teachers' side regarding the CA. however; the study was not focused on the how well CA strategy is implemented in secondary school physics curriculum to improve students learning performance. The same problems were existed in my study area. The implementation of CA in physics curriculum at secondary schools is not reached at adequate level.the performance of students in physics curriculum is declining year after year; there is inconsistency of integrating instructional

process with continuous assessment to improve students learning performance, there are no mandatory rules, regulations and standardized frame works. Due to these and other factors, the area needs additional research works to solve the existing problems. Hence; through filling the gaps to provide suggestions for concerning bodies the researcher has decided to conduct this study.

### **1.3 Objectives of the study**

#### **1.3.1 General objective**

The general objective of this study is to investigate the implementation of continuous assessment in selected government secondary schools in central zone of sidama regional state

#### **1.3.2 Specific objectives of the study**

The specific objectives of this study are:

1. To appreciate the implementation of continuous assessment in grade 9-10 physics curriculum implementation and students' learning performance.
2. To assess how continuous assessment strategies were practiced in grade 9-10 physics curriculum at selected secondary schools
3. To identify the factors affecting the implementation of continuous assessment at selected Secondary Schools in grade 9-10 level.
4. To find out how physics teachers' use table of specification in test preparation at knowledge, skills and attitudes level.

### **1.4 Research questions**

This study aimed to answer:

1. What are the contributions of continuous assessment strategies in physics curriculum implementation and students' learning performance?
2. How do grade 9-10 Physics teachers practice continuous assessment in selected secondary schools?
3. What are the major factors that affect the implementation of continuous assessment in teaching Physics for grade 9-10 in selected Secondary Schools?
4. How well do teachers prepare table of specification while preparing teacher made achievement test for learners?

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

The study would be employed to investigate the implementation of continuous assessment in selected government secondary schools and identifying the major factors that are affecting the implementation of continuous assessment at selected study areas. The Significance of this study is to provide suggestion for decision makers at school level, Town Administration/ woreda, Zone and at Regional level to take corrective measures; thereby improving the implementation of continuous assessment in physics curriculum to enhance students learning performance. Hence; it provides suggestions to stakeholders how to reduce existing problems with in integration of the curriculum implementation, continuous assessment and students learning performance at secondary schools in study area. It is also expected to provide feedback to curriculum designers' and educational policy makers. Moreover, this study also expected to add up to the existing knowledge on the techniques of implementing continuous assessment in secondary schools and finally it will help the researcher who wants to investigate the Study in this area.

### **1.6 Scope of the study**

The study was delimited to investigate the implementation of continuous assessment at five selected secondary schools in Central Zone of Sidaama regional state. The study focuses on the contribution of continuous assessment (formative assessment) on grade 9-10 physics curriculum implementation and students' learning performance in public secondary schools. This research site (area) is selected because the researcher has been working here for the last five years and well known the environment. So, it will be easier to get information required for the study.

### **1.7 Limitations of the study**

As in other any scientific researches, this study also faced some limitations. The followings are some to mention: the shortage of sources recently conducted empirical studies in this area, time constraints, shortage of finance and some of the respondents were delayed to fill in the questionnaire and return back on time are Considered as major challenges. However, the researcher appoints the respondents frequently and showing the commitment to complete this study successfully.

## **1.8 Operational definition**

**Assessment:** It is the process of gathering, interpreting and organizing information about students' learning achievement to make decision that will help to attain predetermined objectives.

**Continuous assessment:** Refers to the process of collecting information on how students are progressing in their learning and using this information to make an instructional decision.

**Town Administration:** is a local governmental structure that has a mandate to administer Political, Economics & Social affairs including Education with in its given Geographical scope.

**Curriculum:** subject matter (e.g math, science, English, history, and so on) or content (organized and assimilated information) in terms of grade levels.

**Implementation:** is the action that must follow any preliminary thinking in order for something to actually happen.

**Learning performance:** is regarded as the display of knowledge attained or skills, shown in the school subjects such achievements are indicated by test scores or by marks assigned by teachers.

**Public Secondary school:** it is Educational institution that offers academic courses for grade 9-12 Learners and it is the place where continuous assessment is practicing.

**Secondary school (9-10):** are Grade levels in secondary school that provide general education that enable the students to identify their needs, interests and potential to choose their field of study

## **1.9 Organization of the Study**

This study is divided in to five chapters. The first chapter comprised introduction, statement of the problem, objective of the study, reseaserch questions limitations and delimitations of the study, theoretical framework and the conceptual framework. The second chapter contains review of related literature.The third chapter provides research design and methodology. The fourth chapter contains the presentation, analysis and interpretation of the data. Summary, conclusion and recommendation are provided in the fifth chapter.

## **1.10 Theoretical framework**

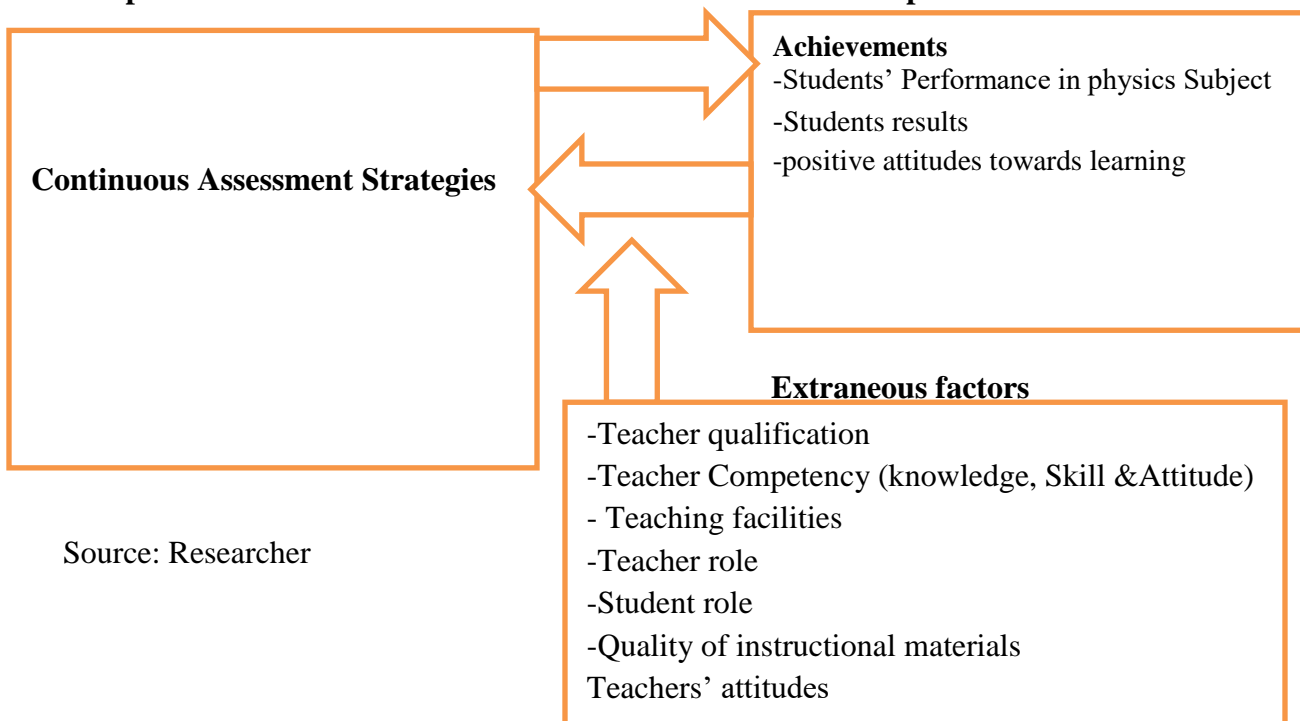
Educational assessment provides the necessary feedback we require to maximize the outcomes of educational efforts. The assessment of learners' learning provides objective evidences necessary in the decision-making process in education. As clearly pointed out by Cone and Foster (1991), good assessment resulting in accurate data is the foundation of sound decision making. As discussed by Nitko

(2004), Continuous Assessment is an on-going process of gathering and interpreting information about student learning that is used in making decisions about what to teach and how well students have learned. Continuous assessment would alter the learning environment in General education and provide positive student-learning opportunities, encourage dialogue between teachers and students. It also enhances the student-learning experience, provide motivation for students by moving toward a formative assessment ethics and allow students to take responsibility and ownership for their learning and education, Alastair (2008).

### 1.11 The Conceptual Framework

#### Independent Variable

#### Dependent Variable



Source: Researcher

**Figure: 1 Conceptual Framework of continuous assessment**

An independent variable is the factor manipulated or selected by the experimenter in his attempt to ascertain its relationship to an observed phenomenon. In this study continuous assessment strategy is an independent variable that stands alone and isn't changed by the other variables. But dependent variable such as students' achievement will change depending on several factors. Also, extraneous variables like teacher qualification, teacher Competency, teaching facilities, teacher role student role, quality of instructional materials teachers' attitudes and other extraneous variables directly affect the dependent variable.

As clearly indicated in the conceptual framework, the continuous assessment strategies being implemented by the teachers are likely to contribute to improve students' learning performance. Regarding this, the General Education framework of Curriculum, (MoE, 2020), has stated that, at the secondary school level, the Continuous assessment has the purpose of both improving learning and measuring levels of progress toward pre-determined learning ends. It is also closely linked with qualifications and awards that will enable students to pursue further studies or work.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 The Concept Continuous assessment**

Assessment is a normal phenomenon in every human endeavour. Without assessment, progress will be difficult to be measured. Assessment in education is vital to instruction delivery and to implementing the curriculum in details. It mediates between the curriculum implementation and the learning outcomes and also between the pedagogical skills and the learning outcomes. To this end, assessment bridges the gap between teaching and learning. When the assessment is an on-going phenomenon, it is referred to as Continuous Assessment. Assessment is a means whereby the teacher obtains informations about knowledge gains, behaviour changes and other aspects of the development of learners, Oguneye (2002). It involves the deliberate effort of the teacher to measure the effect of the instructional process as well as the overall effect of school learning on the behaviour of students.

Oyekan (2016), refers to continuous assessment as the use of different modes of evaluation for the purpose of guiding, improving and ensuring meaningful learning with the overall aim to enhance brilliant performance of students within and outside the school environment. also, it is a mechanism whereby the final grading of students in the cognitive, affective and psychomotor domains of behaviour systematically takes account of all their performance during a given period of schooling, Osunde & Ughamadu (2004). Such assessment involves the use of various means of evaluation for the purpose of guiding and improving the learning and performance of the students.

#### **2.2 Definition of Continuous Assessment**

Assessment is a process of collecting, interpreting, organizing & presenting information to aid decision making process of students learning in order to review what learners have achieved. According to Greaney and Kelladhan (2001) assessment is process of obtaining information that is used to make educational decision about students, to give feedback to the students about his or her progress, strengths and weakness or to judge instructional effectiveness and circular adequacy and to inform policy.

Continuous assessment is merely a gathering and interpreting information about student's learning that is used in making decisions about what to teach and how well students have learned (Nitko, 2004). It is an educational assessment system or style which is designed to replace standardized public examination testing by assessing students based on academic and personal progress from the start of their education to its completion; from kindergarten to higher education. Continuous assessment is supposed to relieve the pressure of examinations. Continuous assessment can also be defined as a mechanism where the final grading of a student in the cognitive, affective and psychomotor domains of behaviour takes a systematic account of all performances during a period of schooling. Assessment in the cognitive domain is associated with the process of knowledge and understanding. The affective domain applies to characteristics such as attitudes, motives, interests, and other personality traits. Assessment in the psychomotor domain involves assessing the learners' ability to use his or her hands (e.g. in handwriting, Construction and projects). The teacher evaluates scholastic performance, arts and sports involvement and personal as well as social development. The student is assessed continuously on a fairly wide range of criteria such as attendance, weekly quiz, and use of language, presentations, show and tell and others.

According to, Baker (1991) defined that, "Continuous assessment is an education policy" in which students are examined continuously over most of the duration of their education, the results of which are taken into account after leaving schools. It is proposed or used as an alternative way to assess students rather than depending solely on the final exam system. Continuous assessment also viewed as an assessment approach which should depict the full range of sources and methods teachers use to gather, interpret and synthesise information about learners; information that is used to help teachers understand their learners, plan and monitor instruction and establish a viable classroom culture. continuous assessment should involve a formal assessment of learners' affective characteristics and motivation, in which they will need to demonstrate their commitment to tasks overtime, their work-force readiness and their competence in team or group performance contexts. From these definitions, one could deduce that continuous assessment is an assessment approach which involves the use of a variety of assessment instruments, assessing the various components of learning, not only the thinking processes but including behaviours, personality traits and manual dexterity. Continuous assessment will also take place over a period of time. Such an approach would be more holistic,

representing the learner in his/her entirety. It will begin with the decisions that the teachers perform on the first day of schools and end with the decisions that the teachers and administrators make on the learners regarding end-of-year grading and promotion.

### **2.3 The Nature of Continuous Assessment**

According to Egbule (2002), Continuous assessment is seen to be systematic, comprehensive, cumulative diagnostic and guidance oriented. They are explained below.

#### **2.3.1 The Systematic Nature of C.A**

Continuous assessment is said to be systematic because it has a definitive programme of assessment. Thus it has an operational plan which indicates or specifies what measurements are to be made of the students' performance, the time intervals when such measurements are to be made, the results to be recorded and the specific nature of the instruments or strategies to be adopted for the measurement. Usually, these are worked out in advance. It means then that any school involved in C.A. programme must have to adopt a definite programme that should be made known to all participants especially students, teachers and even the ministry of education officials and parents who are directly involved.

#### **2.3.2 The Comprehensive Nature of C.A**

A variety of instruments or assessment procedures are used in ascertaining the performance of the pupils. Such instruments include tests/examinations, assignments, projects, observations, questionnaires, interviews, socio-metric techniques etc. In so far as continuous assessment looks at the total development of the pupil, it is said to be comprehensive. The cognitive, affective and psychomotor behaviours and domains are all considered and assessed. You have to note that the evaluation system before the introduction of continuous assessment system focused mainly on the cognitive domain of behaviour. Psychomotor and affective domains of behaviour were excluded.

#### **2.3.3 The Cumulative Nature of C.A**

The specification is that there should be repeated measurement and all such measurements are taken into account in presenting a picture of a pupil at any point in time. It means therefore that any decisions to be made on any pupil at any time should also consider and take into account all

previous decisions about the pupil. This implies that the final grade of any child at the end of the year or period of schooling must incorporate or integrate the data of the last assessment including in some degree all the assessment data throughout the school year or period of schooling.

#### **2.3.4 The Guidance-Oriented Nature of C.A**

Each and Every information's collected on the pupils during the process of continuous assessment is made use of for further development of the pupils. A major reason why pupils are assessed within a course of study rather than waiting until the end of the school term or school year or even end of the programme, is to obtain information on the level of the pupil's achievement and then use such information, if need be, to assist the pupil's in good time before it becomes too late. One of the main values of assessment in education is that it can assist to identify areas of strengths and weaknesses in pupils' performances, the teachers' instructional strategies and the educational programme. The information obtained can be utilized as a sound basis for encouraging the pupils' efforts, for remediation of students' learning problems and necessary improvement of strategies and modalities of instruction.

#### **2.3.5 Diagnostic Nature of Continuous Assessment**

Continuous assessment is said to be diagnostic since it involves continuous monitoring of students' progress to identify each student's strengths and weaknesses. With the knowledge of the weaknesses of students, remedial programmes could be planned for them.

### **2.4 Modern Views of Continuous Assessment**

#### **2.4.1 Assessment for Learning**

Assessment for learning refers to assessment tasks that are formative and help students to actively assess what they have learned, to determine what they know and can do, and to identify gaps in their learning that have to be redressed (Russel et al.2006). in other word Hatt (2019), argued that assessment can only be formative when feedback is provided that clearly indicates corrective action. This is why formative assessment is also referred to as assessment for learning. Timely information on the way in which students can improve their performance should motivate them to engage more effectively with their learning (Bjalde, Jorgensen, and Lindberg 2017).

Now a day, emphasis of curriculum assessment shifts from summative (assessment of learning) to formative assessment (assessment for learning) to meet the dynamic needs of learners. Thus, in assessment for learning, teachers use assessment as an investigating tool to find out as much as they can about what their students know and can do, and what confusions, preconceptions, or gaps they might have. Therefore, investigation results provide the basis for determining what teachers need to do next to move student learning forward.

Therefore Assessment for Learning was more practical. Because Assessment for learning is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard. The benefits of Assessment for Learning were it improves learner outcomes, it increases confidence, it increases independence, and it changes the culture of the classroom.

#### **2.4.2 Assessment of Learning**

Assessment of learning is usually associated with summative assessment and measures what a pupil has learned. Assessment of learning can also contribute to learning, as it provides motivation to students to ensure that they accomplish learning, Baird et al.(2017).This type of Assessment is typically done at the end of something (a unit, course, a grade, a program) and takes the form of tests or exams that include questions drawn from the material studied during that time.

