



## The Status of Quality of Learning as Perceived by Students in Secondary High Schools of Somali Region

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**Abstract:** *The research aims to study the status of quality of learning as perceived by students in the secondary schools of Somali Region. A sequential explanatory design was employed in this study. A total of 703 Secondary School students were selected from five Zones and participated in the study. Participants were selected through simple random sampling techniques. Questionnaire and Focus Group Discussion were used as data collection instruments. The findings of the study revealed that shortage of learning resources was a common problem for almost all Secondary High Schools. Lecture method was the most prevalent and extensively used teaching techniques in schools. Moreover, the majority of teachers did the summative assessment testing method in their classrooms though continuous assessment was expected to take the larger share in the assessment practice in schools. There was lack of connectivity with what is indicated in the curriculum and teachers actual practice in classrooms. And the education system did not create accountable system (teachers, school and students were not accountable) in case of witnessing malpractices in schools. Thus, MoE and Regions shall execute accountability fidelity so as ensure the quality of learning in schools.*

**Keywords:** Status; Perceived; Quality of Learning; Assessment, Teaching Methods, Materials

### 1. Introduction

Education is a powerful catalyzing agent, which provides mental, physical, ideological and moral training to individuals, so as to enable them to have full consciousness of their mission, of their purpose in life and to equip them to achieve

that purpose. Quality concern is at the heart of any educational system.

It influences what students learn, how well they learn and what benefits they draw from their education. The question to ensure that students achieve decent learning outcomes and acquire values and skills that help them play a positive role in their societies is an issue on the policy agenda of nearly every country. Quality of education associated with high learning achievement improves the quality of human resources and is directly related to increased individual earning and productivity, economic growth and governments' ability to alleviate poverty (UNICEF, 2002, 2005; Barrette, 2006).

According to World Bank (2008), a good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. In other words, the skills, knowledge, values and attitudes that learning and teaching promote must reflect and respond to the needs and expectations of individuals, countries, the global population

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and the world of work today. It is important to note that not only teaching basic skills like reading and math, but encouraging critical thinking and fostering the desire and capacity for lifelong learning that adapts and shifts in local, national and global dynamics. However, the educational objectives in most African countries seemed traditional that faced are with challenges to meet the aspirations of the majority of their nations in general and secondary school students in particular (World Bank,2008).

In today's Africa, according to Joshi and Verspoor (2013), Secondary Education should prepare students for both Higher Education and the job market. However, many developing countries have yet to transform their secondary education systems in accordance with these dual objectives. The economic transition from low- to middle-income status requires changes in the skills that meet the demands of the labor market, and thereby sustain economic transformation. The same authors further pointed out that as the demand for higher levels of cognitive, behavioral, and technical skills increases, education systems too need to evolve as well. At a result, a larger proportion of young people will enter secondary education, making the range of students' aspirations and abilities more diverse. What is more, of predominantly aiming to enter higher education, an increasing number of lower secondary students will seek to enter the job market and/or prepare for technical and vocational education and training. Nevertheless, Secondary Education system that mainly seeks to prepare students for higher education will therefore fail to meet the aspirations of the majority of its students. This is a situation that African countries can ill afford.

Although Ethiopia was one of the most educationally deprived countries in the world where most people had little access to schooling throughout the twenty century, great attempts have been made to change that image since 1994. Consequently, access to education has zoomed, especially at the primary level, where more than 85 percent of the relevant age group is now in school. At the secondary level, the Gross Enrollment rate (GER) for Grade 9–10 has more than doubled since 2000 (Joshi & Verspoor,2013). Yet key challenges remain in secondary education: (1) a low Primary Education completion rate constrains the growth of Secondary Enrollments; (2) access to Secondary Education remains inequitable; and (3) levels of student learning are disappointing (Joshi & Verspoor, 2013). These authors further explicated that in contrast to remarkable achievements in access, progress to date in raising the quality of education in Ethiopia has been limited. Efficiency and quality input indicators, achievement tests, and classroom observations suggest that it has been difficult to

maintain the quality of education during a period of very rapid enrollment expansion. Learning achievement in the education system remains unacceptably low. This has become a source of concern for government officials, educators, parents, and other stakeholders (p.34).

