

**JIMMA UNIVERSITY**  
**COLLEGE OF NATURAL SCIENCE**  
**DEPARTMENT OF SPORT SCIENCE**



**PRACTICE AND CHALLENGES OF CONTINUOUS ASSESSMENT IN TEACHING  
PHYSICAL EDUCATION IN GURAGE ZONE SELECTED SECONDARY SCHOOLS**

**BY: NIBRET AGERALEM GARED**

**A THESIS SUBMITTED TO JIMMA UNIVERSITY, COLLEGE OF NATURAL  
SCIENCE DEPARTMENT OF SPORT SCIENCE FOR PARTIAL FULFILLMENT OF  
THE REQUIREMENT FOR THE MASTERS DEGREE IN TEACHING PHYSICAL  
EDUCATION**

**MARCH, 2020**  
**JIMMA, ETHIOPIA**

**JIMMA UNIVERSITY**  
**COLLEGE OF NATURAL SCIENCE**  
**DEPARTMENT OF SPORT SCIENCE**

**MED. THESIS RESEARCH**

**PRACTICE AND CHALLENGES OF CONTINUOUS ASSESSMENT IN TEACHING  
PHYSICAL EDUCATION IN GURAGE ZONE SELECTED SECONDARY  
SCHOOLS.**

**BY: NIBRET AGERALEM GARED**

**ADVISOR: TEFAYE DAMENA (Ass.pro.)**

**CO- ADVISOR: AYANTU JEMBERE (Msc)**

**A THESIS SUBMITTED TO JIMMA UNIVERSITY, COLLEGE OF NATURAL  
SCIENCE DEPARTMENT OF SPORT SCIENCE FOR PARTIAL FULFILLMENT OF  
THE REQUIREMENT FOR THE MASTERS DEGREE IN TEACHING PHYSICAL  
EDUCATION**

**MARCH, 2020**

**JIMMA, ETHIOPIA**

**APPROVAL SHEET**  
**JIMMA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF NATURAL SCIENCES**  
**DEPARTMENT OF SPORT SCIENCE**

As members of the Examining Board of the Final M ED. Open Defense, we certify that we have read and evaluated the thesis prepared by: Nibret Ageralem: Practice And Challenges Of Continuous Assessment In Teaching Physical Education In Gurage Zone Selected Secondary Schools.

**Tesfaye Damena (Asst. pro)**

Name of Major Advisor

Signature

Date

**Ayanttu Jembere (Msc)**

Name of Co Advisor

Signature

Date

As member of the Examining Board of the final M ED. Open Defense, we certify that we have read and evaluated the thesis prepared by Nibret Ageralem: Practice And Challenges Of Continuous Assessment In Teaching Physical Education In Gurage Zone Selected Secondary Schools.

Name of Chairperson

Signature

Date

Name of Internal Examiner

Signature

Date

Name of External Examiner

Signature

Date

**MARCH, 2020**  
**JIMMA, ETHIOPIA**

## **GRADUATE THESIS OWNER SHIP AGREEMENT**

This thesis is a property of Jimma University, an institution that awarded MED to the graduate student and funded its research cost fully or partly. The research work was accomplished under the close support and supervision of the assigned University's academic staff. It is there fore strictly for- bidden to publish, modify, or communicate to or put at the disposal of third party the entire document or any part there of with out the common consent of the research supervisor(s) and the graduate student. Disregarding this agreement would lead to accountability according to the Jimma University's Research and Publication Misconduct Policy Article 1.7 of the University's Document for "Guidelines and Procedures for Research, March,2012

**Nibret Ageralem Gared**

Name of the Graduate Student

Signature

Date

**Tesfaye Damena** (Asst. prof)

Name of the Research Supervisor

Signature

Date

Name of Chairperson

Signature

Date

**Dr. Wondemagegn Demise**

Name of Internal Examiner

Signature

Date

Name of External Examiner

Signature

Date

Title Practice And Challenges Of Continuous Assessment In Teaching Physical Education In Gurage Zone Selected Secondary Schools.

**MARCH, 2020**

**JIMMA, ETHIOPIA**

**DECLARATION**

I, undersigned, declare that this paper is my original work; prepared under the guidance of **Tesfaye Damena (Ass.pro )**, **Dr. Wondmagegn Demsie and Ayantu Jembere (Msc)**. Also races of materials used for the manuscripts have been duly acknowledged.

Name:----- Number ----- Center: -----  
Signature ----- Date of Submission \_\_\_\_\_

## Table of contents

<b>Content</b>	<b>Page</b>
Content .....	i
LIST OF TABLE.....	iv
LIST OF FIGUR.....	v
ACKNOWLEDGMENTS.....	vi
BIOGRAPHICAL SKETCH.....	vii
LIST OF ACRONYMS AND ABBREVIATIONS .....	viii
<i>ABSTRACT</i> .....	ix
CHAPTER ONE .....	1
1. INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the problem .....	4
1.3. Research Questions .....	5
1.4. Objective of the study.....	5
1.4.1. General Objective .....	5
1.4.2. Specific Objectives .....	5
1.5. Significance of the study.....	6
1.6. Delimitation of the study.....	6
1.7. Limitation of the study.....	6
1.8. Definition of operational terms .....	6
1.9. Organization of the study .....	8
CHAPTER TWO .....	9
2. Literature Review.....	9
2.1. Concept of Physical Education.....	9
2.2. Practical Physical Activity in Physical Education .....	9
2.3. The Importance of Physical Activity.....	10
2.4. PE Classroom Management .....	11
2.5. The concept of classroom assessment .....	11
2.5.1. Assessment in Physical Education.....	12
2.6. Types of Assessment.....	13

2.6.1.	Classroom Assessment.....	13
2.6.2.	Formative Assessment.....	14
2.6.3.	Summative Assessment:.....	15
2.6.4.	Diagnostic Assessment.....	16
2.6.5.	Portfolios Assessment.....	16
2.6.6.	Steps in the Assessment Process.....	16
2.7.	Types of Assessment in Physical Education.....	19
2.8.	Continuous Assessment Methods.....	21
2.9.	Characteristics of Continuous Assessment.....	21
2.9.1.	Active student involvement.....	22
2.9.2.	Skilled teacher’s direction.....	22
2.9.3.	Constructive.....	22
2.9.4.	Purpose driven.....	22
2.10.	Principles of Continuous Assessment.....	22
2.11.	Purpose of Continuous assessment.....	24
2.12.	Factors that Affect Physical Education Assessment.....	26
2.12.1.	Perception of Students towards Assessment.....	26
2.12.2.	Previous Assessment Histories.....	26
2.12.3.	Assessment Relevance.....	27
2.12.4.	Student-Teacher Relationship.....	27
2.12.5.	Assessment Anxiety.....	28
2.12.6.	Large Class Size.....	28
2.12.7.	School Factor.....	28
2.12.8.	Physical Environment.....	29
2.12.9.	The Human Factors.....	29
2.13.	Advantages of Continuous Assessment.....	31
2.14.	Drawback of Continuous Assessment.....	31
2.15.	High School Students’ Attitudes toward Physical Education.....	32
2.16.	Teachers Attitude towards Physical Education.....	32
2.17.	Continuous assessment and its challenges in Ethiopia.....	32
2.18.	Tools and Techniques used for Assessing Educational Domains.....	33
2.19.	Components of an Effective Assessment Measure.....	34
2.19.1.	Validity.....	34

2.19.2. . Reliability.....	35
2.19.3. Objectivity .....	35
2.19.4. Feasibility .....	35
2.19.5. Usefulness .....	36
CHAPTER THREE .....	37
3. Research Methodology .....	37
3.1. Design of the Study .....	37
3.2. Description of the Study Area .....	37
3.3. Source of Data.....	39
3.3.1. Primary Sources of Data.....	39
3.3.2. Secondary Source of Data .....	39
3.4. Population of the Study .....	39
3.5. Sample size and Sampling Techniques.....	41
3.6. Data collection instruments.....	43
3.7. Method of Data Analysis.....	45
3.8. Research Ethics .....	46
CHAPTER FOUR .....	47
4. RESULT AND DISCUSSION .....	47
4.1. RESULT .....	47
4.2. Analyses of the Respondents.....	47
4.2.1. Demographic Data of repondants.....	47
4.3. Discussion.....	74
CHAPTER FIVE .....	75
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....	75
5.1. Summary .....	75
5.2. Conclusion.....	77
5.3. Recommendations .....	78
REFERENCES.....	79
Appendix 1 .....	84
Appendix 2 .....	87
Appendix 3 .....	89
Appendix 4 .....	91
Appendix 5 .....	93



## LIST OF TABLE

<b>Tables</b>	<b>Page</b>
Table 1: Assessment Tools and their Related Domains -----	34
Table 2. The total Population of Gurage zone secondary schools in each Woreda -----	40
Table 3. Target Population in Selected Woreda (Enemor&Ener ) -----	41
Table 4. The Study sample size taken from six selected secondary schools in two woreda-----	43
Table 4.1: Characteristics of the Teachers (8participants)-----	47
Table 4.2: Characteristics of Teachers Cont'd-----	48
Table 4.3: Characteristics of the students(125 participants)-----	49
Table 4.4: Characteristics of Administrations (6 participants) -----	50
Table 4.5: Students responses on questionnaire utilization of CA-----	51
Table 4.6: Students responses on questionnaire type of assessment-----	52
Table 4.7: Students response on questionnaire assessment process-----	54
Table 4.8: Students response on questionnaire frequency of assessment-----	55
Table 4.9: Teachers implementation of CA in teaching physical education lesson plan-----	57
Table 4.10: Frequency of continuous assessment of the teachers in physical education-----	58
Table 4.11: The Nature of the Students in CA Process in teaching physical education -----	59
Table 4.12: Teachers Response on provision of feed back -----	60
Table 4.13: The involvement of schools administration during CA -----	61
Table 4.14: Teacher alternatives and responses-----	62
Table 4.15: Teacher alternatives and responses Cont'd-----	64
Table 4.16: Teacher alternatives and responses Cont'd -----	65
Table 4. 17: Physical Education Class Observational Check List-----	66
Table 4. 18: Physical Education Class Observational Check List Cont'd-----	67
Table 4. 19: Physical Education Class Observational Check List Cont'd-----	68

## LIST OF FIGUR

Figure 1 Map of the study site (Gurage zone map).....	38
---	----

## **ACKNOWLEDGMENTS**

First, I would like to praise the Almighty God; and my Lord Jesus Christ Who provided me this opportunity and helped me in all my regards during my study at jimma University.

Next I would like to offer my deepest thanks to my major advisor Tesfaye Damena (Ass.pro), Dr. Wondemagegn Demsse (internal examiner) and Co- advisor Ayantu Jembere (Msc.) for their valuable suggestion, comments and completion of this paper.