Assessment of learning is used for grading, promoting, and certifying purposes. It is also helpful for providing information based on the assessment of effectiveness of a program of instruction (ICDR, 2004). The purpose of Assessment of learning is summative, intended to certify learning and report to parents and students about student "progress in school, usually by signalling student" relative position compared to other students. Thus, a strong emphasis is placed on comparing students, and feedback to students comes in the form of marks or grades with little direction or advice for improvement.

#### **2.4.3 Assessment as Learning**

In a CA system, assessment can also form part of the learning process, so we can also refer to assessment as learning (Bjalde and Lindberg 2018). In the environment in which we live where all knowledge is available on the internet, it no longer makes sense to expect students to learn knowledge off by heart. Rather they should have the ability to find relevant information, to be

able to apply this to new situations, and to use it for analysis and evaluation. The only way in which such skills can be taught is by doing this, and then receiving feedback on performance. Assessment as learning emphasizes the role of the student, not only as a contributor to the assessment and learning process, but also as the critical connector between them. Students, as active, engaged, and critical assessors, can make sense of information, relate it to prior knowledge, and master the skills involved.

## **2.5. Rationale for Using Continuous Assessment**

The conventional assessment focuses more on the end results that students get. Some scholars argue that although it is important to judge the achievement of students at the end of a semester or a course, assessment should mainly be used to improve the teaching learning process (Plessis et al 2003, Pasiona, 2002). Hence, then advocated a paradigm shift from conventional assessment to continuous assessment. The characteristic of this shift (a paradigm shift in educational assessment) is the moving of assessment from a judgmental roll to a development role. In sharp contrast to the notion of summative assessment, it implies a shift from assessment of learning (summative) to assessment as learning (formative) (Alausa, 2004) or assessment for learning (formative) (Pryor, 2015).

The scholars present a number of rationales for using continuous assessment in schools. Continuous assessment is a way of collecting information about student's strength and weaknesses and provides important remediation in order to maximize their learning. Bock, Elago and Kunyanda (2003), point out the following rationales as to why continuous assessment is used in classrooms.

It is useful to diagnose learner strength and needs (so that appropriate teaching can be provided); to provide feedback to teachers about how well they are teaching (so that they can make needed changes and continue doing things that are effective); to inform and guide instruction (for example, to help a teacher decide if remedial teaching is needed by some learners or if the whole class needs more teaching on a topic), to inform learners how well they are learning (so they continue to do good work and so that they know when they need to improve); to make clear to learners what they are expected to learn ; to motivate and focus learners attention and effort (to help them learn better). More over it helps to evaluate and grade learner achievement; to provide

a record of progress; to predict learner readiness for future learning and to ensure and improve the effectiveness of the school.

Generally, through continuous assessment of students' performance, it is possible to get regular information about teaching, learning and the achievement of learning objectives and competences. Moreover, teaching and learning is not a process that can be completed in a short period of time, so it needs an ongoing assessment.

## **2.6 The purpose of continuous assessment**

A review of the literature on assessment suggests a range of functions of assessment including:

1. To inform an overall judgment of achievement, this may be needed for reporting and review.
2. as a means of giving feedback to students. (Pelligrino et al. 2001) has suggested that an assessment is a tool designed to observe students' behaviour and produce data that can be used to draw reasonable inferences about students' knowledge.
3. To provide feedback to academic staff by using assessment as a measurement of the success of learning and teaching. for example (William, 2000) has suggested that the aspect of assessment is to provide information with which teachers, educational administrators and politicians can be held accountable to the wider public; by supporting the argument (Pelligrino et al. 2001) has suggested that assessment serves as a vital role in providing information to help students, parents, teachers, administrators and policy makers to reach decisions.
4. A means of monitoring standards, as argued in (William, 2000) and the standard can be measured at individual, module, programme, school, and institution, and sector, national or international levels.
5. Preparation for life. According to (Falchikov, 2005), more important skills such as collaboration and sharing can be developed through assessment. All these factors contributed to an inordinate amount of stress on academic staff when dealing with assessment. In general the purpose of assessment is, then, to inform policy, enrich curriculum, improve classroom practices and then student achievement (Iqbal & Samiullah, 2017; Perry, 2013; Pryor, 2015; Kapambwe, 2010).

## **2.7 The Benefit of continuous Assessment**

According to Atsumbe (2013), the benefits of continuous assessment can be summarized as follows:

1. Continuous assessment plays a vital role in diagnosing and remediating area of learners' strengths and weaknesses if properly anchored on what occurs in classroom.
2. Continuous assessment is an approach that would capture the full range of learners' performance. Teachers and administrators would thus be able to assess learners' progress and would have time to correct the problems.
3. Continuous assessment Places the teachers at the centre of all performance assessment activities. It encourages more teacher participation in the overall assessment or grading of his /her learners.
4. The introduction of CA lead to better study habits where by students read at a steady pace and seeks help in those areas of their work that had not been mastered in the preceding test.
5. The result of CA has been used to improve instructional techniques curriculum review and have served as a tool for quality control.
6. Continuous assessment has the capacity of reducing malpractice because CA system improves the study habits of the students
7. The immediate feedback of CA would serve as a strong tool of motivation to students.

## **2.8 Continuous assessment Techniques**

Continuous assessment Techniques refers to the styles teachers adopt in all their activities directed towards helping students to learn and to determine students' progress. Atsume and Raymond (2012), maintained that, assessment techniques include: performance test, teacher made test, observation techniques, interview, questionnaire and psychological test.

### **2.8.1 Performance test**

Performance tests are used to assess the achievement of the objectives in psychomotor domain. The psychomotor domain of educational objective is concerned with practical or motor skills possessed by students. The two measurable aspects of psychomotor skills in any performance tasks include process, procedure, skill or techniques, and the product or result.

### **2.8.2 Teacher made achievement test**

Achievement tests are prepared by Classroom teachers. The Teacher constructs this type of test bearing in the age of the students, the subject matter, and the objectives of the curriculum and educational philosophy of the school.

### **2.8.3 Observation techniques**

Observation entails a careful and purposeful watch over students to obtain information on their performance and effective behaviour (Ogwo & Orano, 2006) , It is useful for collecting information on things that need to be seen, smelt, felt, or touched tasted or heard. The teacher prepares observation schedules which serve to systematize information accruing from the observable phenomena.

### **2.8.4 Interview**

An interview is face-face or telephone or videophone discussion which a teacher holds with a student, which is often used to verify and compliment other information about the student, Ogwa & Oranu (2006). Interview is also strategy for gathering information through questions. Interviews are structured to elicit specific response. They are usually employed in oral questions of students.

### **2.8.5 Questionnaire**

A Questionnaire is a carefully designed assessment technique for assessing students in accordance with the curriculum of the subject matter. Atsumbe (2013), maintained that a questionnaire comprises series of questions designed to obtain information about a given subject. It gives provision for the anonymity to respondents, therefore could be used to obtain very frank answers in many aspects of the educational process.

### **2.8.6 Psychological test**

A Psychological test is an objective and standardized measure of individual's mental and/or behavioural characteristics. A psychological test is an instrument designed to measure unobserved constructs. Psychological tests are typically, but not necessarily a series of tasks or problems that the respondents have to solve. "A Psychological tests must be both valid (there is evidence to support the specified interpretation of test results) and reliable (internally consistent or give consistent result)", Wesserman (2003).

## **2.9 Factors affecting implementation of continuous assessment**

There are many factors that affecting implementation of continuous assessment in secondary schools. Some of them are elaborated as follows:

### **2.9.1 Qualification of Teachers**

Since assessment is a means where by the teacher obtains information about knowledge gains, behavioural changes and other aspects of the development of learners (Oguneye, 2002). It involves the deliberate effort of the instructional process as well as the overall effect of school learning on the behaviour of students. The quality of assessments and their consequences on teaching and learning depends on teachers' competence and knowledge in the educational assessment (Alkharusi, 2011). Along this line, (Gronlund,2006) has proposes that a well grounded educational assessment requires a clear articulation of all planned learning outcomes of the instruction and diverse assessment methods that are related to the instruction, adequate to sample student performance and fair to everyone.

### **2.9.2 Large Number of Students in class**

For effective assessment, the teacher needs to spend time on each student by helping and observing. The teacher has to teach less number of students per class. By this, the teacher will teach, assess and provide feedback to the student individually.

### **2.9.3 Misinterpretation of Guideline**

Some principals and teachers think that assessments are limited to paper and pencil tests and examination. Teachers can summarize students score, class work and assignments to make up a grade for a given period. Teachers seem to be confused in the amount of material content that should be covered by each test. In other words, a test covers only the materials taught after an assignment has been made or should the test content be extended to the earlier and related materials taught after the preceding tests. A test limited in content to the materials taught after the last test would not give the students an opportunity to use knowledge which has been acquired before the last test. Besides, that would not make for an effective transfer of knowledge on the part of the students coupled with the need for adequate vertical integration of the subject content by the teacher.

#### **2.9.4 Training of Teachers**

The way/method of implementing the programme in schools is as a result of lack of adequate training of teachers; due to lack of adequate training on the part of teachers, the implementation of CA is carelessly handled and there is also the problem of usuring a uniform format of CA in all schools.

## **CHAPTER THREE**

### **RESEACH DESIGN AND METHODOLOGY**

#### **3.1 Description of the study Area**

Central Sidama zone is one of the governmental structures among four administrative zones and one city administration in Sidama regional state. Yirgalem town is administrative center for this zone and it is located about 47 km from hawassa to the South direction. In this zone there are six neighbor woredas and one town administration. Namely: dale, wonsho, arbegona, shafamo, loka, bilate woreda and yirgalem town administration. wonsho, arbegona, and shafamo woredas found in geographically high land climatic zone, dale woreda and yirgalem town administration found in geographically mid land (weyinadega) climatic zone, whereas loka and bilate woredas are found in geographically low land climatic zone.

#### **3.2 Research Design**

This study was adopted by using concurrent triangulation mixed design. The concurrent triangulation design is the most familiar in the mixed methods models. This model generally uses quantitative and qualitative methods as a means to offset the weaknesses inherent within one method with the strengths of the other method. In this case, the quantitative and qualitative data collection is concurrent; happening in one phase of the research study. This strategy usually integrates the results of the two methods during the interpretation phase. This interpretation can either note the convergence of the findings as a way to strengthen the knowledge claims of the study or explain any lack of convergence that may result (Creswell and Creswel, 2018).

The concurrent triangulation mixed design was adopted in this study on the ground that it was found to be helpful to obtain reliable and relevant information.hence; this design have been used to gather adequate and relevant data on the contribution of continuous assessment on lower grades (9-10) physics curriculum implementation and pupils' learning performance at selected secondary schools in central zone of sidama regional state.

#### **3.3 Sources of Data**

To conduct the study both primary and secondary sources of data were used. The primary sources of data were gathered from grade 9-10 students, physics teachers, supervisors, principals

and education office experts. Whereas secondary data were gathered from fact sheets that comprises students' annual progressive report, assessments mark list, teachers' daily assessment report, teachers' annual course plan, daily lesson plan and other important documents were used for analysis; because these materials provide necessary information about how well continuous assessment has been implementing practically in the light of teaching-learning process and what looks like the students learning performance accordingly.

### **3.4 Sample and Sampling Techniques**

Sidama regional state has four administrative zones and one city administration. Namely: northern sidama zone, central sidama zone, southern sidama zone, eastern sidama zone and hawassa city administration. Among those, central sidama zone was selected by using purposive sampling technique because currently the implementation of the continuous assessment on grades (9-10) physics curriculum to improve students' learning performance has been facing different kinds of problems, SREB (2023). According to SREB annual regional education conference discussion, that held in 2022/2023 academic year; inadequate implementation of continuous assessment may contribute to low achievements of learners' academic performance in general and physics subject in particular. From my experience of teaching I observed such inadequate implementation of continuous assessment at secondary schools.

In central sidama zone there are six (6) woredas and one (1) town administration. Among them two woredas and one town administration were selected by using simple random (lottery method) sampling technique to give equal chance. On top of this, totally three (42.9%) research sites were selected out of seven. They are yirgalem administrative town, dale and wonsho woredas. Under these selected woredas and administrative town there are eight (8) government secondary schools. Of course; conducting study on the whole population is convenient to obtain more reliable research result. However, due to constraints in time, expense (money) and efforts required to conduct a research on every person, an optimal sample size has to be taken. Hence, a total of 5 (62.5%) government secondary schools were selected for the study using simple random (lottery method) sampling techniques. They are: Yirgalem secondary school, Aposto Secondary School, Bera-Tadicho Secondary School, Moto Secondary School and Bokaso Secondary school.

Regarding the respondents, a total of 230 students were selected for a questionnaire purpose. For a small population, a sample size of at least 20% is a good representation while for a large population a sample size of 10% is enough (Kumar, 2010). Due to this fact, 10% of respondents were sampled from the total sample frame. Accordingly, among 2303 students in grade (9 -10), 230 students were selected by using systematic sampling method until respondents reaching desired number. Thus 230 respondents were participated on the deep survey of the study area. the researcher was used close-ended questionnaires to collect required information ased on the nature of research questions.

For qualitative information 24 key informants were sampled purposefully. The entities of key informants comprised 5 Physics department head teachers, 3 cluster supervisors, 5 principals, and 5 Academic vice principals, 6 officers from education office (from teachers’ development core process and from curriculum preparation, implementation & feedback core process). All key informants were selected purposefully. Because; these participants have paramount importance to obtain the required information about how well the continuous assessment strategies are implemented by grade 9-10 physics teachers’ to improve the learning performance of the students in physics subject at selected government secondary schools.

**Table: 1 List of sampled grade Levels and number of students’ at selected secondary Schools**

No	Wo/Town admn.	Name of school	Number of students					
			Grade 9 <sup>th</sup>			Grade 10 <sup>th</sup>		
			Male	Female	Total	Male	Female	Total
1	YTA	Y.S.S	194	161	355	311	329	640
	YTA	Aposto	95	87	182	175	158	333
2	Dale	Bera-tadicho	75	67	142	87	75	162
	Dale	Moto	47	44	91	75	68	143
3	Wonsho	Bokaso	42	38	80	89	86	175
	Total		453	397	850	737	716	1453

YSS= Yirgalem Secondary School; YTA= Yirgalem Town Administration

Source: Education offices

## Student respondents in each grade level

1. Grade 9 =  $\frac{850 \times 230}{2303} = 85$
2. Grade 10 =  $\frac{1453 \times 230}{2303} = 145$  ; Total = 230

**Table: 2 key informants sample size at selected secondary schools**

No	Type of Participants	Total Population	Sampled population	Sampling technique
1	DHTs	5	5	Purposive
2	School Supervisors	3	3	Purposive
3	Principal	5	5	Purposive
4	Vice principals	5	5	Purposive
5	Education office Experts	12	6	Purposive
	Total	30	24	

DHTs= Department Head Teachers

### 3.5 Instruments for data collection

Instruments of data collection are basic tools to gather data to seek possible solutions for observed problems. In order to achieve the purpose of this study; questionnaires, interview document analysis and Observation were utilized.

#### 3.5.1 Questionnaire

According to, Best and Kahn(2005), questionnaire is an inquiry form of data gathering instrument in which respondents answer to the questions provided or respond to statements in writing and used to obtain factual information. For this study, close-ended questions were developed and provided to students. Based on the specific research objectives; questionnaires were grouped in to four sections. Firstly the questions were prepared in English & translated in to Amharic in order to make understanding easier and totally; the questionnaires were distributed for 230 respondents found in five sampled secondary schools & collected by the researcher from each school. Questionnaire is not only instrumental to gather information but also serves as appropriate tool to obtain a variety of opinions with in relatively short period of time. regarding to this, Kothari (2004), suggested that questionnaire is selected not only because it is the most

common data gathering tool, but also it helps to collect a great deal of information within the time limit and help to reach large group of research subjects.

### **3.5.2 Interview**

Interview questions were provided to get appropriate information from different group entities that could not be obtained through other data collecting instruments. For this study purpose interviews were conducted with 5 academic vice principals, 5 principals, 3 school supervisors, 5 department head teachers & 6 education office officers from teachers and school leaders development core process & curriculum study, preparation & implementation core process). Semi-structured interview were conducted to obtain factual information about the implementation of continuous assessment and students' learning performance in physics subject of grade 9&10 at selected secondary schools.

The purpose of the interview is to make the study in depth and gather information from the factual expressions and gestures can be read from the respondents about the raised issue and it helps to compare and contrast other data gathered through different sources. Thus, face to face interviews were conducted by the researcher directly encountering with the selected interviewees.

### **3.5.3 Document Analysis**

Document analysis helps to provide additional information that would obtain by other methods. It helps to cross check and supplement other data collection tools. So, the Students' mark list, Data Rosters, weakly and Daily plan of grade 9&10 Physics Subject teachers, Physics Laboratory manuals, students' report, (Students & Laboratory Assistance Attendance Sheet), in addition to these curriculum materials such as students' Textbooks & Teachers' Guide etc; Were analyzed to obtain necessary information about the pre-existing information of implementing continuous assessment practice, records and students achievement and curriculum delivery of physics classes. Thus; this instrument was employed to triangulate the data that were gathered through other tools to answer the research questions.