More specifically, the situation has different features in the Somali Regional State. The Somali Regional State is characterized by underdevelopment, limited service delivery, frequent livelihood crises, and insecurity. Conflicts and tensions in the region are complex. Traditional institutions and systems; which exist within the Somali culture, are striving to manage relationships and resources between sub-clans, in addition to struggling to find a place within the growing presence of a developing, alternative, and a formal government structure (Jackson, 2011). Despite ongoing decentralization, the local government system in the region still faces many challenges, often lacking in budget, qualified personnel, and subject to clan influences (Jackson, 2011). So, people in the pastoralist and agro-pastoralist region in particular have remained excluded from modern educational opportunities for a long time. Having said about the scenario general education in the country in general and pastoralist areas in specific, perspectives of students towards the quality of secondary education was studied in this research.

### 1.1. Statement of the Problem

The golden age of modern education (when education was a profitable investment) in Ethiopia is usually dated to the years between 1941 and 1974. The education sector with his late majesty the Emperor as frontline minister was by far the best staffed and financed (Tekeste, 2006). Since the 1940s, Ethiopia has experienced three systems of political governance, each distinguished by its education policy. The first system of governance was the Imperial system that started soon after WWII and lasted until 1974; the second was the military/socialist system that lasted until 1991. The third and the current federal system of governance became fully operational after 1994 (Tekeste, 2006 p.12). Dissatisfaction of the succeeding two governments after Imperial Majesty have hugely affected the quality of education at all levels of schooling in this country due to their political aspirations.

According to the World Bank study (2004/2008), the Ethiopian education sector has been reported to show some signs of distress.. A key indicator of this distress is the deterioration of pedagogical conditions as exemplified in the pupil-section ratio and in the real spending per student. In 2001–02, Ethiopia's pupil-teacher ratios of 65:1 in primary education and 52:1 in secondary education were among the

highest in the world. Pupil-section sizes have also risen to become extremely high averaging about 75 and 82 students per section in Somali Region. Although this crisis has been described by World Bank as distress of the Ethiopian education system so diplomatically; yet, others such as Tekeste's (2006) has even described it as a system on the brink of collapse.

Unless the government takes significant measures to create a quality conscious ethos within secondary schools, several research findings presupposed that Ethiopians will continue to experience low satisfaction levels on quality education due to increased levels of poverty and the inability to favorably compete with other nations economically (Belay and Melaku, 2019). According to MoE (2002), secondary education is an important sub-sector of the entire educational system. On the one hand, it provides the middle level work force for the economy; and on the other, it acts as a feeder for the higher levels of education. Higher education, which is expected to produce quality professionals in different fields, hinges on the quality of secondary education. This level of education, therefore, needs to be renovated in such a way that it prepares young men and women for the pursuit of higher education as well as preparing them to adjust to their practical lives meaningfully and productively.

A recurrent complaint was heard from higher education teachers, including the present team of researchers at Jigjiga University; that students leave grade 12 with underdeveloped skills and a limited ability to apply what they have learned to novel situations. More specifically, if comparative analyses with other parts of the country were to be made, it would be easy to find that the Somali Region is under-researched due to the fact that the region had to experience several historical and political challenges.

Furthermore, it is worth to mention here what Nasir and Kedir (2011) argued about the situation exemplified by plasma transmission in Ethiopian secondary schools which is a good case in point as a re-colonizing agenda. The syllabus, based on South African material, is being digitized for transmission. The exportation of knowledge in the form of syllabus and technology in the name of embracing a digital age is a metaphorical trick to cover up another mind-colonizing agenda. In the name of curriculum standardizing, the state agents are maintaining the status quo, which largely ignores local knowledge, diversity, social justice, self-empowerment, and learning organization (P. 112).