I would like to forward my sincere gratitude to Beshir Edo (Msc.) for his vigorous and valuable advice, thanks thier support and show the path of developing my research proposal.

My special thanks to Jimma university community and all people who have assisted in conducting this research paper.

## **BIOGRAPHICAL SKETCH**

My Name is Nibret Ageralem Gared. I was born on October, 1991 in Amhara region west gojjam zone. I was attended elementary and secondary school education at Agita Elementary and Adet secondary & preparatory School, in Yilmana Densa woreda, respectively. Upon successful completion of high school studies, in 2003 E.C I was joined Debre Markos University and graduated with Bsc Degree in sport science in 2005 E.C and served as physical education teacher at different schools in Gurage zone. I was joined Jimma University in 2008 E.C to pursue post graduate study in the field of Sport science.

## **LIST OF ACRONYMS AND ABBREVIATIONS**

CA	Continuous Assessment
CAT	Classroom Assessment Technique
HPE	Health and Physical Education
IEP	Individualized Education Plan
IFSP	Individualized Family Service Plan
MoE	Minister of Education
PE	Physical Education
SBA	Subject Based Assessment

## **ABSTRACT**

*The purpose of the study was to investigate practice and challenges of continuous assessment in teaching physical education in Gurage Zone selected secondary schools. The study was employ cross sectional research design and four basic questions were raised to achieve the objectives of the study. To answer these basic research questions,descriptive survey research method was employed.*

*The researcher was conduct on two wereda selected secondary schools purposely select for the setting of this study. The total number of students in the schools approximately 1330, the sample size for the study was 65 (52.0%) male and 60(37.5%) females generally 125 students were randomly selected from grade 10<sup>th</sup>, six(6) Administrations, eight (8) physical education teachers 5(62.5%) male and 3(48.0%) females availably include as the sample. The needed data were obtained by means of questionnaires distributed to 8 physical education teachers and 125 sample students, interview which was designed for Administrations and physical education teachers finally observational check list was used.*

*For this study both qualitative and quantitative research approach was employed. percentage was used as a main technique of analysis for quantitative data and qualitative data were analyzed quantitatively (in words). The data were analyzed using SPSS for windows version 24.0 statistical tests were performed at the level of significance of 0.05.*

*Accordingly the research revealed the following results, mostly the schools indicate the following problems; most physical education teachers did not include a variety of continuous assessment tools/ techniques in their plan, they did not use in the class activities. As a result the status of continuous assessment implementation was far from the standard and they concentrated on few tools and large class size, shortage of time, lack of teaching aids lack of availability of a few or no instructional media, lack of awareness about continuous assessment, teacher's class load, and the student's negative attitude towards the subject matter.*

*As a result, it is difficult to practice continuous assessment in teaching physical education. Therefore, physical education teachers were not carrying their responsibilities such as awareness creation, using Varity methods of teaching, facilitating to full fill materials and generally they did not show their commitment.*

**Key word/terms:** - Assessment, continuous assessment, assessment techniques and physical education.

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the Study

Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. Education is defined as a process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. A quality education is custom design that addresses the unique abilities of each student and has a positive emotional experience Essays, UK. (November 2018).

Physical education is one part of education in general that part of children through the use of movement experience. Physical education activities are valuable education activities which deserve a fair share of the school time.

Greaney, (2001) defines assessment as any procedure or activity that is designed to collect information about the knowledge, attitude, or skills of the learner or group of learners. Assessment is therefore a process through which the quality of an individual work or performance is judged.

When carried out as an on-going process, assessment is known as Continuous Assessment (CA). CA is more than giving a test, it involves every decision made by the teacher in class to improve students achievement. CA may take different forms such as formal questions given to students during class, take-home assignments/exercises and recapitulation exercises.

Assessment can be defined as any “planned technique used to measure, judge or diagnose a student’s achievement and to make inferences based on that evidence for a variety of purposes, include planning” (Doolittle, 1996).

The primary purposes of assessment were to: (1) diagnose (determining entry levels), (2) motivate, (3) make instructional decisions, and (4) record and report (determine periodic achievement and provide information about progress). These, combined with a comprehensive set of standards which

define what students should know and be able to do, show that physical education has a legitimate academic standing and was not a “soft” class (Hensley, 1997).

The information gathered by assessments can help the physical education teacher redefine goals and objectives identify student’s strength and weaknesses, restructure the curriculum, motivate students, modify teaching strategies, facilitate peer learning, and provide communication between parents, teachers, and students (Smith, 1997).

Shepard (2000) stated that physical education teachers use assessment primarily for the purpose of determining grades or progress reports rather than to critically analyze the process of instruction, or the content of the curriculum.

Alausa (2005) said that one of the benefits of continuous assessment is that, it is guidance oriented since it involves data gathering over a long period of time, it will yield more accurate data reaching the teacher early enough to modify instruction. It plays a vital role in diagnosing and remediating areas of learners’ weakness.

Assessment is one of the major elements of educational activity. Assessment can be defined as the process of gathering data and fashioning them into interpretable from the decision making. It involves collecting data with a view to making value judgment about the quality of a person, objects, groups or events. Assessment is not necessarily integral to all teachings, but it is integral to good or effective teaching and learning (S.Piotrowski, 2005).

Teachers’ effort is coordinated and focused on fulfilling their program. These teachers reflect strong commitment to their students and a sense of pride. The programs and teachers indicate that there are many exciting direction in school physical education today. Outstanding program and exemplary teachers provide their students with quality physical education.

As Teshome (1981:18), Noted; the teaching process in physical education means a joint activity of the management of the teacher and conscious participation of the learners. It is directed to acquiring of knowledge, habits, development motor and moral to lead quality of life and this in turn raises the status of physical education. Assessment is about learning. Traditionally assessment is intended to find out and report on what has been learnt thus its relation with classroom activities.



Assessment is integral to teaching and learning activities in school and mediates the interaction between teachers and students in the classroom. Assessment can be defined as all activities that teachers and students undertake to get information that can be used to alter teaching and learning.

This includes teacher observation and analysis of student work (homework, tests, essays, reports, practical procedures and classroom discussion of issues).

All these are concerned with sampling what a student may or may not know. Assessment is also used in 'selecting, controlling or motivating students, and to satisfy public expectations as to standards and accountability' (Biggs, 2003; p.141). Consequently, assessment has been categorized as formative or summative depending on how the results are used (Dunn & Mulvenon, 2009).

Today, assessment has become a critical component of education reform. Policy makers, education Administrators, families and employers often view assessment scores to hold schools accountable for teacher performance. By the same sound Neilson et al. (1996) described that Physical education is one part of education in general that part of children through the use of movement experience.

Therefore, I believe that assessment is a way of finding out what learners know, understand and can do. And also assessment helps for the teachers to gather information informally by observing or formally by assigning students specific activities related to the curriculum and by analyzing the student performance on those activities. However, assessment of students in physical education is often seen as being a little different from way of assessing other subjects in the secondary school curriculum.

Rather than always having a written permanent record that occurs in many other subjects, a lot assessment in physical education is of movement and bodily actions that only occur for a brief second. It is therefore, not an easy task for the physical education teacher because his judgment and interpretations have to be instantaneous and occur during the teaching of a lesson.

Now a day in Ethiopian teacher's education system there have been continual changes in the curriculum since 1994.

The documents also stated that in the teacher education, traditional ways of assessing students like giving final exams only has to be replaced by continuous assessment that develops and includes higher order thinking skills at different levels of the educational system as paradigm shift (MoE.1994, Education and Training Policy).

## **1.2. Statement of the problem**

The teaching learning process requires continuous follow-up. This is especially in secondary school where the development pace of a learner is rapid. Therefore, the educational progress of the learners need frequent assessment. The various dimensions of the learning activities of the learners should be assessed by different methods.

Teachers and students needed to have profound knowledge of the application as well as the theoretical concepts such as types, forms, purposes and methods of CA in PE in order to utilize it effectively. Moreover, secondary school teachers have to use progressive pedagogical and psychological practices in order to assess the educational progress of their students. On the other hand, not all desired outcomes can be assessing with paper and pencil tests example psychomotor skills and affective characteristics.

Concerning this, Desalegn (2004:21) underlined that giving tests every month and accumulating pupils' marks for final grading is a significant aspect of the assessment packages. Continuous assessment is a demanding task that requires the use of various assessment tools in order to assure the achievement of curriculum objectives. In addition, Spandel and Stiggins (1990), cited in Muluken (2006), asserted that continuous assessment could promote students' learning by building their confidence and their understanding if it is effectively planned and monitored.

Physical education is an important part of the school curriculum; it has designed to help students develop the knowledge, skills and attitudes to be active and healthy for life. Considering all these things, the researcher wants to identify, the practice and challenges of continuous assessment in teaching physical education in Gurage Zone Selected Secondary Schools.

During teaching physical education the teachers face many challenges, and also they have a gap like they did not use different assessment techniques, did not implement effective continuous assessment

and inadequate practice in teaching physical education. The experience of the researcher in the zone encouraged to do the study. From that experience, the researcher feels that the gap of continuous assessment techniques and implementation of effective continuous assessment in teaching physical education in Gurage zone selected secondary schools. Based on this statement of the problem, the study would answer the following questions: -

### **1.3. Research Questions**

- ✓ How continuous assessment is practiced by physical education teacher?
- ✓ Which types of continuous assessment techniques do physical education teachers use?
- ✓ What are the major factors/challenges that affect teachers activity related to continuous assessment in teaching physical education?
- ✓ Are continuous assessment advantageous in teaching physical education?

### **1.4. Objective of the study**

#### **1.4.1. General Objective**

The general objective of the study was to investigate practice and challenges of continuous assessment in teaching physical education in gurage zone selected secondary schools.

#### **1.4.2. Specific Objectives**

The specific objectives of the study would be:

- To evaluate physical education teachers about their implementation of continuous assessment in their lessons.
- To identify the main types of continuous assessment techniques used by physical education teacher in teaching physical education.
- To sort out the major challenges that affect teacher's activity in continuous assessment in teaching physical education.
- To investigate the advantageous of continuous assessment in teaching physical education during evaluation.

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

The study focus on practice and challenges of continuous assessment in teaching physical education, therefore the significance of this study is ; motivate PE teachers to improve their assessments techniques, give clues on how to investigate practice and challenges of continuous assessment in teaching physical education, use as a reference for other researchers who want to study further and depth on the research or other related works, share experience with peer physical education teachers on evaluation mechanism of continuous assessment.

### **1.6. Delimitation of the study**

The boundary of the study is delimited to Gurage zone selected secondary schools, which is found in SNNP Region. The researcher has chosen two wereda selected secondary schools. The study was delimited to grade 10<sup>th</sup>, 1330 students including 8 physical education teachers because of time and budget constraint that the researcher restricted only grade 10<sup>th</sup> and two wereda selected secondary schools. The researcher hopes that the information or data gathered from six selected secondary schools to investigate practice and challenges of continuous assessment in teaching physical education.