### **3.5.4 Observation**

Observation refers to the process of observing and recording events or situations. This technique is particularly useful for discovering how individuals or groups of people or animals behave, act or react, (Misrak et al., 2012). Classroom observation was conducted at selected Secondary schools to check up the extent of continuous assessment strategies are implementing in teaching and learning class room by grade

9-10 physics subject teachers and the participation of students on the preferred activities. To this end totally 20 class room observations (10 with grade 9 Physics teachers' & 10 with grade 10 Physics teachers) were conducted by availing in the class room.

In this study non-participant observation was employed. This type of observation allows researcher to observe and record activities without taking part of them. Non-participant observation prevents the researcher from unduly influencing or involving him/herself in classroom performing activities. As to Best and Kahan (2003), the information obtained through observation is more accurate, more valid, and more reliable than information gathered through other means. In this regard, the implementation of continuous assessment was observed and registered by using observation checklist.

### **3.6 Methods of Data Analysis**

The data collected through questionnaire from Students' learning at 5 sampled secondary schools of grade 9&10 was organized, coded and fed into Computer and analyzed using SPSS analysis software Version-26. Based on the research questions to be answered, the data was analyzed using descriptive statistics such as frequency and Percentage. The qualitative Data that were collected through in depth interview, document analysis and classroom observation were summarized by narrative technique of analysis.

## **CHAPTER FOUR**

### **Presentation, Analysis and Interpretation of the Data**

#### **4.1 Introduction**

This part of the study deals with the presentation, analysis and interpretation of the data gathered through quantitative and qualitative research tools. Such as: questionnaire, interviews, relevant Documents analysis and Classroom Observation. Grade 9 & 10 Students from five sampled secondary Schools were used for quantitative information. for qualitative data: Physics department head teachers, Physics Subject teachers, Principals, Academic vice Principals, Cluster supervisors, Woreda /Town administration Education Office Teachers' Development Program Officers were involved for Key informant interviews, Documents analysis and Classroom Observation.

For quantitative Data 230 copies of structured questionnaires were distributed to 5 sampled secondary Schools respondents. All the distributed copies of the questionnaires 100% (n=230) were completed and returned to the Researcher on time. As an additional input for the questionnaire responses, Key-informant interview, Documents analysis and Classroom Observation were also conducted to triangulate the formation gathered from different sources.

#### **4.2 Distribution and characteristics of respondents**

##### **4.2.1 Distribution of respondents' in each school**

**Table: 3 Distribution of respondents' at selected secondary Schools**

<b>no</b>	<b>name of school</b>	<b>no of students</b>	<b>no. of sampled respondents</b>
1	Y.S.S	995	99
2	Aposto	515	52
3	Bera-Tadicho	304	30
4	Motto	234	23
5	Bokaso	255	26
	Total	2303	230

According to the statistical data obtained from Woreda/Town Administration Education Office, in 2023/2024 G.C. Academic year 2023 Grade 9&10 Students were enrolled in the Schools under study. Out of those Students 51.7% (n=1,190) were male and 48.3% (n=1,113) were females. particularly, in Yirgalem Secondary School there were 995 grade 9&10 Students (505 males and 490 females), in Aposto Secondary School there were 515 Students (270 males and 245 females), in Bera-Tadicho secondary School there were 304 Students (162 males and 142 females), in Moto secondary School there were 234 Students (122 males and 112females) and in Bokaso secondary School there were 255 Students (131 males and 124 females). The Researcher was employed Mathematical Formula called Proportionality Ratio to give equal chance for selected secondary schools. Based on this formula 99 respondents selected from Yirgalem Secondary School,52 respondents were selected from Aposto Secondary School,30 respondents were selected from Bera-Tadicho secondary School , 23 respondents selected from Moto secondary School and 26 respondents were selected from Bokaso secondary School. The total number of respondents is equal to 230.

#### 4.2.2 Characteristics of respondents

**Table: 4 Characteristics of respondents**

No	Item	Respondents description	No of respondents'	%
1	Sex	Male	148	64.3
		Female	82	35.7
		Total	230	100
2	Age	14-16	110	47.8
		17-19	101	43.9
		20-22	15	6.5
		Above 22	4	1.7
		Total	230	100
3	Grade	9th	83	36.1
		10 <sup>th</sup>	147	63.9
		Total	230	100

Table 4 above show that the demographic Characteristics of student respondents. It emphasizes on sex, age and grade level of students. As we can see from the table 64.3% (n=148) male and 35.7% (n=82) female students were participated to answer research questions. Even though, the researcher has been trying to participates equal number of female student respondents. But due to

difference of their numbers from School to school it, can't be obtain equal number to male student respondents. However, simple random sampling technique was employed to identify male and female students from each grade level. Regarding their age, 47.8% (n=110) of students were in the age group of (14-16), 43.9% (n=101) of students were in the age group of (17-19), 6.5 of students were in the age group of (20-22) and 1.7 % (n=4) of students were in the age group of above 22. This shows us more students were found in proper school age group; in another word this age group analysis shows that, respondents in level have awareness to understand about continuous assessment techniques, practices, activity and its benefits. Against the grade level of respondents, 63.9 % (n=147) participated from grade 10<sup>th</sup> students and 36.1% (n=83) participated from grade 9<sup>th</sup> students. The reason why, the grade 9, students number more less than grade 10 students, because, they are newly reported to Secondary Schools hence, to obtain more efficient information about the implementation of continues assessment in grade 9<sup>th</sup> and grade 10<sup>th</sup> at selected secondary schools.

#### 4.3 implementation of continuous assessment and students' learning performance

Table 5, below presents the relationship of continuous assessment and Pupils' learning performance. If continuous assessment is implemented in an appropriate way it will help the effort that exerted by teachers in the Education to realize the instructional objectives of the curriculum and to improve Pupils' learning performance.

**Table: 5 Items related to implementation of CA and students' learning performance.**

No	Items	no of resp.	Rating Scale				
			SA (5) F(%)	A (4) F(%)	UD (3)F(%)	D (2)F(%)	SD (1)F(%)
1	Your school has adequate physics teaching and learning resources like text books, teacher guides, laboratory manuals, etc.	230	12(5.2)	29(12.6)	29(12.6)	82(35.7)	78(33.9)
2	Your Physics teacher always assesses students' prior knowledge before starting new topic.	230	64(27.8)	67(29.1)	24(10.4)	47(20.4)	28(12.2)
3	Your Physics teacher always assesses students' learning progress during every lesson.	230	64(27.8)	49(21.3)	31(13.5)	50(21.7)	36(15.7)
4	Your Physics teacher informs you the Purpose of continuous assessment before providing it.	230	29(12.6)	32(13.9)	21(9.1)	71(30.9)	77(33.5)

5	Your Physics teacher support students learning difficulties by using continuous assessment as a tools	230	29(12.6)	9(3.9)	28(12.2)	84(36.5)	80(34.8)
6	After assessment Your Physics teacher gives prompt feedback to students comprising their strengths and weaknesses.	230	30(13)	16(7)	21(9.1)	92(40)	71(30.9)
7	Your Physics teacher use different continuous assessment tools to improve students' learning performance.	230	41(17.8)	25(10.9)	20(8.7)	54(23.5)	90(39.1)

SA = Strongly agree, A = Agree, UD = Undecided, D = Disagree, SD = strongly disagree

As indicated in item no 1 of table 5, the respondents were asked the extents their respected school has adequate physics teaching-learning resources like text books, teacher guides, reference books laboratory manuals and like curriculum materials. Regarding this, only 5.2% (n= 12) of respondents were responded strongly agree, 12.6 % (n =29) of respondents were responded agree, 12.6 % (n =29) of respondents were responded as undecided and 35.7% (n=82) of respondents were responded disagree and 33.9% (n=78) of respondents were responded strongly disagree respectively. To compare and contrast the findings of the study that were data gathered through quantitative method, qualitative information was also collected from different sources. to this end the following questions are presented to teachers, principals, supervisors & education Officers respectively.

"To what extent your school leaders provide the physics curriculum instructional materials (text book, teacher's guide, reference books, laboratory manuals,...) to help continuous assessment implementation?" ,

"To what extent your school provide the physics curriculum instructional materials (text book, teacher's guide, reference books, laboratory manuals,... ) for teachers' & students' ?" &

"Is there adequate teaching and learning materials for secondary physics curriculum instruction?"  
If you say no, describe the main reason,

One of the Physics department head teacher interviewee described that,

*'.... There are no adequate teaching and learning materials for secondary physics curriculum in general and grade 9-10 physics curriculum in specific. I think the reason reason may be , following following the curriculum reform Students' text book, teacher's guide, Syllabus, Laboratory manuals and Curriculum supportive materials are not printed in time and dispersed to respected schools (IPhT1, March 8,2024).*

*Similarly the other Physics departmat head teacher interviewee*

*'....., stated that, there is serous shortage of physics curriculum teaching materials in context of our school. Let allon students, physics teachers haven't got adequate teaching materials. The information given as from school leaders show that MoE, not provided reformrd physics curriculum materials timely (IPhT2, March 9, 2024).*

In addition to these one of the principal interviewee

*'...Described that, there are no much enough teaching-learning materials natural science subjects in general. There are no adequate text books for students, teacher guides, syllabus reference books & Laboratory manuals (ISP1, March 8, 2024)*

Latter on the Education office Officer interviewee from Curriculum preparation, implementation & Evaluation core process,

*'..... Stated that, there serous problem regarding the providing physics teaching- learning. I think this is a mandate of MoE, to prepare, provide, and distribute up to woreda education or town adiministration office level, then education office have to disperce immediately as soon as to secondary ( IEO3, March 16,2024).*

According to data that gathered through quantitative and qualitative techniques, currently there is shortage of physics teaching- learning materials in sampled secondary schools. This may hinder the implementation of Continues assessment in adequate level.

In this study, the respondents were also asked if the Physics teacher always assesses students' prior knowledge before starting new topic to identify what difficulties are happing in the previous and improving the teaching approach based on such assessed gaps. Against this, 24% (n =55) of respondents have not decided to confirm one from indicated rating scales. About 76 % of respondents were confirmed different answers as they understood. From 230 respondents in number 27.8 % (n=64) of respondents were responded strongly agree for the presented item, 29.1% (n=67) of respondents were responded agree for the presented item, 20.4 % (n= 47) of respondents were responded disagree and 12.2 % (n= 28) of respondents were responded strongly

disagree for the presented item. Totally, about 56.9% (n= 131) of respondents were agreed and about 32.6 % (n=75) of respondents were disagreed for the item number 2 on the table 5.

As indicated in table 5 item 3, the respondents were asked if the grade 9&10 Physics teachers always assess students' learning progress in every specific lesson. For this item, from 230 respondents 27.8% (n=64) of respondents were responded as strongly agree, 21.3 % (n=49) of respondents were agreed, 13.5 % (n=31) of respondents were responded undecided, 21.7% (n=50) of respondents were answered disagree for the asked item and 15.7 % (n=36) of respondents were responded strongly disagree for presented item. In general 49.1% (n=113) of respondents were agreed for the presented item and on the contrary side 37.4% (n=86) of respondents were disagreed for presented item.

As indicated in the table 5 item 4, the respondents were asked if the grade 9&10 Physics teachers of the sampled secondary schools inform for what Purpose they use the continuous assessment tools. Regarding, this, auto of 230 respondents 12.6% (n=29) of respondents were responded as strongly agree, 13.9% (n=32) of respondents were agreed, 9.1 % (n=21) of respondents were responded undecided, 30.9% (n=71) of respondents were answered disagree and 33.5 % (n=77) of respondents were responded strongly disagree for presented item. The sum of disagree and strongly disagree respondents is 64.4% (n=148) and the sum of strongly agreed and agreed number of respondents is 23 % (n=53). This shows that, above half number of respondents didn't agreed for the provided item. In order to supplement the response which has obtained from deep survey questions with regard the informing the purpose & benetites of CA to the Students', interview has held with Physics Department head teachers.

"Have you ever discussed with your students' about the purpose & benefits of continuous assessment?"

Different teachers described in different ways, one of the Physics departmat head teacher interviewee,

*'.....described that, some commited physics teachers try to in inform for what purposes they provide such CA & its benefits to their students', I some times try to inform purposes of CA & discus with my students but, it is not reached to adequate level , there is discontinuity of informing for them(IPhT1, March 8, 2024).*

The other Physics teacher interviewee from another secondary school,

*‘..... stated that, in my school we did not inform about CA purposes and benefits before providing or after provided we provide CA , we Record the result,we return ticked papers to students and at the end of semester we give report to the concerning bodies( IPhT2, March 9, 2024).*

Later on, the other Physics teacher interviewee

*‘.....stated that, due time constraint we did not inform for what we provide & what benefit gives to the students (IPhT5, March 11, 2024).*

Here, the obtained data show that there are some attempts by physics teachers to inform and discuss about continuous assessment purposes and benefits. But it is not reached adequate levels and it couldn't bring attitudinal change due to inconsistency and less understanding of students about CA.

The respondents of this study were also asked how grade 9&10 physics teachers support students learning difficulties by using continuous assessment tools. For this description respondents replied their perceptions. Among 230 respondents, 12.6% (n=29) of respondents were responded strongly agree, 3.9 % (n=9) of respondents were responded agree, 12.2% (n=28) of respondents were responded as undecided, 36.5 % (n=84) of respondents were answered disagree for the asked item and 34.8% (n=80) of respondents were responded strongly disagree respectively. as we can see from this description, about 71.3 % (n=164) of respondents didn't agree for provided item, only 16.5% (n=38) of respondents were agreed for provided presentation on table 5 item 5.

Regarding the 6<sup>th</sup> item of table 5, the respondents were asked, while grade 9&10 Physics teachers implement different continuous assessment techniques whether or not gives prompt feedback to students that comprises strengths and weaknesses of their learning progress. Against this regard from 230 respondents 13% (n=30) of respondents were responded strongly agree, 7% (n=16) of respondents were responded agree, 9.1% (n=21) of respondents were undecided, 40% (n=92) of respondents were disagreed and 30.9% (n=71) of respondents were strongly disagreed. as we can see from the above description majority of respondents or 70.9 % (n=163) were not agreed for the provided description.

Concerning the provision of timely feedback to the students, interview was held with Physics department head teachers, principals, and Supervisors. The questions & obtained responses are provided below

"How do you give feedback to students after provided continuous assessment like teacher made achievement test?"

"Have the physics teachers provided timely feedback for Students about the learning progress a based on continuous assessment result?" how do you follow up?

One of the physics teacher interviewee described that,

*'....., After I give the written test, mid-exam or final examination, I ticking on the paper to identify correct and incorrect answer then I register his/her mark and return the test paper to the students. I did not giving detail feedback with strength and weakness points (IPhT3, March 9, 2024).*

Likely, the other physics interviewee described that,

*'..... I didn't give such detailed feedback to the students; most Students are not motivated to accept positively and implement accordingly to improve their learning performance (IPhT4, March 9, 2024).*

Later on, the interview was held with principals and supervisors, one of the principal interviewee disclosed that,

*'....., there is no strong follow up and supporting manner from school principals and vice principal. Due to work load we have not much enough to follow up how physics teachers are giving prompt feedback students after administering teacher made achievement test(ISP5, March11,2024)*

Likely, school supervisor interviewee from Apposto secondary described that,

*'.....we, school leaders including me, have not given focus, we assumes this task is up to teacher, so, that we have not conduct detail follow up on technical issues (ISS3, March 11, 2024).*

Further more, From Document analysis in sampled Schools tried to see some written test papers that were ticked and return to students', on such documents the researcher could see simply teachers put the mark and return the test papers to the students without any suggestion or remark. This means that the feedback given to students after providing teacher made is weak in sampled secondary schools at central Zone of sidama regional state.

Regarding the 7<sup>th</sup> item of table 5, the student respondents were asked if their Physics teachers use different continuous assessment tools to improve students' learning performance. From 230 respondents, 17.8% (n=41) of respondents were responded strongly agree, 10.9% (n=25) of respondents were responded agree, 8.7% (n=20) of respondents were undecided, 23.5 % (n=54) of respondents were disagreed and 39.1% (n=90) of respondents were strongly disagreed. The sum of the disagreed and strongly disagreed respondents number is equal to 62.6% (n=144) confirmed that they didn't agreed for the description of item 7 table 5. Only 28.79% (n= 66) of respondents confirmed as they agreed. This shows there is inefficient utilization of continuous assessment tools to improve students' learning performance. Continuous assessment is said to be efficiently implemented when there are variety of assessment techniques used by all teachers, as well as to give regular and timely assessment in order to measure students' progress and performance in learning. As said by (Gray C. et al. 2004), on his part argued that there are a number of types of assessments, which can be appropriate for different assessment techniques. These assessment techniques are: Class assignments, interviews, peer reviews, portfolios, test, class-work, homework, project, observation, interview, questionnaire, speaking test, survey of student services, focus groups, case study, mid-term test, final test in a course, and examination. In recognition of this fact, teachers and students were asked about assessment mechanisms how frequently and which were used by them.

the respondents were also asked "Does your Physics teacher use different types of CA in daily lesson?" regarding this, 34.3 % (n= 79) of respondents said "Yes", whereas, 65% (n= 151.) of respondents said "No". Relation to this the respondents also asked what continuous assessment techniques were applied in their physics class frequently? , for this question 59.1% (n= 136) of respondents were answered "Oral question", 16.1% (n=37) of respondents were answered "Presentation", 18.3% (n=42) of respondents were answered "individual activities", 6.5% (n= 15) of respondents were answered "group activities". As we can see from reported data physics

teachers at the selected secondary schools have been attempting to apply different types of assessment techniques in their daily lesson, but they use oral question dominantly.