A large scale nation-wide empirical study, the National Education Research Roadmap (2018), revealed that the

majority of secondary and preparatory students do not have the expected knowledge, attitudes and skills. The students are viewed as lacking the necessary competence and skills to join the world of work upon completion of Grade 10 and 12. Secondary education is a stage where a student enters adolescence (the most crucial stage of life). Nevertheless, the main teaching strategy that characterizes secondary school teaching is the large amount of teachers' talk, which involves mainly the teacher presenting information or lecturing to the students, interspersed with questions, generally asked to the whole class, with predetermined answers.

Belay and Melaku's (2019) finding that focused on teachers' perceptions depicted learning achievement in Ethiopian Secondary school remains unacceptably low. If the empirical data on teachers' perspectives identified such results towards quality learning, it would be worth investigating the status of quality learning as perceived by the students.

The study then aims to fill the research gap by: 1) Examining students' perspective towards availability and adequacy of learning resources; 2) Exploring students' perspective towards teaching method employed by their teachers; 3) Examining students' perspective towards the type of assessment classroom teachers used.

## 2. Materials and Methods

### 2.1. Design

The objective of this study is to investigate the status of quality of learning as perceived by students in the secondary schools of Somali Region. In order to achieve this objective, sequential explanatory designs with mixed methods approach were employed. A sequential explanatory design is typically used to explain and interpret quantitative results by collecting and analyzing follow-up qualitative data (Creswell, 2009). According to Creswell (2012), mixed methods approaches provide a better understanding of the research problem and question than either method by itself. Mixed methods research has a unique potential to understand a complex phenomenon and produce evidence for the validity of research outcomes through the convergence and corroboration of the findings (Dornyei, 2007 & Creswell, 2009).

### 2.2. Participants

The research was conducted in five selected zones of Somali Regional State (SRS). These were Jarar, Gode, Fafan, Sitti and Korahe zones. The sample size was determined by using the scientific sample size calculator (Krejcie and Morgan,

1970). Then, the required sample size of the study subjects were selected by using simple random sampling technique and purposive sampling technique for FGD participants respectively. The total number of the target population were 703; where 437 (62.2%) were male and 266 (37.8%) were female. The maximum age of the student participants was 26 while 14 was the minimum with a mean of 18.03. The students' Grade levels were also stated. Of all 703 participants, 325 (46.6%) of them were attending at Grade 11; 242 (34.4%) were at Grade 9, whereas 77 (10.8%) were Grade 12 students, and the remaining 59 (8.4%) were Grade 10 students. Moreover, 80 participants were selected to arrange ten FGDs.

### 2.3. Data Collection Instruments

Data was obtained through questionnaires and Focus Group Discussion (FGD). Students perspective towards Availability and adequacy of learning resources (6 items), Teaching methods employed by teacher (7 items), assessment type employed by teachers (8 items), and students' view towards teachers' assessment practice (4 items) were measured through the three-point Likert scale. Furthermore, 12 items were prepared to be used for the FGD as a guideline.

### 2.4. Data Analysis

Data collected through questionnaire and FGD were coded, tabulated and processed. This study used the sequential exploratory strategy of mixed-method design to analyze both qualitative and quantitative data based on the sequence of the objectives. This is a two-phase design in which quantitative data analysis was followed by qualitative data analysis.

The rationale for mixing quantitative and qualitative approaches is to seek convergence and corroboration of findings from different methods. In doing so, the study sought to elaborate, illustrate, and clarify the same phenomenon by triangulating the results from one method with results of the other method (Teddlie & Tashakkori, 2009). In this research, quantitative design served as 'main' and qualitative design as 'subsidiary' in support of the quantitative data. Hence, both descriptive analysis and thematic content analysis approaches were used.