### **1.7. Limitation of the study**

It is obvious that research work could not be free from limitation, that matter this study was also constrained with some limitations. One of the limitations was that most of the directors and teachers were burdened by routine office and teaching activities and they were not devoted to fill the questionnaires and interviews on time. The respondents interest to fill the distributed questionnaires and their commitment.

### **1.8. Definition of operational terms**

- **Assessment:** In schools, assessment is concerned with observing learners and collecting information about those observations. Assessment of learners is a way of finding out what learners know, understand and can do.

Assessment is about learning. Traditionally assessment is intended to find out and report on what has been learnt thus its relation with classroom activities. Assessment is also used in ‘selecting, controlling or motivating students, and to satisfy public expectations as to standards and accountability’ (Biggs, 2003; p.141).

- **Assessment activity:** Activity or exercise used for finding out what learners know and can do, sometimes called an assessment task. Physical activity describes many forms of movement, including activities that involve large skeletal muscles (Bright Futures at Georgetown University, 2005).
- **Classroom based assessment:** Assessment that takes place in the classroom, usually carried out by the teacher. Assessment is either internal or external. Internal assessment refers to school-based assessment, which includes class assignments, teacher-made tests, recap exercises, projects, field studies and all these tools form part of the classroom continuous assessment strategies. A continuous assessment strategy refers to the different tools/procedures used in the classroom to understand the academic achievement levels of learners in terms of their knowledge, attitudes and values. Also a strategy in assessment is a purposefully conceived and determined plan of action. It is a pattern of assessment that seems to attain certain outcomes and to guard against others (Aggarwal, 1999). External assessment refers to tests that are produced by examining bodies away from school.
- **Continuous assessment:** Periodic observations of learners to find out what a student knows and can do. This is usually done when teachers ask students to perform activities that have been drawn from the curriculum. Falayo (1986) defined continuous assessment as the mechanism whereby the final grading of learners in cognitive, affective and psychomotor domains of learning systematically takes account of their performance during a given period of schooling” Prior to the institution of continuous assessment procedure of evaluation.

## **1.9. Organization of the study**

This research paper was organized in to five main chapters, the first chapter deals with introduction, statement of the problem, research question, general and specific objectives, significance of the study, delimitation of the study, limitation of the study, operational terms and, organization of the study. The second chapter deals with review of related literature, the third chapter covers design of the study, description of study area, source of data, Population of the study, sample size and sampling technique, data collection tools and method of data analysis, research ethics, chapter four result and discussion; and the last chapter deals with the summary of the findings, conclusion and recommendations of the study.

## **CHAPTER TWO**

### **2. Literature Review**

#### **2.1. Concept of Physical Education**

Physical education is defined as the systematic instruction in sports, exercises, and hygiene given as part of a school program. Regular physical activity provides numerous health benefits from leaner bodies and lower blood pressure to improved mental health and cognitive functioning. Even though we know these facts, however, Americans are becoming more sedentary and more obese each year Mokdad *et al.* (1999). Because the school physical education program promotes physical activity and can teach skills as well as form or change behaviors, it holds an important key to influencing health and well-being across the life span. To improve the fitness of students, we need to rethink the design and delivery of school based physical education programs.

A recent survey asked adults in the United States, "What should be taught to students prior to their graduation?" Participants indicated that information about health was more important for students to learn than content in language arts, mathematics, science, history, or any other subject Marzano and Kendall (1998). Despite this high ranking, most schools devote minimal curriculum time to teaching students how to lead healthy lives.

#### **2.2. Practical Physical Activity in Physical Education**

Physical Education in an educational setting, physical activity is an integral part of physical education, but in a wider school setting the different roles that physical activity has needs to be clarified. That is, physical activity as part of the co-curriculum, and physical activity as part of a physical education program. The similarities that stand out are: physical activity describes many forms of movement, including activities that involve large skeletal muscles (Bright Futures at Georgetown University, 2005). Students can be 'physically active' and can engage in physical activity opportunities both in the co-curriculum and in physical education.

Physical activity whether it is in an educational context or not, engages learning. As students are physically active, whether this is in co-curriculum time or in physical education, learning is ‘caught,’ continuously.

Physical activity as part of school-based physical education and within an educative process is distinctive because it takes on a more deliberate role, that is, to physically educate the child. Through physical activity in physical education as an educational process, the focus is on the child who makes choices, has a point of view and whose growing understanding and ability to assess the value of physical education in relation to her/his own life will be vital in this process Wright (2004). As specified in the H and P.E curriculum physical activity within a physical education program should, physical education provides a fundamental and significant place in the provision of physical activity experiences. Physical activity becomes a context for learning in, through and about movement. Through this teaching and learning process, the value of physical activity is explored and experienced (Gillespie, 2005).

### **2.3. The Importance of Physical Activity**

One of the most emphatic recommendations in reports from numerous federal and health promotion agencies is to increase the levels of physical activity among children and youth.

Physical inactivity results in substantial, negative health consequences. Obesity, high blood glucose, high blood pressure, and high blood lipids all occur more often among sedentary adults. These problems increase the risk for chronic diseases such as cardiovascular disease, various cancers, Type II diabetes, and hypertension. Indeed, a direct relationship exists between leading a physically active life and developing long-term good health. Each year, physical inactivity contributes to nearly 260,000 deaths in the United States, Centers for Disease Control and Prevention (1997). Unhealthy behaviors take many years to present themselves clinically, but there is a compelling reason to believe that helping students learn to be active early in their lives will provide an important foundation for lifetime physical activity.



## **2.4. PE Classroom Management**

Another constraint that physical education teachers include time management, where by students take time to leave their classroom, changed their school uniform into proper attires for physical education activities.

In carrying out the assessment, physical education teachers have to deal with this problem to complete the syllabus. This is because they have to allocate more time for the physical education assessment. The physical education teachers need to make appropriate adjustments in handling physical education activities according to class size and interest of the students. When carrying out the assessment, physical education teachers need to be focused throughout the process of assessment to avoid the dropout or omissions of students' scores based on evidence in the students' portfolios.

The impact of these constraints had caused physical education teachers to feel that SBA assessment “bothers them and take up too much of their time”.

## **2.5. The concept of classroom assessment**

Classroom assessment is the process of gathering evidence of what a student knows, understands, and is able to do. It can also help to identify students' learning needs.

Teachers set specific criteria based on learning outcomes and expected levels of performance to evaluate students' learning. These criteria form the basis for evaluating and reporting student progress. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes for each subject or course and grade (Jossey Bass, 1993).

Class room assessment is both a teaching approach and a set of assessment techniques which refers to all the activities under taken by teaching and by their pupils in assessing themselves. It provides information which serves as feedback to modify teaching and learning activities (Hamilton, 2008, cited Selamneh, 2010) classroom assessment can also be defined as a process of gathering evidences of what pupils know, understand and are able to do (Be. Home, 2008, cited to Selamneh, 2010) Recently, educators advocates that assessment going on at the class room level should surpass high

stake tests, because, the former since it operates in the context in which instruction is going on, is better, surfed to monitor and guide the teaching learning process so as to continuously improve teaching and learning (NOE, 1995, USAID/BEP, 2066 cited to Selamneh, 2010)

### **2.5.1. Assessment in Physical Education**

In education, the term assessment refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood. Assessment involves the use of empirical data on student learning to refine programs and improve student teaching (Allen, 2004).

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (Huba and Freed, 2000).

Assessment is a fact finding activity that describes conditions that exists at a particular time.

Assessment often involves measurement to gather data. However, it is the domain of assessment to organize the measurement data into interpretable forms on a number of variables.

Assessment in educational setting may describe the progress students have made towards a given educational goal at a point in time. However, it is not concerned with the explanation of the underlying reasons and does not proffer recommendations for action. Although, there may be some implied judgment as to the satisfactoriness or otherwise of the situation.

In the classroom, assessment refers to all the processes and products which are used to describe the nature and the extent of pupils' learning. This also takes cognizance of the degree of correspondence of such learning with the objectives of instruction.

Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development (Erwin, 1991).

## 2.6. Types of Assessment

### 2.6.1. Classroom Assessment

Classroom assessment covers a broad range of activities from constructing paper based tests and performance measures, to grading, interpreting standardized test results, communicating test results, and using assessment results in decision-making. When using paper test based and performance measures, teachers should be aware of the strengths and weaknesses of various assessment methods, and choose appropriate formats to assess different achievement targets, Stiggins (1992).

Test items should match with course objectives and instruction to ensure content validity Airasian (1994), reflect adequate sampling of instructional materials to improve test reliability, and tap higher-order thinking skills. In performance assessment, validity and reliability can be improved by using observable and clearly defined performance tasks, Baron (1991), Schaffer, et al., (1991) and Stiggins (1992), detailed scoring protocols, multiple samples of behavior evaluated by several judges, and recording scoring results during assessment. Teachers should be able to revise and improve teacher-made tests based on test statistics and item analysis. Grading and standardized testing are two important components of classroom assessment. Since grade-based decisions may have lasting academic and social consequences, Popham (1999), teachers should weigh assessment components according to instructional emphasis and base grades on achievement-related factors only. Grading criteria should be communicated to students in advance and implemented systematically to handle regular as well as border line cases Stiggins et al., (1992).

Communicating assessment results and using assessment information in decision-making constitute two other aspects of classroom assessment. To communicate assessment results effectively, teachers must understand the strengths and limitations of various assessment methods, and be able to use appropriate assessment terminology and communication techniques Schafer (1991) and Stiggins (1992). Specific comments rather than judgmental feedback (e.g. "fair") are recommended to motivate students to improve performance, Brookhart (1997). When using assessment results, teachers should protect students' confidentiality. Teachers should also be able to use assessment results to make decisions about students' educational placement, promotion, and graduation, as well as to make judgment about class and school improvement, Stiggins (1992).

## 2.6.2. Formative Assessment

Formative Assessment is on going assessment that takes place during the learning process, and involves describing progress, giving pupils constructive feedback and identifying pupil's future learning needs. Formative assessment refers to gathering and evaluating data about participants' progress throughout the program. Most of the current literature uses the terms formative, alternative, and authentic assessment interchangeably; however, some disagreements still exist. Some authors use the term 'authentic assessment' as a part of formative assessment that happens during the learning process where as summative assessment is considered to occur at the end. This mode of assessment contributes to learning by providing meaningful feedback to both the participant and the professional (Wuest and Bucher, 1999).

However, Herrera et al. (2007) include formative and summative assessment along with other types of authentic assessment, such as performance-based assessment, portfolios, self-assessment and peer-assessment, interview-based assessment, play based assessment, cooperative groups' assessment, dialogue, journal, and scaffold essays.