Under this topic another question that presented to respondents is "How often Physics teacher assesses your learning progress through scheduled time?" regarding this, 12.6% (n= 29) of respondents were replied that once a week, 17.4 % (n= 40) of respondents were replied that once every two week, 3.9% (n= 9) of respondents were replied that "once in a month", 66.1 % (n= 152) of respondents were replied "as required". From the analysis one can understand that the teachers who works in these sampled secondary schools assesses students learning progress not keeping on regular time. Majority of respondents disclosed that teachers assess students' learning as required. Here also the respondents were asked "Is there timely feedback for students in relation to assessment results?" Against this, 9.6% (n= 22) of respondents were replied "Yes", whereas, n= 208 (90.4 %) of respondents were replied "No". Above 90% of respondents were reported that physics teachers not give timely feedback to their students after provided CA (written test, examinationn or final examinationn). The respondents were asked the basic reason for not providing timely feedback to the students, 55.2 % (n= 127) of respondents presented Lack of interest as a basic reason, 23 % (n=53) of respondents presented lack of time, 21.7 % (n= 50) of respondents were reported large class size. However, regarding the provision of timely feedback, (Hatt. 2019), states that assessment can only be formative when feedback is provided that clearly indicates corrective action. This is why formative assessment is also referred to as assessment for learning.

Also the respondents were asked "Have your physics teacher prepared remedial lesson based on results obtained through continuous assessment?" Regarding this, 17.8% (n=41) of respondents said "Yes", 63.5 % (n=146) of respondents were said "No", whereas 18.7% (n=43) of respondents were answered "I didn't understood". For this question majority of respondents from sampled Secondary Schools (about 63.5%) reported that remedial lesson were not prepared and provided by their physics teachers. Of course, the purpose of CA is not only recording and reporting students' grade or mark to concerning body; but also, to identify students by their ability, to promote students learning progress, to give continuous feedback and finally to prepare & provide remedial lesson for low achievers.

Regarding the CA practices in those sampled Secondary Schools the respondents were also asked "Have you ever discussed with your physics teacher about the purpose of CA? ", for this question, 32.6% (n= 75) of respondents said "Yes" whereas 67.4% (n= 155) of respondents said " No". As we can see from the analysis 2/3 of respondents were reported they haven't been discussed with their physics teachers. However, discussion creates common consensus and understanding about CA between Students and teachers via works for common goal that is improvement of students learning performance through implementing the purpose of CA.

Finally under this topic the respondents were asked "How do you think about the benefits of CA regarding your physics lesson?" for this question, 18.3% (n=42) of respondents replied "to improve my performance", 30.9% (n= 71) of respondents replied " for more hard working ", 13.5% (n= 31) of respondents replied" to attend physics class regularly", 37.4% (n= 86) of respondents replied " I don't think ". Here as we can see from the analysis, unless 37.4% (n= 86) of the respondents, the rest majority number or about 62.6 % (n= 144) of respondents were reported that they have got different benefits through participating on the CA strategies.

#### 4.4 The implementation of physics curriculum through using assessment for learning

Table:6.below try to show the implementation of Grade 9&10 physics curriculum through using assessment for learning in 5 sampled schools for this study purpose. Assessment for learning helps the teachers to meet the dynamic needs of learners. Thus, in assessment for learning, teachers use assessment as an investigating tool to find out what their students know and can do, and what confusions, preconceptions, or gaps they might have.

**Table: 6 Items related to implementation of grade 9-10 physics curriculum through using assessment for learning.**

No	items	no of resp.	Rating scale				
			SA (5) F (%)	A (4) F(%)	UD(3) F(%)	D(2) F(%)	SD (1) F(%)
1	Your Physics teacher provides remedial lesson for low achievers based on continuous assessment results.	230	16(7)	9(3.9)	14(6.1)	74(32.2)	117(50.9)
2	Your Physics teacher assesses students' learning progress in every lesson.	230	33(14.3)	30(13)	18(7.8)	76(33)	73(31.7)

3	Your Physics teacher continuously assesses students' learning progress by using self-assessment method	230	76(33)	90(39.1)	32(13.9)	19(8.3)	13(5.7)
4	Your Physics teacher continuously assesses students' learning progress by using peer-assessment	230	95(41.3)	93(40.4)	15(6.5)	14(6.1)	13(5.7)
5	My Physics Teacher always use continuous test as a continuous assessment to identify students' learning difficulties and progress	230	40(17.4)	60(26.1)	28(12.2)	66(28.7)	36(15.7)
6	After assessment your Physics teacher adjusts his/her teaching method	230	23(10)	18(7.8)	42(18.3)	69(30)	78(33.9)
7	Your Physics teacher uses continuous assessment results to compensate students who might fail in final exam.	230	26(11)	15(6.5)	28(12.2)	70(39.4)	91(39.6)
8	Our Physics teacher prepare integrated teaching plan before coming to class room.	230	38(16.5)	32(13.9)	57(24.8)	52(22.6)	51(22.2)

SA = Strongly agree, A = Agree, UD = Undecided, D = Disagree, SD = strongly disagree

On table 5, in item no1, the respondents were asked how Physics teachers provide remedial lesson based on the findings that obtained through analyzing continuous assessment results. Regarding this, among 230 respondents, 7 % (n= 16) of respondents were responded strongly agree, 3.9 % (n= 9) of respondents were responded agree, 6.1% (n= 14) of respondents were undecided, 32.2 % (n= 74) of respondents were disagree and 50.9 % (n= 117) of respondents were strongly disagreed. When we see in the aggregate form only 10.9% (n=25) of respondents were agree for the provided description, whereas 83.1% (n=191) of respondents were confirmed that they disagreed for the provided description. In addition, while responding to the question interview was conducted with grade 9-10 physics teachers and school principals. Concerning the remedial lesson the following interview discussions were held with physics teachers & school principals.

"How do you support the students' learning difficulties based on continuous assessment result?"

"How do your school grade 9-10 physics teachers prepare and provide remedial lesson for low achievers?"

One of the physics teacher interviewee from Yirgalem secondary school,

*‘.....said that, I am, some times prepare tutorial lesson for low achievers and female student and I use to cover course content (IPhT1, March 8, 2024).*

Likely, the physics teacher interviewee from Bokaso secondary school,

*‘.....disclosed that, we didn't prepare and provide remedial lesson for low achievers based on their gap analysis, but some times we prepare tutorial lesson. However some students attend even if for tutorial class (IPhT5, March 11, 2024).*

In addition, interview were conducted with school principals, unlikely, one of the principal,

*‘..... Stated that, we assist physics teachers to prepare and provide remedial lesson, in our schools physics teachers try to made diagnosis to identify student learning gaps by using CA techniques (ISP4, March 10, 2024).*

Further more the researcher tried to conduct document analysis, but it could not found such organized evidences related to remedial lesson and the ways they used to identify learning gaps of the students. From the data gathered through quantitative and qualitative methods inform us teachers and school leaders haven't good understanding about remedial lesson. Regarding the importance of remedial lesson in teaching-learning process, HESC (2012), state that, student learning should be continuously assessed and timely feedback should be given so that it is possible to capitalize on the outcome of the assessment and take possible action (re-teaching and reassessment) for better learning.

Here, under this topic another question that provided to the respondent is how grade 9&10 Physics teachers of sampled secondary schools, continuously assess students' learning performance by using self-assessment method. Regarding this, 33% (n=76) of respondents were responded strongly agree, 39.1 (n= 90) of respondents were responded agree, 13.9 % (n=32) of respondents were undecided, 8.3% (n=19) of respondents were disagree and 5.7% (n=13) of respondents were strongly disagreed. Generally 72.1% (n= 166) or majority of respondents confirmed as they agreed for the provided item description, whereas 14% (n=32) of respondents were disagree for the presented item description. Similarly the respondents were also asked "Does Your Physics teacher apply self-assessment as continuous assessment method to evaluate your learning performance?" regarding this 37.8% (n= 87) of respondents were replied "yes", whereas 62.2% (n=143) of respondents replied "No". Of course, majority number of respondents replied the answer "No", so, that, this practice may be applied in different level in different schools.

Appreciating Students to do individual activities /perform self-assessment give the chance to assess themselves quite accurately. Regarding this, (Puhl, 1997), stated that self-appraisal exercises are likely to increase the motivation of learners. Thus, self-assessment has strong impact on active learning to the extent of realization that students have the ultimate responsibility of their own learning.

The other question that is provided to the respondent is how grade 9&10 Physics teacher continuously assesses students' learning progress by using group activities. For this question, 41.3% (n=95) of respondents were responded strongly agree, 40.4% (n=93) of respondents were responded agree, 6.5% (n=15) of respondents were undecided, 6.1% (n=14) of respondents were disagree and 5.7% (n=13) of respondents were strongly disagreed. The sum of strongly agreed and agreed respondents number is equal to 81.7% (n=188), whereas the sum of disagreed and strongly disagreed respondents number is equal to 11.8% (n=27). The answer obtained from respondents show that Grade 9&10 physics teachers use CA, techniques such as individual activities and group works adequately. On the other side the respondents were asked "Does Your Physics teacher apply peer-assessment as continuous assessment method to evaluate your performance?" regarding this 40.4% (n=93) of respondents were replied "yes", whereas 59.6% (n=137) of respondents were replied "No". Of course the less number of respondents replied "yes", this means there are attempts to apply self-assessment and peer-assessment techniques in teaching-learning process. When Students are participating to assess each other's learning they take responsibility for supporting their classmates and making progress together. In this regard (Willson, 2002), summarized the advantage of peer and self-assessment as follows: Students have more ownership of the assessment process. It can involve students in devising and understanding assessment criteria and in making judgments. It encourages learning through regular feedback. It encourages the reflective student (autonomous learner). It has validity that is; it measures what it is supposed to measure. It can emphasize the process not just the product. It encourages intrinsic rather than extrinsic motivation.

Regarding the 5<sup>th</sup> item of table 6, the student respondents were asked if Their Physics Teachers use continuous test as a continuous assessment to identify students' learning difficulties and progress. Against this, 17.4% (40) of respondents were responded strongly agree, 26.1% (n=60) of respondents were responded agree, 12.2% (n=28) of respondents were undecided, 28.7%

(n=66) of respondents were disagree and 15.7% (n=36) of respondents were strongly disagreed. The aggregate form responses show that 43.5% (n=100) of respondents confirmed that physics teachers use achievement tests not only to mark students' result, but also to identify learning difficulties and progress, whereas in contrary side about 44.4% (n=102) or almost equal number of respondents to agreed once confirmed as they didn't agreed for the provided description.

As indicated on table 5, item no 6, the respondents were asked about how their physics teachers adjusts teaching methods to support the learners after learning assessment. Regarding this, 10% (n=23) of respondents were responded strongly agree, 7.8 % (n=18) of respondents were responded agree, 18.3% (n=42) of respondents were undecided, 30 % (n=69) of respondents were disagree and 33.9 % (n=78) of respondents were strongly disagreed. Totally 17.8 % (n=41) respondents confirmed that their physics teachers adjusts teaching methods based on the gaps that found by applying continuous assessment methods. On the contrary side 63.9% (n=147) of respondents disclosed that they didn't for the provided description. This means majority of respondents perceived that their physics Teachers have not been adjust their teaching method after provided learning assessment for their students.

As indicated on table 5, item no 7, the respondents were asked if their Physics teacher use continuous assessment results to compensate students who might fail in final exam. Against this, 11% (n=26) of respondents were responded strongly agree, 6.5 % (n=15) of respondents were responded agree, 12.2 % (n=28) of respondents were undecided, 39.4 (n=70) of respondents were disagree and 39.6 (n=91) of respondents were strongly disagreed. In the aggregate form, 17.5% (n= 42) of respondents confirmed that their physics teachers compensate students who might fail in final exam. Whereas 79% (n= 161) of respondents disclosed that their physics teachers don't compensate students who might fail in final exam.

Under this sub topic, another item that provided to the respondents is if grade 9 & 10 Physics teachers of sampled schools integrate continuous assessment methods in lesson plan and implement in teaching class accordingly. Regarding this, from 230 respondents, 16.5% (n= 38) of respondents were responded strongly agree, 13.9 % (n= 32) of respondents were responded agree, 24.8 % (n= 57) of respondents were undecided, 22.6 % (n= 52) of respondents were disagree and 22.2 % (n= 51) of respondents were strongly disagreed. When we see in aggregate

form 30.4% (n= 70) of respondents did agreed for this item description, whereas 44.8 %( n= 103) didn't agreed for this item description.

Regarding the implementation of physics curriculum through using assessment for learning, the interview question was also presented to physics teachers, principals, supervisors and education office officers to know what guide lines they use in their respected school,

"What continuous assessment implementation Guide lines do you use in your school?"

For this interview question different responses were reflected from different participants; one of the interviewee from physics teachers,

*'..... stated that, we did n't use uniform guide line to implement continuous assessment, our school give mandates to subject teachers , they employ CA techniques as required ,at school level only final exam program prepared by school management (IPhT4,march 9,2024).*

Likely, the other interviewee from another sampled school

*'.....stated that, there is no CA implementation guide line at all , we provide like test,quiz,assigns ,project works ,e.t.c .and we give results, at the end of semester final exam prepared at school level we sum up by 100% and we submit the report to the school.otherwise there is no uniform guide line fhat guide us how we implement , howmuch we implement and what responsibity given to subject teachers spcificially(IPhT3,march 9.2024).*

*In other word one of the principale interviewee; '.....described that, there is no uniform guide provided to the secondary school,but we use the different formats that help teachers to implement CA techniques. In our school context 50% coverd by different CA techniques like: test, assignment, project work), 50% covered by final exam. ( ISP5, March 11,2024).*

Later on the education office officer interviewee, '....., described that , still there is no uniform guide line that provided by MoE or Regional education bureau to implement at all secondary schools uniformly .I think this one of the constraint implementing CA techniques( IEO1,March 16,2024).

#### **4.5 Factors affecting the implementation of continuous assessment at selected Secondary Schools**

The response obtained from the respondents on the questionnaire items pertaining to the factors affecting implementation of continuous assessment in teaching and learning process is summarized by the following table.

**Table: 7 Items related to Factors affecting the implementation of continuous assessment at selected Secondary Schools**

No	items	no. of resp.	Rating Scale				
			SA(5)F(%)	A(4)F(%)	UD(3)F(%)	D(2)F(%)	SD(1)F(%)
1	Lack of understanding among students about continuous assessment	230	69(30)	80(34.8)	25(10.9)	15(6.5)	41(17.8)
2	Physics Teachers' lack of commitment to assess students learning progress in every physics class.	230	76(33)	85(37)	34(14.8)	16(7)	19(8.3)
3	Students' negative attitude towards continuous assessment.	230	62(27)	65(28.3)	43(18.7)	31(13.5)	29(12.6)
4	Irregular students' attendance.	230	63(27.4)	66(28.7)	31(13.5)	36(15.7)	34(14.8)
5	Physics Teacher's only use test as continuous assessment method.	230	73(31.7)	73(31.7)	26(13.3)	40(17.4)	18(7.8)
6	Communication problem between teachers and students	230	61(26.5)	48(20.9)	46(20)	38(16.5)	37(16.1)
7	Teachers' use CA only to give mark not to improve teaching-learning process.	230	72(31.3)	66(28.7)	27(11.7)	32(13.9)	33(14.3)
8	Lack of adequate teaching-learning materials like, textbooks & reference books.	230	94(40.9)	68(29.6)	35(15.2)	14(6.1)	19(8.3)
9	Poor participation among students in doing group assignments and project works.	230	82(35.7)	81(35.2)	26(11.3)	21(9.1)	20(8.7)
10	Number of Students in a class is very Large, so it is difficult to provide continuous assessment regularly.	230	67(29.1)	61(26.5)	43(18.7)	26(11.3)	33(13.3)
11	Lack of continuous follow up by the Department head & School Principals	230	95(41.3)	76(33)	28(12.2)	10(4.3)	21(9.1)
12	Lack of providing laboratory practical activities	230	137(59.6)	36(15.7)	17(7.4)	11(4.8)	29(12.6)

SA = Strogly agree, A = Agree, UD = Undecided, D = Disagree, SD = strongly disagree

As shown Table 7, item 1, the respondents were asked if Lack of understanding of students' affect the implementation of continuous assessment in teaching and learning process, among 230 respondents 30 % (n= 69) of respondents replied strongly agree, 34.8% (n= 80) of respondents replied agree, 10.9 % (n= 25) of respondents replied undecided, 6.5 % (n= 15) of respondents replied disagree and 17.8 % (n= 41) of respondents replied strongly disagree. When we see in aggregate form 64.8% (n= 149) of respondents / the majority number of respondents replied that Lack of understanding affect the implementation of continuous assessment, whereas, 24.3 % (n= 56) of respondents replied that Lack of understanding don't affect the implementation of continuous assessment. Furthermore, from the interview with Physics Department head teachers, Principals, Vice Academic principals, & Cluster Supervisors were ensured that the understanding of students about the benefits & purposes of continuous assessment is found in very minimal level. Specifically, at the time of interview all participant teachers raised seriously about the Lack of understanding. As they said, when we provide different type of CA techniques to identify knowledge gaps, difficulty or misconceptions that happened in teaching-learning process do not accept positively give prompt responses. Students focuses on how much they earn for written test or examination but they dot carry how they improve their overhaul learning performance through participating on continuous assessment that provided to them by physics teachers.