## 3. Results

As it is observed in Table 1 above, the majority of students expressed their disagreement for the statements they provided related with the availability and adequacy of learning resources. For instance, students' who expressed their disagreement on sufficient learning resources of the school

(text books and reference books) for the subject matter were 525(74.7%), adequate ICT facilities 370(52.6%), the equipment of classrooms with teaching aids such as maps, science pictures, chemistry predict table 328(46.7%), library's adequate space to accommodate reasonably large number of students 325(46.2%) etc. which need serious responsiveness. As it is stipulated by 313(44.5%) of students, there was a shortage of laboratory for chemistry, biology and other subjects. Nevertheless, contrary to this statistic, 295(42%) of students viewed that laboratory's equipment were fairly adequate and that all students in the lab session could have access to them while 284(40.4%) didn't agree.

Table 1. Availability and Adequacy of Learning Resources

Items	Disagree		Undecided		Agree	
	Freq	%	Freq	%	Freq	%
School has sufficient learning resources.	525	74.7	38	5.4	139	19.8
Library has adequate space.	325	46.2	125	17.8	252	36
Laboratory equipment's are adequate	284	40.4	123	17.5	295	42
Our school has adequate ICT facilities	370	52.6	97	13.8	235	33.4
Classrooms are equipped with teaching.	328	46.7	112	15.9	263	37.4
School has sufficient laboratory.	313	44.5	133	18.9	256	36.4
Composite mean score N=703	357.5		104.6		240	

The above quantitative data was mainly supported by the qualitative one obtained from FGD respondents. Among the discussant from FGD made with students in Shinillie, one student narrated the following:

*“From my experience in other schools; our school has problems. For example, at the end of a year, students take all the text books for the coming New Year to study it at summer vacation. But this is not done here.*

*We spent idle the two months at home. It is a good opportunity for Grade 10 and Grade 12 students to see in advance those text books. Grade 12 entrance exams are the basis for joining university. This is one of our serious problems. There is gap between teachers–student relationship in the actual classroom routine. For example, teachers’ teaching strategies lacked questioning of students’ understanding. They never revise and check our understanding of the previous lessons. They prefer to run into introducing new lesson without having any feedback about the past. This is the big challenge that students faced here”.*

The above quote revealed that there was scarcity of books and services in their school.

It is possible to say from the above quote that there was no proper or on time laboratory service, proper discipline from the students side and as a result of which the quality of education was mainly affected by student-teacher relationship.

However, the other FGD discussant told that things are going well; teachers were discharging their responsibilities as much as they could and the library was working well though it began delivering service lately. However, one of the discussant stated that there were neither laboratories and sufficient materials in their library.

The FGD results obtained from Kebridehar grade 12 students indicated that there was no quality education in their school because of unavailability of sufficient text books, absence of laboratory and its equipment. They conveyed that all grade 12 social science students did not have text books at all. Grade 12 natural Science students took text books only for four subjects and very few numbers of grade 8 & 10 students took text books. As their discussion reported, even though there were laboratory and library rooms, both were not functional because of unavailability of laboratory equipment and reference books. With respect to this, they reported that it was very difficult to understand ICT, biology, physics, and chemistry subjects without any kind of laboratory practice. They also mentioned that teachers were not assigned in their subject specialization i.e. Economics graduate taught history.

### 3.1. Teaching Methods Employed by Teachers

As reported by 318(45.2%) of participants in Table 2, the most frequently employed method by teachers was classwork, followed by homework 309(44%), group discussion 279(38.4%), reading assignments 257(36.6%), class presentation 256(36.4%) and lecture method 224(31.9%). Only 178(25.3%) of participants reported that teachers gave laboratory demonstrations and 294(41.8%) of their counter parts reported that teachers never gave laboratory demonstrations.