According to kyriacou (1998) formative assessment aimed at promoting effective future learning by pupils. Typically, such assessment tends to offer advice, guidance and information to improve future performance. Similarly, Airasion (1997) state that formative assessment is part of a classroom instruction aimed of supporting the teaching-learning process. Cangelos; (1990) identified the relationship between formative assessment and teaching learning process as "formative assessment are assessment about students achievement that influence a teacher's lesson plan which means that it helps the teachers to answer questions like should a lesson be extend or terminated? Is remediation needed? Is more advanced work appropriate? Should teaching strategies be altered? Answers of such questions are influenced by feedback from formative assessment. Hence formative assessment is concerned with how things are going. It is assessment which occurs during the teaching-learning process rather than before or after it.

### 2.6.3. Summative Assessment:

at the end of a specified period such as a unit of work) which identifies the standard of attainment achieved by an individual. Summative assessment which identifies the standard of attainment achieved of a particular time normally carried out at the end of period of instruction, for example end of term, and course Kyriacou (1998). In related way, summative assessment includes and of course assessment and essentially means that this is assessment which produce a measure which sum up some one's achievement and which has no other real use except as a description of what has been achieved Brown and Knight (1994). Also, in connected with this Nitko (1996) and Airasian (1997) state summative assessment is a final summing up and judgmental which is commonly made based on test ratings on a variety of performance. Therefore, summative assessment is used to grade, certify or select student. It is not intended to improve current instruction for the benefit of those being evaluated. It measure what was happened, not what is happening. But the results can serve to indicate areas of strength and needs and these results can be used to influence later instruction, Harlen (2006).

**Criteria referenced- assessment** of whether or not an Assessment pupil can do a specific task or set of tasks.

**Norm referenced assessment** of an individual's Assessment performance in relation to that of others in the group. ipasitive referenced comparing pupils assessment current and previous performances.

**Internal assessment** devised and carried out by the teacher a part of his or her own teaching programmer.

**External Assessment** devised by external groups, such as examination boards and national Governing bodies.

**Informal assessment;** - that takes place as part of the normal PE lesson.

**Formal Assessment** – Assessment made following prior warning to allow pupils to prepare. (D.osler, 2001)

#### **2.6.4. Diagnostic Assessment**

Although some authors view diagnostic assessment separately for formative assessment, the intention is that diagnostic assessment are used for formative purposes. Diagnostic assessment or pre-assessment is used to collect information for planning instruction and acknowledging learners' needs. Wiggins and McTighe (1998) assert that pre-assessments “include checks of prior knowledge and skill levels and surveys of interests of learning-style preferences”. This overlaps with the formative assessment, but specifically identifies learning difficulties or problems.

#### **2.6.5. Portfolios Assessment**

Portfolio development is not a new concept in the history of education. According to Williams(1996), gathering purposeful examples of students' work that demonstrate their effort, progress,and level of understanding over a period of time, compose the main features of portfolio. However, what has changed through the course of time is the format and content that unlike the traditional forms of assessment that like a “snapshot” of students at one point in time, portfolios“function like a photo album containing a variety of photo taken at different times and different context”.

#### **2.6.6. Steps in the Assessment Process**

Regular assessment is crucial to the improvement of teaching. Some assessment can be made by the teacher while teaching, even without the aid of systematic observation. If teachers can be watch carefully for certain things that happen (or do not happen) during a teaching episode, they can at least get some information about how they are doing. For teaching to improve dramatically in short periods of time, however, it needs to be more systematically assessed, as and end-class sequences, but a level of transition time that is too high.

You have many provide good explanations and demonstrations, but the ALT of your students may be too low. Baseline data will be also help to set criteria for improvement. If your management time during baseline sessions is 37 percent of total class time, then setting an initial criterion of 25 percent is realistic. Eventually, you might be able to manage well enough to achieve 10 to 15 percent, but that should come gradually. Achieve goals through specific strategies and regular measurement

getting better at teaching is like getting better in sport you have to have some specific strategies, the opportunity to practice them, and some regular measurement of the degree to which you can execute them. The various chapters in this text contain strategies for class management, discipline, instruction and supervision of practice. Wanting to improve is important.

Having specific strategies to help you improve is important. Executing those strategies will actually bring about the improvement. For example, reducing management time might be achieved by establishing an entry activity teaching signals for attention and dispersal and playing a management “game” with the students executing these managerial strategies appropriately will reduce management time significantly.

Maintain gains as new skills are attended to. Goal maintenance means that you maintain an adequate level of permanence in areas that have been achieved while you move on to new teaching goals. For example, can you maintain an adequate level of skill feedback interactions while you try to improve your behavioral interactions Maintenance are greatly helped when? Occasional observations are made to assess goals previously worked on. Eventually, adequate levels of a number of teachings skills will be become habit you will have developed in to a truly effective professional teacher.

Take control of your own teaching. A final step in the assessment process occurs when you take responsibility for your own teaching. Full-time teachers do not have the help of a supervisory team. They are periodically evaluated by principals or supervisors but these evaluations are often poorly done and not useful for the maintenance or improvement of teaching skills. Teachers can use the process described here to maintain and continue to develop their teaching expertise. You can find ways to observe your teaching tape recorders, selfrecording of events or time, even an accessional videotaping. Specific goal achievement can be accessed through reliable measurement. This is the epitome of good teaching holding you gymnasium.

You might to during teaching practice in a teacher education program. What follows are important steps in the assessment process.

## **2.6.7. Discover what learning goals are being thought**

Teaching is a goal oriented activity. The more specifically the teacher has defended the goals; the easier it will be to assess the effectiveness of the teaching. Teaching is a goal oriented activity. The more specifically the teacher has defended the goals; the easier it will be to assess the effectiveness of the teaching.

### **2.6.7.1. Recast learning and teaching goals in behavioral terms**

If being a “fair player” is a goal, what student behavior will count as an instance of appropriate or inappropriate behavior relative to the goal? If a teacher wants to improve her or his enthusiasm, what will we observe as related to this phenomenon? If student leadership is an important social goal, how will we know when leadership has been shown? To answer these questions, we would have to recast these goals in behavioral terms.

The term behavioral refers to things that people do that can be observed directly by someone else. Some important behaviors how you feel about things, for example can only be observed by you and reported to someone else.

Goals that are defined behaviorally are not only necessary for reliable, valid observation but are also helpful to teachers because they require them to define exactly what will teach their students.

### **2.6.7.2. Achieve specificity for teaching assessment**

The number of teaching goals assessed can be few or many, depending on the purpose of the assessment regardless of the number. However, each teaching goal needs to be stated specifically for it to be assessed fairly. Specifically is achieved in two ways first, the target for the assessment should be specific. It is not enough to suggest, “Let’s focus on improving management’s skills.” Instead, it is better to agree to try to “reduce management time,” “reduce the average length of managerial episodes,” “reduce the number and length of transitional episodes,” or “spindle time in equipment changes.” The second aspect of specificity is setting a criterion by which goal achievement will be judged, for example, reduce total managerial time to fewer than 10 minutes or



reduce average transitional time to less than one minute. The criterion should be realistic, high enough to provide a challenge for improvement, yet low enough that it is achievable.

### **2.6.7.3. Use base line data for setting goals and criteria**

To know how much you have improved, you have to know where you started in assessing and improving teaching, it is important that through information be developed about your current efforts what we shall call the “baseline” to which future data can be compared. Baseline data can also be used to make comparisons about improvement. If possible, it is useful to have comparisons about improvement. If possible, it is useful to have more than one teaching session contribute to the establishment of a baseline. Baseline data reveal your strengths and weaknesses as well as what should be priorities for improving your teaching. You may have a low level of management time for beginning There is virtually universal agreement among writers and policy makers that sound assessment lays at the very heart of effective teaching and learning.

Assessment is not necessarily integral to all teaching but, it is integral to good or effective teaching and learning. (S.capel and S.piotrowski, 2000) Assessment in education is concerned with obtaining and interpreting information about pupil’s skills, knowledge and understanding, and their learning needs it provides much more detailed information about the learning objectives of the lesson or the unit of work argues persuasively, assessment always involves making a judgment. Assessment does not simply note what pupils have done in a lesson, but also makes some sort of quantitative statement as well Assessment should focus upon what pupils learn and how they learn it. This information becomes the basis for future planning and target setting, and provides teachers with valuable feedback to their own performance as teachers. Assessment is part of a cycle of planning, learning and assessment, in which inform future planning, which directs their teaching and, in turn affects pupil’s performance.

## **2.7. Types of Assessment in Physical Education**

Many types of assessments can be used by educators to collect information and provide students with a variety of learning experiences. The following are a few types of assessments used in physical education. After each type, the approach (formal or informal), Observation is one of the most

common forms of assessment used in physical education. Observational data is a useful form of assessment for the teacher to assess student performance. It is also one of the most useful self and peer assessment activities.

When the students are provided a set of criteria to assess their performance or the performance of others, they are learning what is important in what you are trying to teach them and learn to focus their efforts on improvement Rink (1998), an example of each assessment noted below has been placed:

- ✓ Checklist: associate with observation data; used to identify a particular behavior or characteristic of performance with established criteria. Informal
- ✓ Performance task: are meaningful “culminating” experiences that can be accomplished within a single instructional period. Examples would include a dance routine, warm-up routine, locomotor skill sequences, skit, role playing, and oral report. Informal
- ✓ Rating scale: associated with observation data; determines degree Informal
- ✓ Record of performance: ‘Snapshot’ of performance from daily tasks (i.e. win/loss, fitness scores, skill assessments) Formal
- ✓ Rubric: used to assess complex behavior; a multidimensional rating scale. Formal
- ✓ Student interview, survey and questionnaire: used to gather information on student thinking and feeling. Informal
- ✓ Student journal: are often used as a “notebook” where students are asked to reflect on their performance/ express their feelings, perceptions and attitudes about their experiences in physical education. Informal
- ✓ Student log: Establish a record of participation or some other behavior or characteristic over time. Formal
- ✓ Student project: designed as a learning and assessment experience. Students are asked to investigate, design/construct, and present their work in some form. Formal
- ✓ Written test/worksheet: Is the most common form of assessment in all content areas. It is considered the best way for teachers to determine student knowledge. Formal (Rink, 1998)

## **2.8. Continuous Assessment Methods**

CA is a mechanism where by the final grading of a student in the cognitive, affective and psychomotor domains of behavior takes account, in a systematic way of all his performances during a given period of schooling; such assessment involves the use of variety of modes of evaluation for the purpose of guiding, improving learning and performances of the student.

CA methods have been described differently by different scholars and educational philosophers.

CA refers to making observations and collecting information periodically to find out what a student knows, understands and can do. Specific tasks are given to the learners based on what has been taught. Teachers observe the learners doing these tasks and make a judgment about how well they are doing. CA is ongoing and helps the teacher to find out what the learners have learned.

Some other terms that are similar to CA are: classroom based assessment, running records, and teacher grading (Plessis, *et al.*, 2003: 7).