Regarding the lack of commitment towards grade 9 &10 Physics Teachers' of sampled secondary schools to assess students learning progress in every class, from 230 respondents 33% (n= 76) of respondents replied strongly agree, 37 % (n= 85) of respondents replied agree, 14.8 % (n= 34) of respondents replied undecided, 7 % (n= 16) of respondents replied disagree and 8.3 % (n= 19) of respondents replied strongly disagree. Totally 67% (n=161) of respondents replied as agreed for provided item description, whereas about 21.8% (n= 50) of respondents replied as disagreed for provided item description. From the description we can see that majority number of respondents confirmed that lack of commitment hinders the implementation of the continuous assessment in teaching and learning process. Concerig this, the interview findings that obtained from Academic Vice principals & Principals show that, Teachers lacks interest to implement variety types CA techniques. Of course, the researcher also observed similar situation. The integration of CA techniques in daily lesson plan and implementing according varies from teacher-to-teacher & School -to-School. Also, the results from the document

analysis shows there was no such well-planned lesson which have different assessment techniques. The usability of different formats is very poor, some daily lesson plans miss matched with annual plan, and they focused only on certain types of assessment techniques, all- in -all laboratories practical activities are not included either in annual plan or weekly plan. Interesting & Commitment are very important factors to implement the CA techniques; otherwise it is very difficult to bring the required learning performance of the students in physics subject.

Regarding the 3<sup>th</sup> item of table 7, the student respondents were asked to describe their responses through marking the provided rating scale, at what level the Students' negative attitude towards continuous assessment affect the authentic implementation of the continuous assessment in teaching - learning process and students' learning performance. From 230 respondents 27 % (n= 62) of respondents replied strongly agree, 28.3 % (n= 65) of respondents replied agree, 18.7 % (n= 43) of respondents replied undecided 13.5 % (n= 31) of respondents replied disagree and 12.6% (n= 29) of respondents replied strongly disagree. The presented numeric data show that 55.3% (n= 127) of respondents were replied as they agreed for the provided item description, whereas on the contrary side about 26.1% (n= 60) of respondents disagreed for the provided item description. In other words the respondents were asked to rate at what level irregular attendance of students' affect the pertinent continuous assessment methods application. Against this, 27.4% (n= 63) of respondents replied strongly agree, 28.7% (n= 66) of respondents replied agree, 13.5% (n= 31) of respondents replied undecided 15.7% (n= 36) of respondents replied disagree and 14.8% (n= 34) of respondents replied strongly disagree. In aggregate form 56.1% (n= 129) of respondents replied that they agree but also on the contrary side about, 30.5 % (n= 70) of respondents replied as they disagree to the item provided. However, the majority of respondents agreed as they perceived irregular attendance of students' affect the continuous assessment implementation in every physics class. As indicated on table 7 item no 5 above, 31.7 % (n= 73) of respondents replied strongly agree, 31.7 % (n= 73) of respondents replied agree, 13.3 % (n= 26) of respondents replied undecided, 17.4 % (n= 40) of respondents replied disagree and 7.8 % (n= 18) of respondents replied strongly disagree. Totally 63.3% (n= 146) of respondents were replied they agreed for item provided, whereas 25.2 % (n= 58) of respondents were replied disagree for item provided. However, the majority of respondents agreed that grade 9&10 Physics Teachers of sampled secondary schools use only teacher achievement tests as a continuous assessment method. Regarding the 6<sup>th</sup> item of table 7, the respondents were asked

about Communication manner between students and grade 9&10 Physics Teachers for the purpose of the continuous assessment method implementation in physics curriculum. Against this 26.5% (n= 61) of respondents replied strongly agree, 20.9 % (n= 48) of respondents replied agree, 20 % (n= 46) of respondents replied undecided, 16.5 % (n= 38) of respondents replied disagree and 16.1 % (n= 37) of respondents replied strongly disagree. The total number of strongly agree and agree respondents is 47.4% (n= 109), whereas the sum of disagree and strongly disagree is 32.6% (n=75). However, the majority number of respondents replied they agree for the provided item description. This means there is lack of sound communication between students and physics teachers about continuous assessment benefit that have to the students'.

Concerning the purposes teachers utilizing continuous assessment in teaching-learning process, as shown in table 7, item 7, the respondents were asked physics teachers use CA only to give mark or to improve teaching-learning process. Against this 31.3% (n=72) of respondents replied strongly agree, 28.7 % (n=66) of respondents replied agree, 11.7 % (n=27) of respondents replied undecided, 13.9 % (n=32) of respondents replied disagree and 14.3% (n=33) of respondents replied strongly disagree. The majority number of respondents about 60% (n= 138) confirmed as agreed for the presented item description. Whereas 28.3 % (n= 65) of respondents replied disagree for the presented item description. This shows that most of time teachers use continuous assessment to record marks rather than use to diagnoses the learning difficulties of students' and taking remedial action based on such findings. Regarding this, in USAID (2003) it is stated that continuous assessment is much more than examination of students' achievement and the purpose of continuous assessment are beyond recording the result, and it includes feedback, guidance modifying the teaching-learning activities. Moreover the purpose of Continuous assessment is, then, to inform policy, enrich curriculum, improve classroom practices and then student achievement, Iqbal & Samiullah (2017); Perry (2013); Pryor( 2015) and Kapambwe (2010).

As indicated on table 7 item 8, the respondents were asked to rate either lack of instructional materials regarding the grade 9 & 10 physics curriculum. From 230 respondents 40.9% (n= 94) of respondents replied strongly agree, 29.6% (n= 68) of respondents replied agree, 15.2% (n= 35) of respondents replied undecided, 6.1 % (n= 14) of respondents replied disagree, 8.3 % (n= 19) of respondents replied strongly disagree. Totally 70.5% (162) respondents agreed for presented item description and 14.4 % (n=33) of respondents disagreed for presented item description. As confirmed by majority number of respondents there are Lack of adequate teaching-learning materials like, textbooks & reference books.

Under this subtopic, the respondents were also asked "if Poor participation of students in doing group assignments and project works" affect continuous assessment implementation at sampled secondary schools. Against this, from 230 respondents, 35.7 % (n=82) of respondents replied strongly agree, 35.2 % (n= 81) of respondents replied agree, 11.3 % (n=26) of respondents replied undecided, 9.1 % (n=21) of respondents replied disagree, 8.7 % (n=20) of respondents replied strongly disagree. In general the total number of strongly agree and agree replied respondents is 70.5% (n=163), whereas, about 17.8% (n= 41) of respondents aggregately replied as disagreed.

Regarding the 10<sup>th</sup> item of table 7, the student respondents were asked "large class size affects the provision of different methods of continuous assessment regularly in every physics class", regarding this from 230 respondents, 29.1% (n=67) of respondents replied strongly agree, 26.5% (n=61) of respondents replied agree, 18.7 % (n=43) of respondents replied undecided, 11.3 % (n=26) of respondents replied disagree, 13.3 % (n= 33) of respondents replied strongly disagree. The total number of strongly agree and agree respondents is 55.6% (n=128) and the sum of disagree and strongly disagree respondents is 24.6 % (n=59). However, as confirmed by majority number of respondents large class size affects the provision of continuous assessment regularly in every physics class.

On table 7, item 11 the respondents were asked "if Lack of continuous follow up from Physics Department head & School Principals affect continuous assessment implementation". Regarding this, from 230 respondents 41.3 % (n=95) of respondents replied strongly agree, 33 % (n=76) of respondents replied agree, 12.2 % (n=28) of respondents replied undecided, 4.3 % (n=10) of respondents replied disagree, 9.1 % (n=21) of respondents replied strongly disagree. The sum of strongly agree and agree respondents is 74.3 % (n=171) and the sum of disagree and strongly disagree respondents is 13.4% (n=31).

As indicated on table 7 item 12, the respondents were asked to rate "if Lack of providing laboratory practical activities affect the implementation of continuous assessment and students' learning performance in grade 9 &10 physics curriculum". Against this, from 230 respondents 59.6 % (n= 137) of respondents replied strongly agree, 15.7 % ( n= 36) of respondents replied agree, 7.4% (n= 17) of respondents replied undecided, 4.8 % (n= 11) of respondents replied disagree, 12.6 % (n= 29) of respondents replied strongly disagree. When we see the aggregate form of the respondents number, about 75.3 % (n= 173) confirmed that they agree for the provided item description and 17.4% (n= 40) of respondents disagreed for the provided item description. In other word the respondents were also asked "Does Your Physics teacher assist you to practical laboratory works that indicated in text book?" regarding this , 7.8% (n=18) of respondents replied "yes", in contrary 92.2 % (n= 212) of respondents replied " no".

Concerning the Physics laboratory Functional the following interview questions were presented to physics teachers & school principals.

**Questions presented to physics teachers:** "Is Physics laboratory Functional in your School?"

"How do you provide Physics laboratory activities & assess your students?"

**Questions presented to school principals:** "how is Physics laboratory Functionality in your School?"

"How do you assist physics laboratory practical activities?"

One of the physics teacher's interviewee from Yirgalem Secondary school suggested that,

*'..... not only Physics laboratory but also, all natural science laboratories are not Functional in our school, due to shortage of equipments, expired chemicals, lack of laborarory technitians & lack of laboratory practical work manuals laboratory rooms are closed for the last several years.so, we could not provide laboratory practical activities and assess our students accordingly( IPhT1,May 8, 2024).*

Other physics teacher's interviewee from Apposto secondary school suggested that,

*'.....of course there is serious problems against the laboratory functionality, most physics laboratory equipments are older and damaged. Some times we take students in to physics laboratory room and we show the equipment and its use, otherwise there is no enabling condition to assist laboratory practical activities in adequate level (IPhT2, March 9, 2024).*

Regarding the principals' one interviewee suggested that,

*'.....there is no adequate equipments, laboratory practical activities manuals and laboratory Assistance. Teachers' present theoretical lesson part in class room, but, it can't provide practical activities in laboratory room and assessing them practically. In other word due to shortage of school budget & Price inflation the school can't provide necessary equipments( ISPI, March 8, 2024).*

From document analysis, the researcher witnessed that, there is no evidences related to laboratory practical activities assessment like: lab session program, lab attendance, worked activities report. From 5 sampled schools, only one school physics subject teachers attempt some times taking students to laboratory & show equipments how to function.

Therefore, one can come up with the existing realities based on Quantitative and qualitative data analysis result physics laboratory functionality, providing laboratory practical activities and assessing students accordingly by practical work found in very low level in 5 sampled secondary schools.

In relation to this the respondents were also asked what reasons more influence the provision of practical laboratory activities; to this end, 10.4% (n=24) of respondents were replied Absence of laboratory room in their respected school, 52.2 % (n=120) of respondents replied absence of materials in the room, 18.7 % (n=43) of respondents were replied lack of commitment from teachers side, 1.7 % (n=4) of respondents were replied lack of interest from Students side, 17% (n=39) of respondents were replied Absence of lab manual. As we can see from analysis presented above, the hypothesized reasons were rated by the respondents; this means all provided reasons have paramount influences for the ineffective implementation of laboratory practical activities.

As we can see from table 7, above those mentioned factors related to different bodies. Such as: student related factors, teachers related factors, and school leaders related factors. Moreover, the response given by most interviewees on the implementation practices of continuous assessment was low; it was affected by some factors. In addition to above also different factors were pinpointed by interviewees based on work experience and practices. For example principals, Academic vice principals, Supervisors and Physics department head teachers suggested that lack of awareness both from teachers & Students, teachers lack adequate knowledge about continuous assessment, lack of skill to plan & implement properly, lack of in-service trainings, lack of continuous follow up & support from school leaders & concerning government bodies , shortage of budget's to supply all necessary materials to implement CA, large class size, lack of uniformity of guideline across the country regarding the CA implementation, incompatibility between contents & the time allotted to cover such content, non-functionality of physics laboratory , lack of necessary imputes in laboratory room to do practical activities , students' absents and Attitude of teachers were the major problems of assessing students continuously as suggested by interviewees.

These factors are lack of training, lack of time, lack of concern, large class size, lack of skill, lack of understanding, lack of resource, absence of follow up, absence of sense of accountability, lack of interest, lack of guide lines and large contents. Research findings by Tamene (2007); lack of time, lack of facilities, teachers knowledge and commitment, class size and attitude of teachers were the major problems of assessing students continuously. Likewise, Derebssa (2004) suggest that the teacher related factors and inadequacy of resources are among the major factors; hindering proper implementation of continuous assessment.

#### **4.6 Practice of using "table of specification" in preparation of Teacher made achievement test**

The response of the Students, on the questionnaire item and the teachers, principals, Vice principals, Supervisors and Education office Officers interview participants, document analysis and observations result pertaining to the Practice of using "table of specification" while preparing of teacher's made test is summarized as follows.

In this study, Student respondents were asked what test items provided to students by physics teachers'. Based on the question 69 % ( n=158) of respondents were replied most part of test questions contain "Choice", 10.9 % ( n= 25) were replied "Short answer", 4.8 % ( n= 11) of respondents were replied "matching", 14.3% ( n= 33) of respondents were replied "workout" and only 1.3 % ( n= 3) of respondents were replied other type questions. From analysis one can concluded that most test items prepared by teachers are concentrated on choose items.

In addition to this, Interview questions that related to "utilization table of specification" were presented to Physics teachers, Principals, Supervisors & Education Office Officers respectively. Regarding this, the presented questions and responses are elaborated under here:

#### Interview questions for Physics teachers

"To what extent do you use table of specification format while preparing teacher made test?"

"What challenges you faced while using table of specification format?"

"How do you conduct item analysis after provided teacher made test and what remedial action was taken following the item analysis made?"

"What objective domains you frequently asses (knowledge, skill or attitude domain? )" Why?

"At what level you have conducted Content evaluation of Students text book by using findings from test item analysis?"

#### Interview questions for principals, supervisors & Officers

"At what extent physics teachers use table of specification format while they prepare teacher made test?"

"What challenges them incountered while using table of specification format?"

"Which objective of domains frequently assess (knowledge, skill or attitude domain?)"

"How do you assist physics teachers to conduct item analysis and Content evaluation of Students text books?"

Concerning the Teachers side interviewees from five sampled Secondary schools seemingly responded that there are no attempts to use table of specification format while preparing either tests or final examinations, test item analysis did not employed by physics teacher (they see this activity as tiresome task, currently teacher not participat to evaluate students text book that tought, most test question prepared by teachers concentrated on knowledge domains.

One of the Physics teacher interviewee,

*‘.....described that, the basic reasons for this deficiencie are: lack of skill, lack of time, lack of interest, lack of commitment, lack of support & coordination between teachers’ to shareexperience each other, lack motivation & other factors, hinders the mentioned activities(IPhT5, March 11,2024).*

Similarly, the other Physics interviewee,

*‘.....explained that, we haven’t awareness how to use table of specification, how to apply test item analysis, and we don’t participate on text book evaluation, no body assist this tasks from our school leaders, they are not committed to assist this task, after we provide tests to student simply we thicing and returning test papers, the reporting format prepared by education office and provided teachers not invit us to conduct detail analysis (IPhT3, March9, 2024).*

In other words principals, supervisors & Education office officers were also interviewed, in order compar and contrast the responcees obetained from teacher interviewees, regarding this, one of the principale from secondary school,

*‘..... stated that we did not assist teachers in adequate level to use table of specification, to conduct test item analysis, to conduct text book content evaluation due to some facrors (deficiency of finance, lack of time to assist this task, unwillingness from teachers side(ISP3, March 9,2024)*

At time of interview with school supervisors, one supervisor from Apposto cluster

*‘..... described that, there serous problem regarding the implementation of instructional daily activities these are also the part of instructional daily activities, teachers are not discharging their professional responsibility properly, in other side they haven’t adequate knowledge & Skill, still school principals are giving more focus on administrative issues rather than coordinating instructional activities. Because of this and other factors , using table of specification, test item analysis, giving feedback , conducting text book evaluation and other activities related to these ara not implemented by teachers and not well assisted by school leaders(ISS2, March 8.2024).*

Likely, at the time of interview with education office officers interviewee,

*'.....stated that, we not well assisted these instructional activities because of some constraints, we ask and take performance reports at the end of year. There is shortage of timely follow up and giving technical assistance to the school leaders and subject teachers (IEO1, March 14, 2024)*

Furthermore from document analysis also ensured that grade 9-10 physics teachers haven't been using table of specification format while they prepare written tests. As researcher could analysed the written test questions from different Schools merely concentrated in certain portions. It has not content proportionality and not considering objective domains, item analysis did not employed by physics teachers to identify the learning gaps, difficulties & misconceptions of students learning, teachers did conduct text content evaluation they thought, School leaders did n't assist well , Education Office Officers also not discharging their responsibility properly,

## **CHAPTER FIVE**

### **Summary, Conclusion and Recommendations**

#### **5.1 Summary**

The General objective of this study was to investigate the contribution of continuous assessment on grade 9-10 physics curriculum implementation and students' learning performance in selected public secondary schools in central zone of sidama regional state.