Table 2. Teaching Methods Employed by Teachers

Our teachers give us:	Often		Sometimes		Never	
	Freq	%	Freq	%	Freq	%
home work	309	44	346	49.2	48	6.8
class work	318	45.2	345	49	40	5.7
reading assignments	257	36.6	316	45	130	18.5
laboratory demonstration	178	25.3	231	32.9	294	41.8
class presentation	256	36.4	296	42.1	151	21.5
lecture	224	31.9	270	38.4	209	29.7
group discussion	279	38.4	330	46.9	103	14.7
Composite mean	260		304.8		139	
N=703						

The number of participants who responded that teachers sometimes gave homework, class work, group discussion, reading assignment, class presentation, lecture method and laboratory demonstrations were 346(49.2%), 345(49%), 330(46.9%), 316(45%), 296(42.1%), 270(38.4%) and 321(32.9%) respectively.

The qualitative result also supported the aforementioned data. In this regard, one of the Shinillie FGD Students (participant 4) stated the following:

*“There is gap between teachers – student relationship in the actual classroom routine. For example, teachers’ teaching strategies lacked questioning of students’ understanding. They never revise and check our understanding of the previous lessons. They prefer to run into introducing new lesson without having any feedback about the past. He noted that this is the big challenge that students faced here.”*

He further stated that

*“I am from Dire Dawa, and I do have friends there. When I, however, made comparison; there is a huge gap, and it becomes headache for me. Teachers’*

Table 3. Students Response on the Type of Assessment Employed by Teachers

	Often		Sometimes		Never	
	Freq	%	Freq	%	Freq	%
Our teachers evaluate us using:						
True-false items	327	46.5	271	38.5	104	14.8
Matching items	319	45.4	277	39.4	107	15.2
Short-answer	321	45.7	285	40.5	97	13.8
Multiple choice items	325	46.2	249	35.4	127	18.1
Essay writing	254	36.1	263	37.4	185	26.3
Oral presentation	234	33.3	268	38.1	198	28.2
Group assignment.	317	45.1	290	41.3	94	13.4
Individual assignment.	308	43.8	271	38.5	124	17.6
Composite mean score	300.6		271.7		129.5	
N=703						

*teaching methods in Dire Dawa are by far better than ours. They could give consistent feedback to every student. They often ask questions about the previous lessons before they move to the new one. In Shinillie, our teachers hardly practice and use such interactive communication.”*

From these quotes, it is clear that teachers teaching methodology was not student centered and didn't focus on their understanding. In addition, concerning method of teaching, content and pedagogical skills, FGD with kebridehar grade 12 students discussants reported that teachers used teacher centered method of teaching, some teacher did not understand the subject matter thoroughly, and some had knowledge of the subject matter but they were unable to transfer knowledge because of English language problem and lack of teaching experience and skills. They reported that the plasma was functional but most teachers did not want to open it; they didn't interest to use it. One of the students from shinillie FGD discussant said that

*“I personally observed that teachers have completed their lessons for us. Supporting students academically from the beginning of the year has not been as such promising. The establishment of 1 to 5 grouping was not given proper attention. It should not be the responsibility of the leader only. Members have to equally involve in the activities supplied. Every member in the group must understand the questions to be done together. Otherwise, it will lose its true*

*essence. Teachers have also to closely followed how students carry out assignments.”*

This quote shows that as teachers of the above mentioned school didn't focus on students' thorough understanding of the subject matter. And, it was realized that they were closing a day's lesson irrespective of the students' participation or involvement.

### 3.2. Assessment Type Employed by Teachers

As indicated in Table 3 above, 327(46.5%) of participants reported that teachers most often used true-false items to evaluate their students followed by multiple choice items 325(46.2%), short answer 321(45.7%), matching 319(45.4%), group assignment 317(45.1%), individual assignment 308(43.8%), essay writing 254(36.1%) and oral presentation 234(33.3%). From this one can understand that essay writing and multiple choices assessment types which are considered to be effectively measure higher level learning were least used by teachers to evaluate students' educational achievements. Moreover, even if class presentation as an assessment technique can enhance students' active participation in the

Table 4. Students' View of their Teachers' Assessment Practices

Items	Agree		Undecided		Disagree	
	Freq	%	Fre q	%	Fre q	%
The tests/final examinations measure what I was expected to learn	472	67	104	14.8	127	18.1
Teachers do not give quizzes and assignments to follow up my progress.	308	43	163	23.2	232	33
Tests/exams focus on recalling of facts.	376	53	153	21.8	174	24.8
Teachers covered the subjects' contents in the tests.	357	50	148	21.1	197	28
Composite mean score	378		142		183	
N=703						

class, the report indicated as it was the least used by teachers.