Assessment is a formative rather than a summative approach to assessment. Its purpose is to improve the quality of student learning, not to provide evidence for evaluating or grading students. It provides faculty with feedback about their effectiveness as teachers and it gives students a measure of their progress as learners. The aim of assessments is to provide faculty with information on what, how much and how well students are learning. Such assessments are created, administered and analyzed by teachers themselves. Falayo (1986) defined continuous assessment as the mechanism where by the final grading of learners in cognitive, affective and psychomotor domains of learning systematically takes account of their performance during a given period of schooling” Prior to the institution of continuous assessment procedure of evaluation.

## **2.9. Characteristics of Continuous Assessment**

Good classroom assessment eventually leads to improved teaching. And improved teaching means better academic performance of the students. To ensure that good assessment methods are utilized the teachers must determine if these characteristics are met:-

### **2.9.1. Active student involvement**

The involvement of students in assessment is not limited to the role of recipients. The students must contribute to the planning of the assessment. This implies that the coverage of a test is solely determined by the text book or by the teacher's knowledge. The coverage of the test must include information that was gathered and analyzed by the students skilled (NnadiGood luck, 2013).

### **2.9.2. Skilled teacher's direction**

Although students participate in planning some aspects of the assessment procedures, the classroom teacher has required the professional training to decide how to deal with the result of the assessment.

### **2.9.3. Constructive**

The assessment should provide constructive information for both the teachers and the students. Assessment should not be used to threaten teachers with scores .on the contrary, assessments should be used identify learning difficulties so that these difficulties can be addressed and over come.

### **2.9.4. Purpose driven**

The assessment should be able to fulfill its purposes. If it is a summative type of the assessment then all steps must taken to ensure that the results will be valid and reliable and the scoring will be objective and free from any bias (NnadiGoodluck, 2013).

## **2.10. Principles of Continuous Assessment**

The Department of Education has published the following assessment principles to guide teachers when developing assessment tasks: The primary purpose of assessment is to improve student learning;

Assessment practices are integral to the teaching and learning process and are matched to teaching and learning goals; Assessment practices use a range of measures allowing students to demonstrate what they know and can do; Assessment processes are valid, reliable and fair and cater for the range of students learning styles; Assessment practices promote deeper understanding of learning

processes by developing students capacity for self-assessment; Assessment is authentic based on an understanding of how students learn and requiring them to apply their skills to real world challenges; Students are involved in negotiating assessment to ensure a shared understanding of purpose, criteria and standards; Assessment works best when it is ongoing rather than episodic; Students have access to ongoing constructive feedback that supports their learning; Good assessment provides useful information to report credibly to parents on student achievement (Lerner,1998).

1. The primary purpose of assessment was to improve student learning
2. Assessment practices were integral to the teaching and learning process and were matched to teaching and learning goals’,
3. Assessment practices use a range of measures allowing students to demonstrate what they know and can do;
4. Assessment practices were valid, reliable and fair and cater for the range of students’ learning styles;
5. Assessment practices promote deeper understanding of learning process by developing student’s capacity for self –assessment;
6. Assessment was authentic –based on an understanding of how students learn and requiring then to apply their skill to real world challenges;
7. Students were involved in negotiating assessment to ensure a shared understanding of purposes criteria and standards;
8. Assessment works best when it was ongoing rather than episodic;
9. Students have access to ongoing constructive feedback that supports their learning,
10. Good assessment provides useful information to report credibly to parents on student achievement,

## 2.11. Purpose of Continuous assessment

Most teachers would concerns that the overriding purpose of assessment in PE should be to encourage improvement, progress, achievement, confidence and feelings of competence, and better attitudes to learning (H.Grout and G.Long, 2009). The problems start emerging in the interpretation of these purposes, and how they are translated into specific contexts (e.g. different teachers may have different views on what is ‘progresses in a specific gymnastics lesson).

‘Purpose’ is context bound depending on pupils’ stage of learning and the ‘direction’ in which you would like pupils to progress. In short, assessment can be used for a range of purposes and, therefore, choices need to be made in order to fit an appropriate assessment strategy for the purpose to which the assessment is to be put (H.Grout&G.Long,2009)and also, Assessment fulfils anumber of functions some researchers categories these functions under two main headings. These are formative and summative. Understanding the purpose ofcontinuous assessment has its own importance this is because such a knowledge with help those who are going to implements this techniques of assessment to give due consideration and increase their effort towards its proper implementation.

From the perspectives of measurement expertise, continuous assessment is purposely designed to improve teaching and learning for all students, not for filter students out of educational opportunities (Neilson, 1996) continuous assessment is a dues purpose diagnostic instrument that is useful for both the students and teachers. It enable students to understand they are as in which there are having difficulties and to concentrate their effort in those areas mean while it allows teachers to monitor the impact of the lesson on the students understanding (Desalegne, 2004). This idea is strongly supported.

“Teachers can modify their pedagogical strategies to include the construction of remediation activities for pupils who are not working at the expected grade level and the creation of enrichment activities for pupils who are at or above the excepted grade levels hence, continuous assessment supports a cycle of self evaluation and pupil specific activities by both pupils and teachers.”

The other important purpose of continuous assessment to be considered is that it is intended to assess the curriculum as implemented in the class room. It allows teachers to evaluate that effectiveness of

their teaching strategies relative to the curriculum and to change those strategies as dictated by the need of their students (Desalegn 2004) Different scholars mentioned the purpose of assessment in different ways but (Neilson, 1996) mentions purposes of assessment in general.

**Improve instruction:** - assessment activities then about the teachers whether what they thought was effective. If learners are learning what is expected it will show in the assessment. If the assessment show that the learners are not doing well on a particular topic or skill then this tells the teachers must find a new way of teaching the lesson or topic, in turn to improve instruction.

**Feed back for students and teacher:** - simply assessing students and reporting the result is not likely to affect student's performance. Assessment result should review both correct and incorrect performance of students and in addition, be able to correct student's incorrect performance.

**Improve student:** - both teachers and students need to know how students are doing first, of course they hold know what the goal is to ward which the students are studying what they need to know or to be able to do. If though assessment teacher and students get feedback as to what students already know, have learned or do not know yet, then teacher can direct students study appropriately to learn the remaining material.

**Motivate students:** - students at any level have to be encouraged during teaching and learning process and necessary motivation and follow up system has to be designed and practiced of assessment is very important.

**Assign grades:-** one of the most obvious reason for giving assessment is to assign grades to students although teacher continually assess their students' progress in informal ways, it is necessary for them to "officially" records their evaluation of students' progress through grades (Neilson, 1996). Because of strong relationship of assessment and instruction good teaching is inseparable from good assessment.

**Teaching as activities:-** if appropriately planned and used, can be powerful learning activities, self-tests, for students placing in special group or ranking student for specially purpose sometimes teachers choose to group students according to their ability, student are selected for special experience, or contents assessment is used to help teacher make the decisions.

**To provide all children with opportunities to show what they know:-** As assessment provides all children with opportunities to show what they know in addition, each children has many different qualities using only one type of assessment may not give learners a chance to show what they know. All learners get a chance to show what they know when teachers use continuous assessment because there are different types of assessment activities when a teacher uses continuous assessment, learners are asked to show what they know in different ways.

**To let parents know how their:** - children are progressing parents want to know how well their children are doing in school. Reports based on continuous assessment by the teacher help parents to know about their child's progress on a regular basis not just at the end of the year.

**To lead to overall evaluation:** - efforts to determine a student should pass from grade to grade relying on an exam to tell us what students know and can do may not provide us with a well-developed and accurate picture of the learned with well-designed and ongoing continuous assessment carried out throughout the year the teacher has a strong basis from which to evaluate a learner's overall progress.

## **2.12. Factors that Affect Physical Education Assessment**

### **2.12.1. Perception of Students towards Assessment**

Various studies revealed that how students perceive about assessment are an important and an indispensable tool for investigation of sources for the problems that affect assessment process. Furthermore, exploring the intentions of students today may provide some insights on how assessment of students achievement can be improved, Crossman (2004). According to Crossman (2004), there are many factors that can affect the perceptions of students about assessment applied in physical education classroom. The following are some of the factors that can affect students perception about assessment practices employed in physical education instructions.

### **2.12.2. Previous Assessment Histories**

Crossman (2004) stated that the perceptions could be influenced by motivations such as fear which results from past painful experiences and create a kind of assessment avoidance behavior or the



development defense mechanisms attributing failure to assessment irrelevance. Moreover, student's perceptions may also be the fact that they enroll in a course where assessment was unknown to them or where they had no previous experience of success. However Crossman (2004) claims that because of the existence of many factors that can influence student's perception of assessment it is difficult to assume causal links between assessment events and student's perception.

### **2.12.3. Assessment Relevance**

Crossman (2004) asserts that great attention should be paid to perception of relevance in assessment design. In Crossman's argument, we can easily identify that assessment that make good connection with the outside world of work appear to have a positive influence on student learning lack of relevance in assessment may be equated with "jumping through hoops" in time wasting activities that endowed experience with transient quality. This entails us that the relevance of assessment needs to be clear to students. Student can also interpret relevance of assessment in different ways.

For some, assessment is relevant when it is applicable to other contexts or when it aims to prepare student in dealing with real situation. Other, considers assessment as irrelevant if they are not graded.

Crossman (2004) confirmed that students perceived alternative assessments particularly assessments that are very relevant to them. However, he added that in many situations, students perceive assessment negatively considering it as a totally prescribed by the academic whereas in rare situations students who perceive assessment should be through negotiation is perceive positively.

### **2.12.4. Student-Teacher Relationship**

Observations of teachers' practices of assessment can also influence student perceptions of assessment and their intentions for personal future practice. It is also observed that inconsistencies between theory and practice have a negative influence on the perception of students about assessment, Crossman (2004). Crossman claimed that feedback is found to be useful in finding out what the students think of their teacher. If there is unsatisfactory relationship between the teacher and students and if there is no appropriate feedback about the performance of student; formation of negative perception is likely to occur.

Regarding the relationship between student and teacher, Crossman advises that weather for good or bad, student's relationship with teachers is found to be an important character in the formation of assessment perceptions.

### **2.12.5. Assessment Anxiety**

The existence of any kind of assessment is likely to be threatening to most students. However, examinations, or presentation and laboratory assessment cause higher levels of anxiety than other forms of assessment. Crossman point out that most students preferred caused without examinations especially in situations where examinations are graded for certification, Nisbett and Ross (1980).

### **2.12.6. Large Class Size**

Teachers usually face problems of teaching fundamental skills in a situation where there are small spaces and in adequate facilities but large class sizes. Sometimes the situation becomes so untenable that teachers abandon desirable activities and resort to informal play with undesirable results. Nisbett and Ross also identified that problems that are related with large class size may even get worse especially when we follow the subjective method of assessment because students are expected to demonstrate or show certain pieces of their works.