Both quantitative and qualitative data analysis techniques were employed. The data gathered through questionnaire was analyzed using descriptive analysis techniques. From descriptive statistics frequency and percentage were used. The data collected through questionnaire was computed using SPSS software version-26. The information gathered from key-informants, Observation and written Document were analyzed in narrative way.

This study aimed to address the following basic research questions:

1. What are the contributions of continuous assessment strategies in physics curriculum implementation and students' learning performance?
2. How do grade 9-10 Physics teachers practice continuous assessment in selected secondary schools?
3. What are the major factors that affect the implementation of continuous assessment in teaching Physics for grade 9-10 in selected Secondary Schools?
4. How well do teachers prepare table of specification while preparing teacher made achievement test for learners?

To answer these questions accordingly, the data were collected from Primary and secondary sources. The study was employed by using Concurrent triangulation mixed design. In conducting this study five secondary schools were selected in simple random sampling and purposive sampling basis from Central Sidama Zone. From these high schools 230 respondents were selected based on Systematic sampling method for questionnaire purpose. 24 participants were selected based on purposive sampling method for interview. In the process, data was collected from students through questionnaire. In addition a Personal interview was held with Physics Department teachers, school principals, Academic vice principals, Secondary school Supervisors

and Education office officers from Teachers Development and Curriculum preparation, implementation & feedback core process. Moreover, the document analysis and observation were made to get additional information on the issue under study. After the quantitative data was collected, it was identified, coded, entered in to SPSS software, tabulated and analysed through descriptive statistics (frequency & percentage). The data obtained from participants through semi-structured interviews, observation and written document was also analysed qualitatively in narrative and descriptive form. The results obtained through these four tools were triangulated to create holistic picture of the study. Based on the analysis the major findings of the study are mentioned below.

### **Major findings of the study**

Based on the research questions after analysis was made using the data gathered through primary and secondary source it is reached on the following findings:

1. Findings related to the contribution of continuous assessment in grade 9-10 physics curriculum implementation and students' learning performance in central sidama Zone.
  - ❖ Most respondents about 69.6 % (n=161) confirmed that there is no adequate physics curriculum materials Like text books, teacher guides, organised laboratory manuals, Equipments, curriculum support materials (reference books)
  - ❖ About 56.9% (n= 131) of Student respondents and all of the teacher interviewees confirmed that grade 9-10 Physics teachers always assesses students' prior knowledge before starting new topic and identifying what gaps, difficulties & misconceptions were happen in the previous lessons.
  - ❖ About 49.1% (n=113) of student respondents confirmed that grade 9&10 Physics teachers always assess students' learning progress in every specific lesson, but it is limited on certain types of CA techniques mostly oral questions,
  - ❖ Most respondents about 71.3 % ( n=164) of respondents confirmed that grade 9&10 physics teachers of sampled schools don't support students learning difficulties based on results obtaining through applying continuous assessment techniques.
  - ❖ majority or about 70.9 % (n=163) of respondents confirmed that grade 9&10 Physics teachers don't give prompt feedback to students that comprises strengths and weaknesses of their learning progress unless they return test paper with marks.

- ❖ 62.6% (n=144) of respondents were confirmed that physics teachers use certain types of CA techniques such as oral questions, homework, assignment & teacher made achievement test frequently to students learning performance.
2. Findings related to the implementing grade 9-10 physics curriculum using assessment for learning in sampled secondary schools
    - ❖ Majority of respondents 83.1% (n=191) replied that grade 9-10 Physics teachers in sampled secondary schools don't provide remedial lesson based on the findings that obtained through analysing continuous assessment results.
    - ❖ majority of respondents 72.1% (n= 166) confirmed that teachers apply Self-assessment technique in light of teaching
    - ❖ About 81.7% (n=188) of respondents confirmed that teachers apply peer-assessment technique as continuous assessment continuously.
    - ❖ 63.9% (n= 147) of respondents disclosed that their physics Teachers don't adjust their teaching method based on findings obtained through analysis of information that collected by applying techniques of assessment for learning.
    - ❖ Significant number of respondents 44.8 % ( n= 103) disclosed that grade 9 & 10 Physics teachers of sampled schools integrate continuous assessment methods in lesson plan, but not implement in teaching class room as intended.
  3. Findings related to the factors affecting the implementation of continuous assessment at selected Secondary Schools in grade 9-10 level.
    - ❖ Major factors affecting implementation of continuous assessment were Lack of understanding among students' & Teachers' about continuous assessment , lack of commitment to assess students learning progress, Irregular students' attendance, Lack of adequate teaching-learning Curriculum materials, Large Class size, Lack of continuous follow up by the Department head & School Principals, Lack of providing laboratory practical activities, Lack of in service training, Lack of uniform guide lines
  4. Findings related to the practices of using table of specification while preparing teacher made achievement test
    - ❖ Findings from interview, document analysis & observation show that Teachers don't use table of specification format while preparing teacher made test, most teachers see as tiresome and more time consuming task.
    - ❖ Principals, supervisors & Education office officers don't support & supply necessary materials (professionally & technically well-organized formats that enabling teachers to use

table of specification), timely follow-up to give corrective feedback if there is misconception & to scale up if there is good practices

- ❖ Lack of coordination between senior teachers' and newly entrant teachers' to teaching profession, lack of skills to identify preparing test items in knowledge ,skill & attitude domains
  - ❖ Most test items prepared by physics teachers lied on the knowledge domain
  - ❖ Most teachers don't apply test item analyse after provide to students to identify learning gaps, difficulties& misconceptions to give feedback & to take remedial action based on identified gaps
  - ❖ Most teachers don't participate on the evaluation of the content of physics subject that they thought and report to concerning body based on findings from test item analysis result
5. Findings related to the Continuous assessment strategies that are used frequently in classroom
- ❖ Most respondents 65 % (n= 151) confirmed that Grade 9-10 physics teachers use limited numbers of continuous assessment techniques ( Oral question, Classwork, Group work, Assignment ) mostly
  - ❖ Most respondents 66.1% (n=152) Confirmed that teachers provide teachers made achievement test as required, not keeping on regular time.
  - ❖ Majority of respondents 67.4% (n=155) confirmed that Grade 9-10 physics teachers donot conduct transparent discussion with their students about the purpose and benefits continuous assessment.

## 5.2 Conclusions

Based on the findings from the survey, key- informant interview, Document analysis and observation the following conclusions were drawn:

1. the contribution of continuous assessment in grade 9-10 physics curriculum implementation and students' learning performance in sampled secondary schools not reached at adequate level due to miss understading of CA, teachers use CA as a Continuoues testig & marking rather than implementing Cuerriculum indetail & improving students learning performace, shortage of physics curriculum materials Like text books, teacher guides, laboratory manuals, curriculum support materials, teachers

fails to use CA techniques as a means to diagnosis prior knowledge and skill of learners', to providing corrective feedback and taking remedial action consistently.

2. The study has indicated that grade 9-10 physics teachers of sampled secondary schools tried to applying assessment for learning techniques in their daily lesson like: Self-assessment, peer-assessment and they try preparing integrated lesson plan
3. As reported by the majority of the respondents Major factors affecting implementation of continuous assessment were Lack of understanding among students & Teachers about continuous assessment , lack of commitment to assess students learning progress, Irregular students' attendance, Lack of adequate teaching-learning Curriculum materials, Large Class size, Lack of continuous follow up by the Department head & School Principals, Lack of providing laboratory practical activities, Lack of in- service training, Lack of uniform guide lines to implement Curriculum & CA integately.
4. The study has indicated that Teachers don't use table of specification format while preparing teacher made test, most teachers see as tiresome and more time consuming task, Principals, supervisors & Education office officers don't support & supply necessary materials, not conducting timely follow-up to give corrective feedback
5. Lack of coordination between senior teachers', lack of skills to preparing test items in knowledge, skill & attitude domains, most test items prepared by physics teachers lied on the knowledge domain, they missed Skill & attitude part.
6. More over physics teachers don't apply test item analyse after provided teacher made achievement tests to identify learning gaps, difficulties & misconceptions to give feedback & to take remedial action based on identified gaps
7. Teachers don't participate to evaluate text book content of physics subject that they thought and report to concerning body based on item analysis result,
8. As reported by the majority of the respondents Continuous assessment strategies that are used frequently are: (Oral question, Classwork, Group work, Assignment,test),
9. there is irregularity of provision of written test not basis pre-planned schedule,
10. Physics teachers' donot conduct transparent discussion with their students about the purpose and benefits of continuous assessment that contribute to improve learing performace.

11. There were no provision of uniform continuous assessment guidelines and rules in teaching-learning to assess, how well instructional objectives are achieved & students learning performances are improved, even if no uniform students mark list recording format. Some schools apply 60 by 40 (60% test & 40% final exam), others 50 by 50 (50% test & 50% final Exam), others 70 by 30 (70% test & 30% final exam). In the absence of guide line it is difficult to use continuous assessment techniques as tool for curriculum implementation.
12. Most teachers have no in- service training regarding continuous assessment. The knowledge, skill & attitude that gained in pre-service training are not enough to stay in teaching forever. Providing CA training for teachers makes them to update their teaching profession & to have the knowledge of continuous assessment to practice as intended.

Thus, this study result shows that low practices of continuous assessment. There fore reducing the factors related to the implantation of continuous assessment and practicing in the Grade 9-10 physics Curriculum helps to improve students learning performace and to implement physics Curriculum indetail.

### **5.3 Recommendations**

On the basis of the findings and conclusions the following recommendations are suggested;

1. Teachers should discharge their profetional responsibility through applying CA techiques to implement Physics curriculum in detail and to improve students learning performace as intended.
2. Physics teachers should participate in CPD (Cotiuoues Professional Development) Program to improve their Professioal knowledge, skill & attitude for implementation of CA to improve students learning performances.
3. Physics teachers & School leaders should discuss with Students continuously to engage them in continuous assessment process to share responsibility, develop their confidence, to broaden their knowledge, attitude and skills, finally to improve Students' learning performace.

4. School leaders(Principals,Vice principals & Supervisors) should discharge their instructional leadership responsibility properly to assist Physics teachers and students for better implementation of CA to achieve its primary objective
5. Woreda education Office should supply necessary materials like text books,teacher guides, referece books, laboratory manuals & equipments, standardized formats of table of specification ,etc,
6. Woreda education Office should also conduct professional, objective oriented and effective Follow up regularly & consistently to support secondary schools for better implementation Continuoues Assessment strategy.
7. Resional Education Bureau should prepare Continuous assessmet Guideline that helps to implement continuoues assessment strategy with integrating curriculum implementation.
8. Resional Education Bereau should prepare reaserch based capacity building in-service training for grades 9-10 Physics teachers regarding the Continuoues Assessment strategy.

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**Appendices**  
**Appendix- A**

**HAWASSA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES**  
**SCHOOL OF TEACHERS EDUCATION**

**Questionnaire for Students**

The purpose of this questionnaire is to obtain information about the contribution of continuous assessment on lower grades of public secondary schools (9-10) physics curriculum implementation and pupils' learning performance. The researcher kindly asked you to cooperate in giving your response towards the stated question, because; to address the Objectives of this study it is highly valuable. Therefore you are kindly requested to fill in and return the questionnaire. The information you supply will be used for academic purpose only.

Thank you very much for your cooperation!

**Part-I General Information**

1. Name of the school \_\_\_\_\_
2. Sex 1) Male 2) Female
3. Age 1) 14-16 2) 17-19 3) 20-22 4) above 22
4. Grade 1) 9<sup>th</sup> 2) 10<sup>th</sup>

**Part-II** item related to contribution of continuous assessment in physics curriculum implementation and Pupils' learning performance. Please give your appropriate response to each item. Tick "**X**" Mark for your response.

Key: 5= strongly agree 4= Agree 3= Undecided 2= Disagree 1= strongly disagree

No	Item	Rating Scale				
		5	4	3	2	1
5	Your school has adequate physics teaching and learning resources like text books, teacher guides, laboratory manuals, etc.					
6	Your Physics teacher always assesses students' prior knowledge before starting new lesson.					
7	Your Physics teacher always assesses students' learning progress during every lesson.					
8	Your Physics teacher informs you the Purpose of continuous assessment before providing it.					
9	Your Physics teacher support students learning difficulties by using continuous assessment as a tools					
10	After assessment Your Physics teacher gives prompt feedback to students comprising their strengths and weaknesses.					
11	Your Physics teacher use different continuous assessment tools to improve students' learning performance.					

**Part-III** item related to the implementation of physics curriculum using assessment for learning.

No	Item	Rating Scale				
		5	4	3	2	1
12	Your Physics teacher provides remedial lesson for low achievers based on continuous assessment results.					
13	Your Physics teacher assesses students' learning progress in every lesson.					
14	Your Physics teacher continuously assesses students' learning progress by using individual activities					
15	Your Physics teacher continuously assesses students' learning progress by using group activities					
16	My Physics Teacher always use continuous test as a continuous assessment to identify students' learning difficulties and progress					
17	After assessment your Physics teacher adjusts his/her teaching method					
18	Your Physics teacher uses continuous assessment results to compensate students who might fail in final exam.					
19	Our Physics teacher prepare teaching plan before coming to class room.					

**PART- VI** item related to the factors affecting the implementation of continuous assessment.

No	Item	Rating Scale				
		5	4	3	2	1
20	Lack of understanding among students about continuous assessment.					
21	Physics Teacher's lack of commitment to assess students learning progress in every class.					
22	Students' negative attitude towards continuous assessment.					
23	Irregular students' attendance.					
24	Physics Teacher's only use test as continuous assessment method.					
25	Communication problem between instructors and students					
26	Instructors use CA only to give mark not to improve teaching-learning process.					
27	Lack of adequate teaching-learning materials like, textbooks & reference books.					
28	Poor participation among students in doing group assignments and project works.					
29	Number of Students in a class is very Large, so it is difficult to provide continuous assessment regularly.					
30	Lack of continuous follow up by the Department head & School Principals					
31	Lack of providing laboratory practical activities					

**Part-V Evaluate physics teachers' practices of table of specification in test preparation at knowledge, skills and attitudes level**

32. Most test questions provided to you by physics teachers' contains

1) Choice 2) Short answer 3) Matching 4) workout 5) others

33. Does Your Physics teacher assist you to practical laboratory works that indicated in text book? 1) Yes 2) no

34. If your answer is "no" for question 33, the reason may be

1) There is no Physics laboratory room

2) There are no teaching materials in the room

3) Physics teacher lacks commitment to provide practical activities

4) Students' lacks interest to work laboratory practical activities

5) There is laboratory practical activity manual

35. Does Your Physics teacher apply self-assessment as continuous assessment method to evaluate your performance? 1) Yes 2) no

36. Does Your Physics teacher apply peer-assessment as continuous assessment method to evaluate your performance? 1) Yes 2) no

**Part-VI item related to the practice of the continuous assessment strategies at selected secondary schools. Circle the number which you think of the answer.**

37. Does your Physics teacher use different types of continuous assessment in his/her daily lesson? 1) Yes 2) no

38. If your answer is "yes" for question no 37; which continuous assessment utilized frequently?

1) Oral question 2) Presentation 3) individual activities 4) peer assessment/ group activities

39. How often your Physics teacher assesses your learning progress?

1) Only once a week. 2) Only once every two week 3) only once in a month 4) as required

40. Is there timely feedback for students in relation to their continuous assessment results?

1) Yes 2) No

41. If your answer is "No" for question 40; what is basic reason?

1) Lack of interest to give timely feedback 2) Lack of time/work load 3) no of students' is larger in classroom

42. Have your Physics teacher Prepared remedial lesson based on continuous assessment?

1) Yes 2) No 3) I don't understand

43. Have you ever discuss with your physics teacher about the purpose of continuous assessment? 1) Yes 2) No

44. How do you think about the benefits of continuous assessment in your physics lesson?

1) It helps me to improve learning performance in physics lesson

2) It initiates me to more hard work on physics lesson

3) It helps me to attend every physics class room

4) I don't think its benefits

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**COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES**  
**SCHOOL OF TEACHERS EDUCATION**

**Interview for Teachers'**

The purpose of this interview is to obtain information about the contribution of continuous assessment on lower grades of public secondary schools (9-10) physics curriculum implementation and pupils' learning performance. The information you supply will be used for academic purpose only. The researcher asked you to cooperate in giving your response towards the stated question. Your response contributes much to the success of the research to be under taken.