As indicated in Table 4 above, 472(67.1%) of participants agreed that the tests and final examinations in the majority of

the subject matter measure what students were expected to learn. As the response of 376(53.5%) of participants, the majority of the tests and exams they took focus on recalling of facts, theories, and formulae rather than on their ability to creatively solve problems. Moreover, 357(50.8%) of the participants agreed that the majority of the teachers covered much of the subjects' contents in the tests they took. The other 308(43.8%) of the participants replied that the majority of their teachers didn't give quizzes and assignments to follow up their progress in achieving the objective of the subject matter. Contrarily, 232(33%) of the participants did not support this.

#### 4. Discussion

The findings presented in the foregoing sections of this chapter revealed some significant aspects of the status of quality of learning as perceived by secondary high school students in Somali Region. This section presents interpretation and discussion of the major findings of the study.

##### 4.1. Availability and Adequacy of Learning Materials

The finding of this study indicated the inadequacy and shortage of learning materials. Lack of laboratory equipment, reference books, and text books could hugely affect quality of learning. This finding is in consistent with Altbach's (1983) study that revealed nothing has ever replaced the printed word as the key element in the educational process. Thus, as a result, textbooks are central to schooling at all levels. He emphasized that when textbooks are available, instructional time is not wasted as when teachers and students copy text on and off the blackboard. Substantiating to this idea, findings of Abiy (2015) confirmed that textbooks and teaching aids such as maps, charts and audio-visual aids enhance teaching and learning. Therefore, both environment and teaching and learning facilities play a significant role in quality education. In addition, Chinapah (2000) says that resources and services enable teachers to enrich their classroom teaching. So, the lack of such basic and fundamental needs must be addressed to attain a reasonable quality of education. Vandiver (2011) further says that as educators, if we were unable to construct the type of facilities that are conducive to a successful educational environment for children, we, as a group of professionals, are letting future generations down. Moreover, Postlethwaite and Ross (1992) assert that to develop a good reading ability, there must be a classroom library in which sufficient books are available for each student.

##### 4.2. Teaching Methods Employed by Teachers

With regard to teaching method, the finding revealed that teachers did not revise previous lesson; they did not ask questions to check students' understanding of the topics discussed in the class and they did not give continuous feedback. In general, the result depicted that student-centered

method of teaching was not being implemented by teachers. Hence, learners are passive participant. Similar to this, Ford and Kraiger (1995) wrote that traditional behavioral approaches focused on the learner as a passive participant rather than as an active participant in the instructional process for a long period of time. But the research finding of Farrell (2006) revealed that learner-centered approaches are increasingly evolving with the view that learners must be active participants in their own learning. This view differs from all other approaches as it predicates on the empowerment of the learner to control his/her learning and on shaping self-regulatory and creative behaviour of learners during the process of instruction (Bransford, Brown, & Cocking, 1999). Moreover, there is an overwhelming agreement that researchers and policy makers around the world have endorsed the use of student-centered pedagogies over the past several years for a variety of reasons (Darling-Hammond and Bransford, 2005; Hopkins 2002; Prince, 2004). In contrast, more passive approaches to learning assume that people acquire knowledge by having it transmitted to them by some external source (Schwarz & Bransford, 1998). The finding of this study further stipulated that some teachers did not understand the subject matter thoroughly and some other were unable to transfer knowledge effectively because of English language problem and lack of teaching experience and skills. From this, one can understand that inefficiency and inexperience of teachers might be an obstacle to practice collaborative and cooperative learning. Alexander (2000) found that there are many challenges for teachers to promote the use of student-centered pedagogies. These include the quantity/quality of pre-service preparation and the effectiveness of in-service professional development that teachers receive, the material conditions (facilities, equipment, and number of students) in classrooms where teachers are asked to implement active-learning pedagogies.