### **2.12.7. School Factor**

Effective schools are distinguished from inefficient ones by the frequency and extent to which teachers learn together, plan together, test ideas together, discuss practices together, reflect together, grapple together with the fundamental vision and focus of developing students to fullest capacity. Effective schools are a learning community, a place where teachers and administrators study, work and learn together with the mission of improving student achievement. All efficient schools have culture and it is the information one gets from a culture that sends a message to the student that they will be productive and successful. The effective teacher thinks, reflects and implements Ontario (2010).

## **2.12.8. Physical Environment**

The physical environment can affect both conditions for learning and opportunities for physical activity and healthy living. The physical environment includes the school building and grounds, routes to and from the school, and materials and equipment used in school programs. A healthy physical environment would include clean and accessible facilities, shade structures and naturalized play environment, the availability of healthy food choices, and the absence of environmental carcinogens, including any that might be found in cleaning products. Visual cues, such as bulletin boards and signs with healthy-school messages, can be an indicator of a healthy physical environment. The design of the built environment can enhance or restrict opportunities for physical activity and healthy living Ontario (2010).

## **2.12.9. The Human Factors**

### **2.12.9.1. Teachers**

Teaching is a key to student success. Teachers are responsible for using appropriate and effective instructional strategies to help students achieve the physical education curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers' bring enthusiasm, addressing individual students' needs and ensuring high-quality learning opportunities for every student. The attitude with which teachers approach physical education is critical; as teachers are important role models for students Ontario (2010).

Teachers should follow the principle of "first, do no harm" and ensure that the learning setting is always physically and emotionally safe. It is important to be aware of and carefully observe how students feel about the various requirements of the program, from changing their clothing for physical education classes to participating in activities, demonstrating learning, working with others, and discussing health topics.

To ensure physical safety, teachers must follow all board safety guidelines. It is also critical to student success to create an atmosphere in which students of all body shapes and sizes, abilities, gender identities and sexual orientations, and ethnic cultural, racial, and religious backgrounds can feel accepted, comfortable, and free from harassment (Susan, 2004).

To increase their comfort level and their skill in teaching physical education and to ensure effective delivery of the curriculum, teachers should reflect on their own attitudes, biases, and values with respect to the topics they are teaching, and seek out current resources, mentors, and professional development and training opportunities, as necessary. Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to enhance their living skills as they develop the knowledge and skills required for active living, movement competence, and healthy living Ontario (2010).

These hands-on learning experiences should enable students to make meaningful connections between what they already know and what they are learning. Teachers should reflect on the results of the learning opportunities they provide, and make adjustments to them as necessary to help every student achieve the curriculum expectations to the best of his or her ability Richard (2008). Learning in physical education can play a key role in shaping students' views about life, relationships, healthy development, physical activity, and how they learn (Susan, 2004).

### **2.12.9.2. Students**

Students' responsibilities with respect to their own learning develop gradually and increase overtime, as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how an applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behavior and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. Learning to take responsibility for their improvement and achievement is an important part of every student's education (Grout and Long, 2009).

Mastering the skills and concepts connected with learning in the physical education curriculum requires on-going practice, an effort to respond to feedback, personal reflection, and commitment from students. It also requires a willingness to try new activities, work with peers, and always follow safety practices.

Through on-going practice and reflection about their development, students deepen their appreciation and understanding of themselves and others, and of their health and wellbeing.

Students' attitudes towards physical education can have a significant effect on their learning and their achievement of the expectations. Students who are strongly engaged and who are given opportunities to provide leadership are more likely to adopt practices and behaviors that support healthy, active living (Macdonald and Brooker, 1997).

### **2.12.9.3. The Social Environment**

The social environment has a positive impact on students' learning. Students are more able and more motivated to do well and achieve their full potential in schools that have a positive school climate and in which they feel safe and supported. "School climate" may be defined as the sumtotal of all the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion and are modeled by all, a culture of respect becomes the norm. Students, teachers, and parents can all benefit from a social environment, and there are various practices that can foster such an environment from formal measures (e.g., school policies, programs, and guidelines that promote inclusion and the removal of systemic barriers; bullying prevention, healthy foods, and anaphylaxis protocols; clubs and organized support groups) to informal behavior (e.g., occurring within unstructured peer interaction or free play) Ontario(2010).

### **2.13. Advantages of Continuous Assessment**

Is conducted continuously, has formative benefits, Provides feedback on both what students knows and can do, and how they got there, what helps on hinders, Put emphasis on what the students can do; integrate a reality check, Give students with practical intelligence and skill, are motivating, put emphasis on active learning, promote "coaching "relationship between students and faculty especially when there are external reviewers, are adaptable to demonstration for skills, help students make the transition to; self assessment, professional assessment and life long learning and Reduce fears.

### **2.14. Drawback of Continuous Assessment**

Provide training, remember the potential; to generate truly useful information for improvement, provide consistent carefully leadership, oversight, can be labor intensive time consuming, expensive, Require carefully definition of criteria, require coordination, especially external reviewers, may

frighten off insecure students, resources, staff support and view resources, labor worthwhile investment.

### **2.15. High School Students' Attitudes toward Physical Education**

It is important to understand high school students' attitudes and perceptions toward physical education since they were future members of the workforce who need to use their knowledge to maintain a healthy lifestyle. Content standards are intended to assure that all students meet minimum curricular requirements, however, if students do not find physical education valuable, the content standards may have no meaning both (Bibik and Goodwin, 2008).

### **2.16. Teachers Attitude towards Physical Education**

As Fulton (1989), Frank (1990), Goodlad (1990) and Handler (1993) stated the axiom that teachers usually teach in the way they were taught. This compelling statement highlights the importance of reviewing and analyzing students' prior educational experiences for insight into the effective and ineffective attitudes and actions of teachers.

Teachers have the opportunity to leave an indelible impression on their students' lives. School experiences mold, shape, and, can influence how children view themselves inside and outside of school. These school memories have the potential to last a lifetime in students' minds and can play a consequential role with present and future decisions. It does not take long for students to realize that teachers make the difference between a long and boring school year and an exciting and challenging year.

### **2.17. Continuous assessment and its challenges in Ethiopia**

The Ethiopian Education and Training policy (TGE, 1994: 26) affirmed that“ CA in academic and practical subjects including aptitude tests were conducted to ascertain the formation of all round profile of students at all levels”.

As the result of this policy, students learning outcomes in both secondary and postsecondary education are supposed to be assessed using CA procedures in relationship to three primary domains: cognitive, affective and psychomotor (Desalegn, 2004).

From this notion, one can easily deduce that this compressive term which refers particularly to inquiring into the learners competence knowledge, attitude and skill through various students' profile using different assessment methods to improve learning, has become an integral part of learning process ever since the policy has been implemented. It is also evident that CA was stated in Ethiopia as one of the objective of teacher education (MoE, 2003).

Although the policy of the country adheres the implementation of CA at all educational levels, there seems to be problems of implementation related to various factors. Accordingly, few researches have been conducted regarding the implementation of CA at different educational levels in Ethiopian context such as Hassen Abdu (1998); Mulu Nega (2005); Muluken (2006); GetchewKass (2008) and Abera (2009), for instance, revealed that teachers do not use CA in their classrooms. Despite the fact that there is an increased pressure up on teachers to provide evidence of educational activities. This may be due to various reasons. Here below I shall highlight some of the salient points: large class size, Lack of commitment, Tight schedule, Broad course content, Attitude of teachers towards CA, absence of good practice to benchmark, absence of CA clear guidelines, pupil absenteeism, inadequate teaching and learning resources, and bias of teachers based on sex, race, personality ...etc.

Closely relate to the above mention views and central theme of this paper's title, the problems facing physical education teacher in the implementation of CA may be different in its magnitude from other subject teachers. Due to the fact, that it is one of the few areas of the school curriculum which address students learning in multidimensional manner from different vantage points. Beside this, its evaluation process requires to reflect and be congruent with the attainment of these educational outcomes.

## **2.18. Tools and Techniques used for Assessing Educational Domains**

It could be seen clearly from the following table below tests are useful to asses cognitive behavior. Project and assignment are also used for assessing cognitive, affective and psychomotor domains.

Still, rating scales are used to assess both affecting and psychomotor domains. The remaining all is useful for assessment of affective behavior. (Heinemann, 2005 as cited in Tamene, 2007).

**Table 1: Assessment Tools and their Related Domains**

<b>Evaluation tools and techniques</b>	<b>Cognitive behavior</b>	<b>Affective behavior</b>	<b>Psychomotor behavior</b>
Tests		✓	
Projects	✓	✓	✓
Assignments	✓	✓	✓
Interviews		✓	
Rating scales	✓	✓	
Observation		✓	
Questionnaire		✓	
Anecdotal records		✓	
Socio metric technique		✓	

*Source:* Heinemanne (2005) as cited in Tammene (2007)

## **2.19. Components of an Effective Assessment Measure**

For an assessment measure to be effective, it needs to include:-

### **2.19.1. Validity**

Does it measure what it claims to measure? There needs to be agreement between what the assessment measures and the performance, Skill or behavior the assessment is designed to measure. For example, if a test is designed to measure cardiovascular endurance, one must be confident it does



so. It is important to remember that validity is specific to a particular use and group. An assessment might be valid for one age group, but not valid for a different age group.

### **2.19.2. . Reliability**

Does it measure consistently? A reliable assessment should obtain approximately the same results regardless of the number of times it is given. For example, an assessment given to a group of students on one day should yield approximately the same results if it given to the same group on another day.

### **2.19.3. Objectivity**

Does the measurement yield highly similar results when administered by others? For example, an assessment has high objectivity when two or more people can administer the same assessment to the same group and obtain approximately the same results.

### **2.19.4. Feasibility**

Is the measure straightforward and easy to set up and administer? The following administrative considerations may help one determine the feasibility of an assessment:

- a. Cost: does the assessment require expensive equipment that one does not have or cannot afford to purchase?
- b. Time: does the assessment take too much instructional time?
- c. Ease of administration: Does need assistance to administer the assessment? If so, how will these people be trained? Are the instructions easy to follow? Is the assessment reasonable in the demands that are placed on those being assessed?
- d. Scoring: If another person is needed to help administer the assessment, will it affect the objectivity of the scoring?

### **2.19.5. Usefulness**

Can the results be used for valid educational purposes such as self-appraisal, program planning, or reporting progress? For example: A worksheet is given to a student so one can demonstrate knowledge of Skills/games. The results could provide to the student an idea of how much is known about Skills/games (self-appraisal), to determine where in the lesson this information should be covered (program planning), and/or as part of calculating students grades - reporting progress (Rink, 2006 and Wuest, 1994).