Thank You for Your Cooperation!

**General information**

1. Name of your School-----
2. Sex ----- 3. Age -----4.Qualification ----- 5. Grade level you teach -----
5. Year of service in teaching -----
6. How do you implement continuous assessment in teaching physics curriculum?
7. Do the school leaders provide the necessary materials to help continuous assessment implementation?
8. Which techniques/methods of continuous assessment have you used frequently in Your Physics Classroom?
9. How often you assess students' learning progress in Physics lesson?
10. Is there continuous assessment implementation Guide line in your school? If your answer is "yes", Justify how do you use the Guide line
11. Is Physics laboratory Functional in your School? How do you provide Physics laboratory activities and assess your students?
12. Have you ever discussed with your students' about the purpose & benefits of continuous assessment? If you say "yes", what are the major issues you discussed?
13. How do you support the students' learning difficulties based on continuous assessment result?
14. Have you ever use table of specification format while you prepare teacher made test? If not, what is reason?

15. Which of the objective domains frequently assess (knowledge, skill or attitude domain?)
16. What challenges you faced when using table of specification format?
17. Have you conduct item analysis after you provided teacher made test to your students?, What remedial action you have taken after analysis made?
18. Have you conducted Contents of Students text book evaluation by using findings from test item analysis? If you say yes have you reported to concerning body? If not, why?
19. What are the factors that affect the practice of continuous assessment in physics subject?

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**SCHOOL OF TEACHERS EDUCATION**

**Semi structured interview with school principal, vice principal and supervisor**

The purpose of this interview is to obtain information about the contribution of continuous assessment on lower grades of public secondary schools (9-10) physics curriculum implementation and pupils' learning performance. The information you supply will be used for academic purpose only. The researcher asked you to cooperate in giving your response towards the stated question. Your response contributes much to the success of the research to be under taken.

**General information**

1. Sex----- 2 .Age ----- 3. Qualification ----- 4. Position -----
5. Years of service in this position -----.
6. To what extent continuous assessment has been implemented in Physics Subject?
  - a) How do you have check whether teachers are implementing it or not?
  - b) What supports & facilities do you provide for teachers to practice continuous assessment?
7. Have the physics teachers provided timely feedback for Students about the learning progress a based on continuous assessment result?
8. Is Physics laboratory Functional in your School? If your answer is "yes",  
How do you provide Physics laboratory activities to your students?
9. At what level physics teachers use table of specification format when they prepare teacher made test? How do you check whether they are using or not?
10. Which objective of domains frequently assess (knowledge, skill or attitude domain?)
11. What challenges they faced while using table of specification format?
12. Is there continuous assessment implementation Guide line in your school? If your answer is "yes", Justify how do you use the Guide line
13. What are the factors that affect the practice of continuous assessment in physics subject?

**HAWASSA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES**  
**SCHOOL OF TEACHERS EDUCATION**

**Semi structured interview for Woreda/Town Administration Education office officers**

1. Sex----- 2 .Age ----- 3. Qualification ----- 4. Position -----
5. Years of service in this position -----.
6. Have you conduct continuous follow up how teachers implement continuous assessment in secondary schools? If you say "yes", how often you have conducted?
7. How do Teachers use continuous assessment to improve overall performance of learners?
8. Does woreda/Town Administration, provides guide lines, formats and the necessary material to Facilitate continuous assessment implementation? If you say yes what has been done?
9. Is Physics laboratory Functional in your School? If your answer is “yes”,  
How do Physics teachers provide laboratory practical activities for students?
10. What are the factors that affect the practice of continuous assessment in physics subject?

## Classroom Observation Check List

No of students in a class =

Grade----- section -----

No	Teacher's Overall activities in Physics teaching class room	1 <sup>st</sup> round observation		2d round observation	
		yes	No	yes	No
1	Physics Teacher has daily lesson plan				
2	CA techniques were integrated in daily lesson plan				
3	Physics Teacher used instructional materials( T .book & T. Guide)				
4	Physics teacher used CA format				
5	Assessment techniques match with lesson objectives				
6	Physics teacher Encourage students participation by giving different activities				
7	Physics teacher give feedback during their participation				
8	Physics teacher Used different assessment techniques				
9	Frequently used CA techniques in daily lesson				
	Oral question				
	Observation				
	Class work				
	Home work				
	Peer assessment				
	Self-assessment				
	Presentation				
	Quizzes				
	Project work				
	Reflection				
	Interviews				

## **Document analysis guiding check list for selected secondary schools**

1. Do annual plan and weekly lesson Plan support the implementation of continuous assessment strategies? Compare what is prepared and what is actually implemented in the class room
2. Does the students' score sheet format prepared by the school leaders contain continuous assessment strategies in adequate level, please show it!
3. Does your school use organized students' portfolio? If you say yes, Please show me samples, how and for what purposes do you use it?
4. Does laboratory manual used by the physics teachers matches with the laboratory activities given on the student text book? Practical activities assessment, Students' written report, session plan and program
5. Did teacher made tests, mid exams & Final exams were prepared based on table of specification? Please! Show evidences!
6. Remedial lesson contents that prepared for low achievers are based on continuous assessment result or not, if so, compare and contrast prepared Remedial lesson with (continuous assessment result, item analysis report & given feedback )
7. Identified difficult portions by grade 9-10 physics teachers in prescribed course of contents based on continuous assessment result( that are reported to concerning bodies) with remarkable evidences

## Appendix- B

### ሀዋሳ ዩኒቨርሲቲ

ትምህርትና ስነ-ባህሪ ሳይንስ ጥናት ኮሌጅ

የመምህራን ትምህርት ቤት

#### ለተማሪዎች የተዘጋጀ መጠይቅ

ይህ በመጠይቅ መንግስት ትምህርት ቤቶች (9-10) ክፍል ለሚጥሩ ተማሪዎች "ተከታታይ ምዘና በፊዚክስ ትምህርት አተገባበር እና በተማሪዎች ውጤት መሻሻል "ለይ ያለውን አስተዋጽኦ በሚመለከት መረጃ ለመሰብሰብ የተዘጋጀ ስለሆነ ለቀረቡ ጥያቄዎች ቀና ምላሽ በመስጠት እንድትተባበሩ እጠይቃለሁ። ምክንያቱም አንተ /አንቺ የሚትሰጠው/ጩው መረጃ የጥናቱን ዓላማ ለማሳካት ትልቅ ዋጋ አለው። ስለዚህ በአግባቡ ሞልተህ/ሽ እንዲትመልስ/ሽ በትህትና እጠይቃለሁ። አንተ/ቺ የሚትሰጠው/ጩው መረጃ ጥቅም ላይ የሚውለው ለትምህርት አለማ ብቻ ነው።

ለትብብርህ/ሽ በቅድሚያ አመሰግናለሁ

ክፍል አንድ :አጠቃላይ መረጃ

1. የትምህርት ቤቱ ስም \_\_\_\_\_
2. ያታ 1) ወንድ 2) ሴት
3. ዕድሜ 1) 14-16 2) 17-19 3) 20-22 4) ከ22 ዓመት በላይ
4. የክፍል ደረጃ 1) 9<sup>ኛ</sup> 2) 10<sup>ኛ</sup>

**ክፍል ሁለት:** ለእያንዳንዱ ጥያቄ ከቀረቡ አምስት ደረጃዎች ውስጥ አንዱን የሚትስማማበትን/ምበትን ሀሳብ በመምረጥ በሰጥኑ ውስጥ የ "X" ምልክት በማድረግ ግለጽ/ጩ

**ጥቆሟ:** 5= በጣም እስማማለሁ 4= እስማማለሁ 3= አልወሰኑኩም 2= አልስማማም 1= በጣም አልስማማም

ተ.ቁ	መግለጫ	ደረጃ				
		5	4	3	2	1
5	በትም/ት ቤትህ/ሽ የፊዚክስ ማስተማሪያ መሳሪያዎች ለምሳሌ የተማሪ መጽሐፍ ጀየመምህሩ መምሪያ ጀየቤቴ ሙከራ ማኑዋልና መሳሪያዎች ወ.ዘ.ተ በበቂ ደረጃ አላ					
6	ፊዚክስ መምህርህ/ሽ ሁል ጊዜ አዲስ ርዕስ ማስተማር ከመጀመሩ በፊት ቀድሞ ያስተማረውን ተማሪዎች ምን ያህል እንዳወቁ በተለያዩ ዘዴ ይመዝናል					
7	የፊዚክስ መምህርህ/ሽ በእያንዳንዱ ፊዚክስ ትምህርት ክፍለ-ጊዜ የተማሪዎችን የመማር ዕድገት ይመዝናል					
8	መምህሩ ተከታታይ ምዘና ከመስጠቱ በፊት አላማው ምን እንደሆነ ለተማሪዎች ይነግራል					
9	የፊዚክስ መምህር ተከታታይ ምዘና ዘዴዎች ተጠቅሞ ለተማሪዎች ለመረዳት ያስቸገራቸውን ትምህርት ክፍል ለየቶ ድጋፍ ያደርጋል					
10	የፊዚክስ መምህር ተከታታይ ምዘና ከሰጠ በኋላ ወድያው ጠንካራ ልዩ ልዩ ግብረ መልስ ይሰጣል					
11	የፊዚክስ መምህር ተከታታይ ምዘና ዘዴዎችን ተጠቅሞ የተማሪዎች ውጤት ለማሻሻል ጥረት ያደርጋል					

<b>ክፍል 3:</b> ሀሳቡን ካነበብክ/ሽ በኋላ በሰጥኑ ውስጥ የ "X" ምልክት በማድረግ ግለጽ/ጪ						
ተ.ቁ	መግለጫ	ደረጃ				
		5	4	3	2	1
12	የፊዚክስ መምህር ተከታታይ ምዘና ዘዴዎችን ተጠቅሞ በውጤት ደክሞ ያሉ ተማሪዎችን ለይቶ ቴቶሪያል ትምህርት በመስጠት ድጋፍ ያደርጋል					
13	የፊዚክስ መምህር በእያንዳንዱ ክ/ጊዜ ተማሪዎች የዕለቱን ትምህርት መረዳታቸውን ለማረጋገጥ ወድያው ይመዝናል					
14	የፊዚክስ መምህር የተማሪዎችን የመማር እድገት ለመለካት የግል ስራዎችን እንድሰሩ ያደርጋል (individual activities)					
15	የፊዚክስ መምህር የተማሪዎችን የመማር እድገት የሚለካው የቡድን ስራዎችን እንድሰሩ ያደርጋል (group work)					
16	የፊዚክስ መምህር የተማሪዎችን የመማር እድገት የሚለካው ተከታታይ ቴስት በመስጠት ሌላ ነው					
17	የፊዚክስ መምህር በተከታታይ ምዘና የተለያዩ ዘዴዎችን ተጠቅሞ የተማሪዎችን ውጤት ካየ በኋላ የማስተማሪያ ዘዴ ይቀይያል					
18	የፊዚክስ መምህር ቴስት/ፈተና የወደቁ ተማሪዎችን ለይቶ የማካካሻ ቴስት/ፈተና ይሰጣል					
19	የፊዚክስ መምህር ወደ ክፍል ሲመጣ ተከታታይ ምዘና ለመተግበር በቂ ዝግጅት አድርጎ ይመጣል					

ክፍል 4: ሀሳብ ካነበብክ/ሽ በኋላ በሰጡት ውስጥ የ "X" ምልክት በማድረግ ግለጽ/ጫ

ተ.ቁ	መግለጫ	ደረጃ				
		5	4	3	2	1
20	ተማሪዎች ስለ ተከታታይ ምዘና ጥቅም በደንብ አልተረዱም					
21	በእያንዳንዱ ክፍለጊዜ የተማሪዎችን የመማር ዕድገት ለመመዘን የፊዚክስ መምህራን ተነሳሽነት ያንሳቸዋል					
22	ተማሪዎች ለተከታታይ ምዘና ያላቸው አመለካከት ጥሩ አይደለም					
23	ተማሪዎች በፊዚክስ ክፍለጊዜ ተሟልተው አይገኙም					
24	ብዙውን ጊዜ የፊዚክስ መምህራን ቴስትን እንደተከታታይ ምዘና ዘዴ ይጠቀማሉ					
25	በተማሪዎችና ፊዚክስ መምህራን መካከል ጥሩ መግባባት የለም					
26	የፊዚክስ መምህራን ተከታታይ ምዘናን ለተማሪዎች ማርክ ለማስቀመጥ እንጂ ውጤት ለማሻሻል አይጠቀሙም					
27	በትምህርት ቤት ውስጥ በቂ የሆነ መማር-ማስተማር መሰሪያ ለምሳሌ የተማሪ መጽሐፍ፣ ማጠቃለያ መጽሐፍት፣ የላቦራቶሪ ማኑዋል የመሳሰሉት በበቂ ደረጃ የሉም					
28	የፊዚክስ መምህራን ማሰባሰብ ቡድን ፣ አሳይሜንት፣ ክፍል ስራዎች ሌሎች ተግባር ስራዎች ላይ የተማሪዎች ተሳትፎ ዝቅተኛ ነው					
29	በክፍል ውስጥ የተማሪዎች ቁጥር ብዙ ስለሆነ ተከታታይ ምዘና ለማካሄድ ይከብዳል					
30	ር/መምህራንና የፊዚክስ ዲፓርትሜንት ሀላፊዎች ተከታታይ ምዘና አሰጣጥን አይከታተሉም					
31	በፊዚክስ ላቦራቶሪ የሚሰጠው የተግባር ትምህርት ጥሩ አይደለም					

**ክፍል 5: የሚትስማማበትን/ምበትን መልስ የያዘውን ቁጥር ክበብ**

32. የፊዚክስ መምህራን/ሽ በአብዛኛው በቴስት/በፈተና ላይ የትኛውን ጥያቄ አይነት በብዛት ያዘጋጃል?

- 1) ምርጫ 2) አጭር መልስ 3) አዛምድ 4) ሰርተህ/ሽ አግኝ/ኝ 5) ሌላ ዓይነት

33. በፊዚክስ ትምህርት ላይ ያለውን የተግባር ትምህርት ጭነት ሙከራ (Lbboratory) ክፍል ውስጥ ገብታችሁ በተግባር እየሰራችሁ ተምራችሁ ታውቃላችሁ? 1) አዎ 2) አይደለም

34. ለጥያቄ ቁጥር "33" መልስህ/ሽ አይደለም ከሆነ ምክንያቱ ምንድነው?

- 1) ትምህርት ቤቱ የፊዚክስ ቤቱ ሙከራ ክፍል የለውም
- 2) የፊዚክስ ቤቱ ሙከራ ክፍል ቢኖርም በውስጡ የመስሪያ መሰሪያዎች የሉትም
- 3) የፊዚክስ መምህራን የቤቱ ሙከራ ተግባራዊ ትምህርት ማስተማር አይፈልግም

4) ተማሪዎች የቤት ሙከራ ተግባራዊ ትምህርት ለመማር ፍላጎታቸው ዝቅተኛ ነው

5) የቤት ሙከራ ተግባራዊ ትምህርት ማኑዋል የለም

35. የፊዚክስ መምህር/ሽ የተማርከውን/ሽውን ትምህርት ምን ያህል እንደሚታወቅ ራስህን/ሽን እንዲትገመግም ያደርጋል ወይ? 1) አዎን ያደርጋል 2) አይደለም አያደርግም

36. የፊዚክስ መምህር/ሽ የተማርከውን/ሽውን ትምህርት ምን ያህል እንደሚታወቅ ከጓደኞቻችሁ ጋር እርስ በእርስ እንዲትገመግሙ ያደርጋል ወይ? 1) አዎን ያደርጋል 2) አይደለም አያደርግም

**ክፍል 6: የሚትስማማበትን/ምበትን መልስ የያዘውን ቁጥር ክብብ**

37. የፊዚክስ መምህራችሁ የዕለቱን ትምህርት በሚያቀርብበት ጊዜ የተለያዩ የተከታታይ ምዘና ዘዴዎችን ተግባራዊ ያደርጋል ወይ? 1) አዎን ያደርጋል 2) አይደለም አያደርግም

38. ለጥያቄ "37" መልስህ/ሽ "አዎን" ከሆነ በተደጋጋሚ የሚጠቀመው የትኛውን ዘዴ ነው?