##### 4.3. Students Response on the Type of Assessment Employed by Teachers

From the results, the respondents' view that teacher's use assessment types that measure students lower order thinking. Essay writing and multiple choices assessment types which are considered to be effectively measure higher level learning were least used by teachers to evaluate students' educational achievements. Higher order thinking skills are more than just the process of remembering and understanding a matter. Higher order thinking covers the process of understanding to information and relating as well as manipulating a fact (Thomas & Thorne, 2016). Even if effective assessments are important aspects of teaching, teachers let their students to focus on simple recall of items. According to Gaytan and McEwen (2007) the effectively used classroom assessment

techniques include projects, portfolios, self-assessments, peer evaluations, and weekly assignments which had provided with at the spot response.

## 5. Conclusions and Recommendations

### 5.1 Conclusions

As the findings indicated, from students' point of view, the overall quality of education in the schools was low. This was induced by lack of availability of resources such as textbooks, computer, reference books, lab equipment and other similar teaching and learning aids in the schools. Large class size and lack of continuous assessment in the schools were some of the problems identified in the research.

Teacher-centered teaching methodology was the major instructional techniques that teachers were often been employing in their class rooms. Teachers were not experienced in teaching student centered method. Even if some of them do have the knowledge of the subject matter, but they were not able to transfer well whenever they used teacher center methods in the learning-teaching process.

The majority of the teachers applied summative type of assessment instead of assessment for learning. Multiple choices, matching and true-false were common types of assessments used for learning; implementing (summative assessment) throughout the schools though some interview respondents reported some teachers were using continuous assessment in the learning-teaching process. This was used to make students stay in schools instead of making them strong in their learning. It was further reported that students were not satisfied with teachers teaching methods, assessment methods used and the knowledge they gained on the subject matter. Moreover, majority of the tests and exams students took focus on recalling of facts, theories, and formulae rather than on their ability to creatively solve problems.

### 5.2 Recommendations

Based on the findings of the present study, the following recommendations were drawn:

- Ministry of education, region education bureaus, universities and woreda education bureaus shall work out on improving the knowledge of teachers in the subject areas and pedagogical skills. Teachers do not have sufficient knowledge in their teaching method and assessing their students and this has affected the overall quality of education in the schools. Teachers shall also need training in pedagogical skills since the implementation of learning-teaching is teacher center

- Region Education Bureaus, Universities and Woreda Education Bureaus shall give continuous training on the areas of continuous assessment in schools. What is more common in schools is summative assessment which has a value to judge the students' performance at the end of the instruction. What will make the students engaged in their learning and even motivate them to be very active in the learning process is implementing continuous assessment. Teachers do not know the value of continuous assessment and the purpose it would have for students learning. Students would be very strong in their learning when teachers and schools attempt to properly apply continuous assessment. Directors and supervisors also shall take intensive training in the area of continuous assessment. This would have a potential impact on their work. They will properly supervise and give feedback on the proper implementation of continuous assessment. Schools together with universities shall develop continuous assessment guideline with its strategy to evaluate its performance. This would assist them to follow what teachers are doing in their daily engagement.
- Teachers ought to get continuous training on the pedagogical skills and subject matter areas. Teachers' commitment affects students' motivation in learning. Teachers shall get intensive training in the areas of active method learning. Teachers are award of some active teaching methods but are not able to utilize different active method instructions. They are also expected to improve their language skills via reading and attending in different trainings. Students shall also get continuous training on academic skills, study skills, social skills and discipline. Universities together with region education bureaus shall work hard on the development of different manuals such as continuous assessment manual, teacher's evaluation manual, active learning methods manual, and reflective teaching manual; and quality education supervision checklists.

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### Conflict of Interest

The authors declare that they have no competing interests.

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