## **CHAPTER THREE**

### **3. Research Methodology**

#### **3.1. Design of the Study**

As indicated under the objective, this study focused on practice and challenges of continuous assessment in teaching physical education in Gurage zone selected secondary schools and then revealing the challenges encountered in its application. To this challenge, to get reliable information from the current status of the issue under the study, Cross sectional study design was employed. On the assumption that descriptive survey study method was relevant to describe the existing situation. According, Seyoum Tadesse (2011), Descriptive survey method is more effective to investigate the phenomena and assess the status in their natural settings.

#### **3.2. Description of the Study Area**

This study was undertaken six selected secondary schools from two woreda in Gurage Zone. Gurage Zone is located at South West part of Ethiopia in SNNP regional state, which is around 150 km far from the center, Addis Ababa and also 202 km far from jimma. Gurage is a Zone in the Ethiopian Southern Nations, Nationalities, and Peoples' Region (SNNPR). This zone is named for the Gurage people, whose homeland lies in this zone. Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), this Zone has a total population of 1,279,646, of whom 622,078 are men and 657,568 women; with an area of 5,893.40 square kilometers, Gurage has a population density of 217.13. 119,822 or 9.36% are urban inhabitants. A total of 286,328 households were counted in this Zone, which results in an average of 4.47 persons to a household, and 276,570 housing units. ([https://en.wikipedia.org/wiki/Gurage zone](https://en.wikipedia.org/wiki/Gurage_zone))

Guragezone is bordered on the southeast by Hadiya and Yem special woreda, on the west, north and east by the Oromia Region, and on the southeast by Silt'e. Its highest point is Mount Gurage. Welkite is the administrative centre of the Zone.

## Topography

The mountainous highland represented by the Gurage mountain chain, dividing the zone east to west, having an elevation of 3600 m. The plateau flat lands, the area covered by “amora and Ambusameda”. The low stretching area, the western fringe of the rift valley and the Wabegive valley having an elevation of 1000 m.

## Climate

The climate in the zone is three divisions. These are dega, weinadega and kolla. The dega section is connected with the distribution of the Gurage Chain Mountains. The give valley mainly represents kolla climate. Most of the zone lines in the weinadega division

The distribution of rainfall and temperature mainly flows this pattern. The highest rainfall record is 1600 mm/year, while the lowest was recorded as 700 mm/year. The highest and lowest temperature record is 32 and 15 degrees Celsius respectively.

**Figure 2 Map of the study site (Gurage zone map)**



Source: [en.wikipedia.org/wiki/File:Map\\_of\\_G.zone](https://en.wikipedia.org/wiki/File:Map_of_G.zone)

### **3.3. Source of Data**

The major source of data for this study was respondents; those were physical education teachers, students and administrations. The study was used both primary and secondary sources of data.

#### **3.3.1. Primary Sources of Data**

The primary sources of data was collected by directly administering the questionnaire, interviewing and observational check list from the sample respondents of physical education teachers and students from six selected secondary schools. Since this data was collected for its original source, it helps to get relevant and sufficient information regarding the study.

**Physical education teachers:** teachers were one of the important elements in the teaching learning process. Through their experiences, they can provide useful information; many questions for teachers was include issues related to major challenges and practices of continuous assessment in physical education classes in their schools.

**Students:** the problem can not be fully comprehended and understand by single mind and method. This very fact calls to use varieties of data sources. Therefore students and administrations were taking as sources of data as to furnish important information pertaining to assess practice and challenges of continuous assessment in physical education classes in their schools.

#### **3.3.2. Secondary Source of Data**

The secondary source of data was helpful in digging and describing information about what happened. Therefore, the researcher used documents like books, journal and internet.

### **3.4. Population of the Study**

The total population of this study was conduct on secondary schools in Gurage Zone the Ethiopian Southern Nations, Nationalities, and Peoples' Region (SNNPR). Gurage zone has the total number of 68 secondary schools with in13 woreda and 2 city Administrations those are wolkite

and Butajira. The total number of secondary school populations were 29,082 (16939 , and 12,143) from Grade 9<sup>th</sup> and 10<sup>th</sup> respectively.

The researcher was purposively selected the study area from Gurage Zone which were Enemor and Ener woreda selected secondary schools would be selected for this study. The reason for the selection of this area was that the researcher had been teaching physical education and interested in conducting a research through personal experience cooperatively with school societies.

**Table 2. The total Population of Gurage zone secondary schools in each Woreda**

Zone	Woreda	Of No Secon. Schools	Grade Level		To No Of Stu. in each woreda
			9 <sup>th</sup>	10 <sup>th</sup>	
Gurage zone	Enemor	6	1484	1581	3065
	Ener	6	974	816	1610
	Endegagn	3	528	382	910
	Geta	5	576	326	902
	Gumer	5	756	428	1184
	Cheha	5	1679	1113	2792
	MuhrAkilil	5	842	720	1562
	Ezha	5	913	835	1748
	Mareko	3	789	668	1457
	Meskan	6	976	849	1825
	Abeshge	3	868	606	1474
	Kebena	3	578	338	916
	Ko.Gedebano	3	864	772	1636
	Sodo	6	1324	1257	2581
Wolkite city Admi.	4	1894	1719	3613	
<b>To No</b>	<b>15</b>	<b>68</b>	<b>16,939</b>	<b>12,143</b>	<b>29,082</b>

*Source ;,Gurage zone Education Beruea*

**Table 3. Population of the Study in Selected Woredas (Enemor&Ener )**

Woreda	Population	Grade level	Sex	Frequency	Percentage	
<b>Enemor</b>	Students	<b>10<sup>th</sup></b>	Male	440	53.1%	
			Female	388	46.9%	
			Total	828	100%	
	PE Teacheres			Male	4	80%
				Female	1	20%
				Total	5	100%
	Administrations			M	3	100%
	<b>Ener</b>	Students	<b>10<sup>th</sup></b>	Male	249	49.6%
				Female	253	50.4%
Total				502	100%	
PE Teacheres				Male	1	33.3%
				Female	2	66.7%
				Total	3	100%
Administrations			M	3	100%	

### 3.5. Sample size and Sampling Techniques

The total population of this study would 1338, 1330 (689 male and 641female ) students and 8 physical education teachers from the six selected secondary Schools. The researcher would taken 125sample students and include 8 physical education teachers with available in the sample, since physical education teachers were few in number. To limit the number of subject students the investigator use random sampling techniques so that there would selected randomly 125 students 65 males and 60 females including 8 physical education teachers (5 males and 3 females) use available from the selected schools and the researcher believes that these participants have direct relation to the study.

Sample Size determination for the study would be carried out using the following **Kothari (2004) formula.**

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

where n is the desired sample size; N is the size of student in school at confidence level of 95% and 5% precision, Z is the critical value containing the area under the normal curve =1.96; e is the desired precision level (5% precision=0.05); p is an estimated proportion attributed present in the population (0.1) and q =1-p(1-0.1=0.9). by substituting these values in the above formula the sample size 'n' will be calculated as follow.

$$n = \frac{(1.96)^2(0.1)(0.9)(1,330)}{(0.05)^2(1,330-1) + (1.96)^2(0.1)(0.9)} = 125 \text{ sample student respondents}$$

Thus a total of 125 sample students in schools.

The formula for proportional allocation from the student is;  $n \cdot p_i$  where n is sample of size selected from the students in case 125 students,  $p_i$  is the proportion student from in school. Based on this:-In

**Gomshe secondary school** (N = 180) =  $125 \cdot 180 / 1,330 = 17$ )

**Terhogn secondary school** (N = 168) =  $125 \cdot 168 / 1,330 = 16$

**Gunchire secondary school** (N = 480) =  $125 \cdot 480 / 1,330 = 45$

**Woyrasecondary school** (N = 154) =  $125 \cdot 154 / 1,330 = 14$

**Mikiesecondary school** (N =178) =  $125 \cdot 178 / 1,330 = 17$

**Mafiedsecondary school** (N =170) =  $125 \cdot 170 / 1,330 = 16$  sample of the respondents



**Table 4. The Study sample size taken from six selected secondary schools in two woreda**

Woreda	Name of schools	Grade level	Total population			Sample of respondent in each school	Sampling techniques
			M	F	T		
Enamor	Gomshe	10 <sup>th</sup>	96	84	180	$125 * 180 / 1,330 = 17$ students	Random sampling techniques
	Terhogn	10 <sup>th</sup>	92	76	168	$125 * 168 / 1,330 = 16$	
	Gunchire	10 <sup>th</sup>	252	228	480	$125 * 480 / 1,330 = 45$	
	Teachers		4	1	5	=5	Use Available
Ener	Woyra	10 <sup>th</sup>	73	81	154	$125 * 154 / 1,330 = 14$	Random sampling techniques
	Mikie	10 <sup>th</sup>	92	86	178	$125 * 178 / 1,330 = 17$	
	Mafied	10 <sup>th</sup>	84	86	170	$125 * 170 / 1,330 = 16$	
	Teachers		1	2	3	=3	Use Available
<b>Total</b>			689	641	1330	125 students & 8 PE Teachers	133

*Source: Each school Recorded data*

### 3.6. Data collection instruments

In order to gather adequate and reliable information the researcher were used questioners, interview and observation check list. The researcher was prepared 11 cloes ended questionnaire self made in English, and Amharic languages for the students in order to minimize the communication barrier happened due to language. In this way, the researcher was effort to shape and modify the questionnaire. In addition to this the researcher has invite language teachers to correct and check the

coherence and grammatical structure of the questionnaire. And finally, the modified questionnaire would be administered to the actual respondents of the study.

**Questionnaire:** Questionnaires are written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007). The questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses.

Questionnaires give better uniformity across measurement situations rather than interviews. Each participant responds to accurately the same questions because standard directions are set to the respondents. Questionnaire plan is relatively easy (Haines, 2007). Questionnaires are supposed to be better to get great amount of data from large number of respondents in a relatively shorter time with smallest quantity of cost. Hence, the researcher would designed 11 close ended questionier to the students in English, and Amharic Language to reduce communication barriers and to get more information. Some items wise multiple choice item type included and also 10 close ended items were formulated to PE teachers including open ended questionnaire in such a way that the respondents to freely express their ideas.

**Interview:** An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). It is also a very useful instruments to understand reasons why and how things happen and the way they happening. For this study, The researcher prepared 6 Semi-structured interview questions prepared in English Language for school Administrations to gather more information. The reason using semi-structured interview is its advantage of flexibility in which new questions would be forwarded during the interview based on the responses of the interviewee. The interview questions would be discussed with the interviewee in Amharic Language to reduce communication barriers and to get more information.

The purpose of the interview would be to get evidences and to gather more information that may not be easily held by the questionnaires.

**Observation:** is one of the methods for collecting primary data. The researcher would be take 42 min. observation during Physical education class in each schools.It was a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. Though dominantly used in qualitative research, it was also used in quantitative research.