- 1) የቃል ጥያቄ 2) ተማሪዎች የተረዱትን ሀሳብ ለክፍሉ እዲያቀርቡ በማድረግ 3) የግል ተግባር እንዲሰሩ በማድረግ 4) የቡድን ስራ እንዲሰሩ በማድረግ 5) አጭር ቴስት በመስጠት

39. የፊዚክስ መምህራችሁ ተማሪዎች የተማሩትን ትምህርት ምን ያህል እንደተረዱ ለማወቅ መቼ መቼ ይገመግማል?

- 1) በሳምንት አንዴ 2) በሁለት ሳምንት አንዴ 3) በአንድ ወር አንዴ 4) እንደ አስፈላጊነቱ አልፎ አልፎ

40. የፊዚክስ መምህራችሁ ቴስት ከሰጠ በኋላ ወዲያው ግብረ መልስ ይሰጣል ወይ? 1)አዎን 2) አይደለም

41. ለጥያቄ "40" መልስህ/ሽ "አይደለም" ከሆነ ምክንያቱ ምን ይመስልሃል?

- 1) የመምህሩ ተነሳሽነት ማነስ 2) መምህሩ ስራ ስለምበዛበት ጊዜ የለውም 3) የተማሪዎች ቁጥር በክፍል ውስጥ ብዙ ስለሆነ አይመችም

42. በተከታታይ ምዘና ውጤት መሰረት የፊዚክስ መምህር የማሻሻያ ትምህርት (remedial lesson) አዘጋጅቶ ያውቃል ወይ? 1) አዎን 2) አይደለም 3) አላስታውስም

43. ስለተከታታይ ምዘና ዓላማና ጠቀሜታ ከፊዚክስ ትምህርት መምህራችሁ ጋር አውርታችሁ ታውቃላችሁ ወይ? 1) አዎን 2) አይደለም

44. ስለተከታታይ ምዘና ጠቀሜታ ምን ሀሳብ አለህ/ሽ?

- 1) የፊዚክስ ትምህርት ውጤት ለማሻሻል ጠቅሞኛል
- 2) የበለጠ ጠንክራ እንድሰራ አድርጎኛል
- 3) የፊዚክስ ትምህርት ክፍላገዜን ሳልቀር ሆልጊዜ እንድከታተል አድርጎኛል
- 4) ጠቀሜታው አልገባኝም

**ሀዋሳ ዩኒቨርሲቲ**  
**ትምህርትና ስነ-ባህሪ ሳይንስ ጥናት ኮሌጅ**

**የመምህራን ትምህርት ቤት**

ለመምህራን የተዘጋጀ ቃለ መጠይቅ

ይህ መጠይቅ በመንግስት ትምህርት ቤቶች (9-10) ክፍል ለሚጣሩ ተማሪዎች "ተከታታይ ምዘና በፊዚክስ ትምህርት አተገባበር እና በተማሪዎች ውጤት መሻሻል ላይ ያለው አስተዋጽኦ በሚል ርዕስ ለሚካሄድ ጥናት መረጃ ለመሰብሰብ የተዘጋጀ ስለሆነ ለቀረቡ ጥያቄዎች ቀና ምላሽ በመስጠት እንዲተባበሩን እጥይቃለሁ፤ ምክንያቱም እርስዎ የሚሰጡት መልስ የጥናቱን ዓላማ ለማሳካት ትልቅ ዋጋ አለው። ስለዚህ ለቀረቡ ጥያቄዎች ቀና ምላሽ በመስጠት እንዲተባበሩን በትህትና እጠይቃለሁ። የሚሰጠው መረጃ ለትምህርት ዓላማ ብቻ ያገለግላል።

ለትብብርዎ በቅድሚያ አመሰግናለሁ!!

አጠቃላይ መረጃ

1. የትምህርት ቤቱ ስም-----
2. ፆታ-----3. ዕድሜ ----- 4. የትምህርት ደረጃ ----- 5. የሚያስተምሩበት ክፍል ደረጃ -----
5. በማስተማር ስራ ላይ የቆዩበት ዓመት -----
6. የፊዚክስ ትምህርትን በማስተማር ሂደት ተከታታይ ምዘናን እንዴት ይተገበራሉ?
7. ተከታታይ ምዘና አተገባበር ለመደገፍ ትምህርት ቤቱ ምን ምን ድጋፍ ያደርጋል?
8. ተማሪዎች የእለቱን ትምህርት እንዲረዱ ለማድረግ በተደጋጋሚ በክፍል ውስጥ የሚትጠቀሙ ተከታታይ ምዘና ዘዴዎች የትኞቹ ናቸው?
9. የተማሪዎች የመማር ዕድገት ግምገማ የሚታካሄደው መቼ መቼ ነው?
10. በትምህርት ቤትም ተከታታይ ምዘና የሚተገበርበት መመሪያ አለ ወይ?  
መልሶት አዎን ከሆነ እንዴት ነው የሚተገበረው?
11. የፊዚክስ ቤቱ ሙከራ ክፍል ክፍት ሆኖ ለተማሪዎች አገልግሎት ይሰጣል ወይ?  
መልሶት አዎን ከሆነ እንዴት ነው የተገባር ትምህርት የሚቀርብላቸው?
12. ስለ ተከታታይ ምዘና ዓላማ እና ጥቅም ከተማሪዎች ጋር አውርተው ያውቃሉ?  
መልሶት አዎን ከሆነ በምን ጉዳይ ላይ? ከውይይቱ በኋላ ምን ውጤት ተገኘ?
13. የተከታታይ ምዘና ውጤት መሰረት በማድረግ ተማሪዎችን ደግፈው ያውቃሉ?
14. ለተማሪዎች ቴስት/ፈተና በሚያዘጋጁበት ጊዜ የዓላማ ስብስብ መለያ ሰጠረዥ( table of specification format) ይጠቀማሉ ወይ? የማይጠቀሙ ከሆነ ምክንያቱ ምንድነው ?
15. የትኛውን ዓላማ ስብስብ የሚመለከቱ ጥያቄዎች ይዘውተራል?(ዕውቀት፣ክሎት ወይ አመለካከት)

16. የዓላማ ስብስብ መለያ ሰነድ (table of specification format) ሲጠቀሙ የሚያጋጥሙ ተግዳሮቶች አሉ? ካሉ ምንድናቸው?

17. ቴስት/ፈተና ከሰጡ በኋላ ትንተና ያደርጋሉ? ከትንተና በኋላ የማሻሻያ ትምህርት ያዘጋጃሉ?

18. የሚያስተምሩት መጽሐፍ ይዘት ገምግሞው ያውቃሉ? አድርገው ከሆነ ለሚመለከተው አካል ሪፖርት አድርገዋል? ካልሆነ ለምን?

19. በፊዚክስ ትምህርት ተከታታይ ምዘና በተገቢው እንዳይተገበር የሚያደረጉ ምክንያቶች ምንድናቸው?

**ሀዋሳ ዩኒቨርሲቲ**  
**ትምህርትና ስነ-ባህሪ ሳይንስ ጥናት ኮሌጅ**

**የመምህራን ትምህርት ቤት**

**ለር/መምህራን፣ለም/ል/ር/መምህራን፣ለሱ/ሮች የተዘጋጀ ቃለ መጠይቅ**

ይህ ቃለ መጠይቅ በመንግስት ትምህርት ቤቶች (9-10) ክፍል ለሚማሩ ተማሪዎች "ተከታታይ ምዘና በፊዚክስ ትምህርት አተገባበር እና በተማሪዎች ውጤት መሻሻል ላይ ያለው አስተዋጽኦ በሚል ርዕስ ለሚካሄድ ጥናት መረጃ ለመሰብሰብ የተዘጋጀ ስለሆነ ለቀረቡ ጥያቄዎች ቀና ምላሽ በመስጠት እንዲተባበሩ እጥይቃለሁ፤ምክንያቱም እርስዎ የሚሰጡት መልስ የጥናቱን ዓላማ ለማሳካት ትልቅ ዋጋ አለው። ስለዚህ ለቀረቡት ጥያቄዎች ቀና ምላሽ በመስጠት እንዲተባበሩ በትህትና እጠይቃለሁ። የሚሰጠው መረጃ ለትምህርት ዓላማ ብቻ ያገለግላል።

ለትብብርዎ በቅድሚያ አመሰግናለሁ!!

**አጠቃላይ ረጃ**

1. ፣ታ-----2. ዕድሜ ----- 3. የትም/ት ደረጃ -----4. ሀላፊዕት -----
5. በዚህ ሁላፊነት ያገለገሉበት ዓመት-----
6. በፊዚክስ ትምህርት ተከታታይ ምዘና አተገባበር ሁኔታ ምን ይመስላል?
  - a) መምህራን በተግባሩ መተግበር አለመትግበራቸውን እንዴት ነው የሚታረጋግጠው?
  - b) የፊዚክስ ትምህርት መምህራን በተግባሩ እንዲተገብሩ ምን ምን ድጋፍ አድርገዋቸዋል?
7. ተከታታይ ምዘና ውጤት መሰረት አድርገው ፊዚክስ የሚያስተምሩ መምህራን የተማሪዎች መማር ዕድገትን በሚመለከት ወቅታዊ ግብረ መልስ ይሰጣሉ ወይ? እንዴት ነው የሚታረጋግጡት?
8. በትምህርት ቤትዎ የፊዚክስ ቤቴ ሙከራ ለተማሪዎች አገልግሎት ይሰጣል ወይ? መልሶት አዎን ከሆነ መምህራን ተግባር ስራ እንዴት ነው የሚያቀርቡት?
9. የፊዚክስ መምህራን ቴስት/ፈተና በሚያዘገጁበት ጊዜ የዓላማ መለያ ሰጠረዥ (table of specification format) ይጠቀማሉ ወይ? እንዴት ነው የሚታረጋግጡት?
10. ብዙውን ጊዜ የትኛውን ዓላማ ስብስብ ይገመግማሉ (knowledge, skill or attitude domain)
11. የዓላማ መለያ ሰጠረዥ (table of specification format) ለመጠቀም ያጋጠማቸው ችግር አለ?
12. በትምህርት ቤትዎ ተከታታይ ምዘና አተገባበር መመሪያ አለ? ካለ እንዴት ነው ተግባራዊ እየተደረገ ያለው?
13. የፊዚክስ ትምህርት ተከታታይ ምዘና በተገቢው እኩዳይተገብር ተግዳሮት የሚሆኑ ምክንያቶች አሉ? ካሉ ምንድናቸው?

## ሀዋሳ ዩኒቨርሲቲ

ትምህርትና ስነ-ባህሪ ሳይንስ ጥናት ኮሌጅ

የመምህራን ትምህርት ቤት

ለወረዳ/ከ/አስተዳደር ጽ/ቤት ባለሙያዎች የተዘጋጀ ቃለ መጠይቅ

ይህ ቃለ መጠይቅ በመንግስት ትምህርት ቤቶች (9-10) ክፍል ለሚማሩ ተማሪዎች "ተከታታይ ምዘና በፊዚክስ ትምህርት አተገባበር እና በተማሪዎች ውጤት መሻሻል ላይ ያለው አስተዋጽኦ በሚል ርዕስ ለሚካሄድ ጥናት መረጃ ለመሰብሰብ የተዘጋጀ ስለሆነ ለቀረቡ ጥያቄዎች ቀና ምላሽ በመስጠት እንዲተባበሩ እጥይቃለሁ፤ ምክንያቱም እርስዎ የሚሰጡት መልስ የጥናቱን ዓላማ ለማሳካት ትልቅ ዋጋ አለው። ስለዚህ ለቀረቡት ጥያቄዎች ቀና ምላሽ በመስጠት እንዲተባበሩ በትህትና እጠይቃለሁ። የሚሰጠው መረጃ ለትምህርት ዓላማ ብቻ ያገለግላል።

ለትብብርዎ በቅድሚያ አመሰግናለሁ!!

1. ያታ----- 2. ዕድሜ ----- 3. የትም/ት ደረጃ ----- 4. ሀላፊነት -----
5. አሁን ባሉበት ሀላፊነት ያገለግሉበት ዓመት-----.
6. በሁለተኛ ደረጃ ትምህርት ቤት ተከታታይ ምዘና አተገባበርን በሚመለከት ድጋፍና ክትትል አድርገው ያውቃሉ? መልሶት አዎን ከሆነ መቼ መቼ ይካሄዳል?
7. በሁለተኛ ደረጃ ትምህርት ቤት 9-10 ፊዚክስ የሚያስተምሩ መምህራን ተከታታይ ምዘና ዘዴ ተጠቅመው የተማሪዎችን ውጤት ለማሻሻል ምንምን ተግባራትን በማከናወን ላይ ይገናሉ?
8. ተከታታይ ምዘና ዘዴ ለመትግበር የሚረዱ መመሪያዎችን፣ ፎርማዎችን እና ሌሎች ፋስሊቲዎችን ለትምህርት ቤቱ አቅርባችኋል ወይ?
9. በወረዳችሁ /ከ/አስ/ስር የሚገኙ 2ኛ ደረጃ ፊዚክስ ቤቱ ሙከራ ክፍሎች ለተማሪዎች አገልግሎት ይሰጣሉ? መልሶት አዎን ከሆነ እንዴት ነው አገልግሎት የሚሰጠው? እንዴት ነው ድጋፍና ክትትል የሚታደርጉት?
10. በፊዚክስ ትምህርት ተከታታይ ምዘናን በሚፈለገው ልክ ተግባራዊ እንዳይደረግ ተግዳሮት የሆነ ምክንያቶች ምንድናቸው?

**የክፍል ምልክታ ችክ-ሊስት**

በክፍል ያሉ ተማሪዎች ብዛት =

የክፍል ደረጃ----- ሴክሽን -----

ተ.ቁ	የመምህራን እንቅስቃሴ በክፍል ውስጥ	1ኛ ተር ክፍል ምልክታ		2ኛ ተር ክፍል ምልክታ	
		አዎ	አይደለም	አዎ	አይደለም
1	መም/ሩ ዕለታዊ የት/ት ዕቅድ አለው				
2	ተከታታይ ምዘና ዘዴ በዕቅዱ ተካቷል				
3	መም/ሩ የተማሪ መጽሐፍንና የመ/ሩን መምሪያ ይጠቀማል				
4	መም/ሩ ተከታታይ ምዘና ፎርም ተጠቅሟል				
5	ተከታታይ ምዘና ዘዴዎች ከዕቅዱ ጋር ይገናኛሉ				
6	መም/ሩ የተለያዩ ተግባራትን በመስጠት ተማሪዎችን ያበረታታል				
7	መም/ሩ ለተማሪዎች ተሳትፎ ግብረ መልስ ሰጥቷል				
8	መም/ሩ የተለያዩ ተከታታይ ምዘና ዘዴዎችን ተጠቅሟል				
9	በእለታዊ ትምህርት በተደጋጋሚ የሚጠቀሙት ተከታታይ ምዘና ዘዴ				
	የቃል ጥያቄ (Oral question)				
	ምልክታ				
	የክፍል ስራ				
	የቤት ስራ መስጠት				
	የቡድን ተግባር መስጠት				
	የግል ተግባር መስጠት (individual activities)				
	የሰሩትን እንዲያቀርቡ ማድረግ (Presentation)				
	አጭር ቴስት				
	አሳይሜንት (Project work)				
	ቃለ መጠይቅ (Interviews)				
	ጽብረቃ እንዲያቀርቡ ማድረግ (Reflection)				

**የዶክሜንት ግምገማ የሚመራበት ጅክ-ሊስት**

1. በዓሜታዊና ሳምንታዊ የትምህርት ዕቅድ ውስጥ ተከታታይ ምዘና አይነትና አተገባበር ሁኔታ ተከቶ ተዘጋጅል? ዝግጅትና ትግበራን ማመሳከር
2. የተማሪዎች ውጤት ማጠራቀሚያ ተከታታይ ምዘና ተከቶ መዘጋጀቱን ማረጋገጥ
3. የተማሪዎች ፖርቲሲፔሊዮ መኖሩን ማረጋገጥ፡ይዘቱን በማየት ማረጋገጥ፤ምን ምን እንደያዘ ማየት
4. ቤቴሙከራ ማኑዋል መኖሩን ማረጋገጥ፤ የተማሪዎች የቤቴ ሙከራ አቴንዳንስ ማየት፤ የቤቴ ሙከራ አክቲቪቶች ከተማሪ መጽሐፍ ውስጥ የወጡ መሆናቸውን ማረጋገጥ፡ የተጻፉ ሪፖርቶችን ማየት፡ የቤቴ ሙከራ ፕሮግራም ማየት
5. የመምህራንን የዓላማ መለያ ሰንጠረዥ (table of specification) መኖሩን ማረጋገጥ
6. ተከታታይ ምዘናን መሰረት በመድረግ የማሻሻያ ትምህርት መዘጋጀቱን ማረጋገጥ(የተማሪዎች ውጤት፤የጥያቄ ትንተና ውት ማየት፤ የተሰጡ ግብረ-መልሶችን ማየት)
7. ተከታታይ ምዘናን መሰረት በማድረግ ለተማሪዎች ለመረዳት የከበዱ ይዘቶች ተለይተው ከሆነ ና ለሚመለከተው አካል አሳውቀው ከሆነ