### **3.7. Method of Data Analysis**

For this study both qualitative and quantitative research approach was used, the data was collected through questioner, interview and observational check list. The data obtained through questionnaires and observational check list was analyzed using computerized statistical package software (SPSS) version 24.0 statistical tests at the level of significance of 0.05 and used to analyze and interpret. Inferential statistics was employed to analysis for quantitative data and percentage,frequency,mean and S.devation was used as a main technique of analysis for quantitative data and qualitative data was employed to analyze qualitatively (in words).

1. **Quantitative:-** Quantitative data was analyzed using percentage, frequency, standard deviation and mean score. The quantitative data, responses categorized and frequencies would tallied. Percentage and frequency was used to analyze the characteristics of the population as they help to determine the relative standing of the respondents.

The items in the questionnaires was presented in tables according to their idea coherence. The scores of each items were organized, statistically compiled and entered into SPSS to obtain the frequency, percentage mean value and standard deviation of each item.

2. **Qualitative:-**The data collected from the Semi-structured interview, and open ended question items would analysed qualitatively. The written notes of interview would transcribed; categorized and compiled together into theme and translated into English. The result of open-ended questions organized,analysis, and summarized with related category. Analysis and interpretations would made on the basis of the questionnaires and interviews.

### **3.8. Research Ethics**

Before conducting the investigation, the researcher was discussed with concerned bodies in the study area and explain objectives and purposes of the study. All the study participants' should be clearly informed about the purpose of the study and kindly asked to participate and permission would obtain before the actual investigation.

Participation in this study would voluntary and private information was protected. In order to protect confidentiality, participants' names and ID numbers were not be included in the questionnaire and they were insured that any information concerning them would be never used by any body or institution.

## CHAPTER FOUR

### 4. RESULT AND DISCUSSION

#### 4.1. RESULT

This chapter deals with the analysis, discussing and presenting of data collected from the samples under study. The purpose of this study was to find out the practice and challenges of continuous assessment in physical education classes in Gurage zone selected secondary schools.

#### 4.2. Analyses of the Respondents

##### 4.2.1. Demographic Data of repondants

**Table 4.1: Characteristics of the Teachers ( 8 participants)**

		1.sex			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	5	62.5	62.5	62.5
	Female	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

  

		2. Qualification			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First Degree	8	100.0	100.0	100.0

As shown on the **above table 4.1**, based on their sex, 37.5 % of the respondents were females and 62.5 % of the respondents were male. Regarding to qualification of the physical education teachers all of first degree holder. This shows that the essential data was mainly obtained from male respondents. Moreover, one can understand that the number of females in the teaching profession is good compared to males in Secondary Schools of Gurage Zone SNNP Regional State.

The academic qualification of respondents listed in the above table shows that of teachers are first degree holders. This implies that the qualification standards set by MoE were almost achieved. The standard states that minimum request qualification to teach at Secondary Schools is first degree (MoE, 2006).

**Table 4.2: Characteristics of Teachers Cont'd**

<b>3. Teaching experience in the school</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 - 3	1	12.5	12.5	12.5
	4 – 7	6	75.0	75.0	87.5
	8 -11	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

  

<b>4. Teaching load per week</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13-16	1	12.5	12.5	12.5
	17 and above	7	87.5	87.5	100.0
	Total	8	100.0	100.0	

From the **above table (4.2)**, Concerning the respondents' experience 12.5 % of the respondents 0-3 years the majorities 75.5 % of the respondents were 4-7 years of service, 12.5 % of the respondents were 8-11 years of experience and no one have above 12 years experience in teaching physical education. Therefore, they can contribute a lot for this study on the different raised issues during data collection. Furthermore, those who account 1 were found between 8-11 years of experience have good experience because they have more years' service on the area.

In general, all physical education teachers had more than three years of experience .Thus; majorities of the respondents could provide pertinent information that would be help full for the success of this finding.

As the data shown on the table (4.2), item number -4- indicates teacher's response asked to answer the total class load per a week, therefore 87.5% of the respondents have 17 and above class load per a week; and 12.5% of the respondents select alternative 13-16 periods per a week. On the **above table –(4.2) -**, as the data item number -4- indicates most of the teachers had high class loads per a week, as Abera (2009), if the teachers are loaded above average class loads per a week difficult to carry out normal continuous assessment activities properly.

**Table 4.3: Characteristics of the students (125 participants)**

Statistics				
		Sex	Age	Grade
N	Valid	125	125	10
	Missing	0	0	0
Mean		1.48	1.25	1.00
Std. Deviation		.502	.577	.000
Minimum		1	1	1
Maximum		2	3	1

**NB** 1= **M** for sex ,**14-18** for age, and for **A** alternatives

2=**F** for sex,**19-23** for age, and for **B** alternatives 3= for 24 Age and above

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>1.Sex</b>	M	65	52.0	52.0	52.0
	F	60	48.0	48.0	100.0
	Total	125	100.0	100.0	
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>2.Age</b>	14-18	103	82.4	82.4	82.4
	19-23	13	10.4	10.4	92.8
	24 and above	9	7.2	7.2	100.0
	Total	125	100.0	100.0	
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>3.Grad</b>	Grade 10 <sup>th</sup>	125	100.0	100.0	100.0

As the **above table (4.3)**, show about the characteristics of the respondents (students) like: sex,age and grade level. Regarding to sex 52 % of the respondents were male and 48 % were female students;about the participants age 82.4 % between 14-18 years of age, 10.4 % of the respondents from 19-23 years of age and 7.2 % of the respondents indicate that they were 24 and above years age.

As they mature and develop their ability to persist, to manage their behavior and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress.

**Table 4.4: Characteristics of Administrations (6 participants)**

1.sex				
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Male	6	100.0	100.0	100.0

2.age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-27	1	16.7	16.7	16.7
	28-34	3	50.0	50.0	66.7
	above 35	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

3.qualification					
	position	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First degree	4	66.7	66.7	66.7
	Msc/ Med	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

4.experience					
	years	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6-10	4	66.7	66.7	66.7
	11-15	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

From the **above table (4.4)**, show about the characteristics of the respondents (Administrations) like: sex, age, qualification and experience. Regarding to sex 100 % of the respondents were males and about the participants age 16.7% between 21-27 years of age, 50 % of the respondents from 28-34 years of age and 33.3% of the respondents indicate that they were above 35 years. Regarding to their qualification 4( 66.7% ) of the respondents first degree holder and 2(33.3%) of the respondents qualified in MED.

The same **table (4.4)**, according to their experience 4(66.7%) of the respondents between 6-10 and 2(33.3%) of the respondents between 11-15 years of experience in Administering the schools. From the above table, the characteristics of Administrations from their sex all are males, so give a chance for females and enhance them to be aleader.



**Table 4.5: Students responses on questionnaire utilization of continuous assessment**

<b>1. Does your physical education teacher use continuous assessment in the lesson?</b>					
	Valid	Frequency	Percent	Valid Percent	Cumulative Percent
utilization of CA	Yes	47	37.6	37.6	37.6
	No	78	62.4	62.4	100.0
	Total	125	100.0	100.0	
<b>2. On the above question if your response is “yes” at which stage use his assessment?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Stage of utilization	At the beginning of the class	21	16.8	16.8	16.8
	At the middle of the class	10	8.0	8.0	24.8
	At the end of the class	57	45.6	45.6	70.4
	In any satiation during the class	37	29.6	29.6	100.0
	Total	125	100.0	100.0	
<b>3. Physical education teachers use different types of assessment techniques?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Types of CA	Yes	53	42.4	42.4	42.4
	No	72	57.6	57.6	100.0
	Total	125	100.0	100.0	

The **above ( table 4.5)**, item number 1, the respondent asked to answer if their physical education teachers use different types of continuous assessment in their lessons 37.6% choose alternative “Yes” if this is done instructional objectives achieve its goal, but 62.4% choose alternative “No” this data indicates most of the teachers did not use different types of continuous assessment in their lesson have great challenges on achievements of instructional objectives of continuous assessment practice.

As item number 2, 16.8% respondents select at the beginning of the class, 8% at the middle of the class, 45.6% at the end of the class and 29.6% select At the beginning & end of the class. That indicate most of the teachers relatively do not used continuous assessment in their lesson than used teachers, but as you see on the above paragraph the amount of continuous assessment used teachers is very large. So that PE teachers must try to change this situation and they should be create awareness in student’s attitude and also teachers own towards the advantage of continuous assessment for them.

The **above table 4.5**, item number 3, the respondents choose 42.4% “Yes”, that shows most teachers use different types of assessment techniques, and the other 57.6% select alternative “No” that do not used different types of continuous assessment techniques.

**Table 4.6: Students responses on questionnaire type of assessment**

<b>4. If your response is “Yes” on the above question number 3, which type of assessment techniques mostly used?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Observation	11	8.8	8.8	8.8
	Test	59	47.2	47.2	56.0
	Assignment	31	24.8	24.8	80.8
	Practical work	24	19.2	19.2	100.0
	Total	125	100.0	100.0	
<b>5. Do your physical education teachers provide peer assessment tasks to evaluate students?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	36.0	36.0	36.0
	No	80	64.0	64.0	100.0
	Total	125	100.0	100.0	

As indicate in **table (4.6)** ,item number 3, 42.4% choose “Yes” this relate with item number (4) the question says, which type of assessment techniques mostly used? Student respondents asked to answer 8.8 % select “Observation”, 47.2% select “Test” ,24.8%select “Assignment and 19.2%select Practical work”, this indicates even though most of the physical education teachers voluntary to do different types of continuous assessment techniques, but there were some PE teachers that are not voluntary to apply continuous assessment techniques, so that they must be develop their own awareness towards continuous assessment techniques.

As indicated in data given above item No 5, student respondents on physical education teachers provide peer assessment tasks to evaluate students, 36 % of physical education teachers use peer assessment activities, and 64.% of the teachers do not use peer assessment tasks, most teachers use observation, practical work or test, group discussion and assignment, but information has gain from the data about different assessment tools like practical test, oral questions, and exam; the most teacher do not use peer assessment. So, the teachers give less attention to use self-assessment, peer assessment, that means we can understand that physical education teachers focused on those

continuous assessment tools that help for simple knowledge or for recalling things on the contrary as we have seen they did not give more attention for attitude and skill development.

As the data item number -5- indicates the teachers did not use peer assessment there is a great gap between students to share educational experience, if this is so the assessment process used by the teachers has some problems to achieve educational objectives it is target, because peer assessment techniques allows teachers to manage their time more effectively while having students grade each other's paper results in a more efficient classroom setting and psychomotor domains were less used or neglected in the school under studied.

The teachers use continuous assessment plan for their lesson that despite their belief that continuous assessment has great importance in the learning process, they recommended that some of the problems in the teaching learning process are student large class sizes. This will have its own effect on student's personality development, because their potentials will develop when physical education teacher use different continuous assessment tools that initiates them to act in some way.

Generally to use different continuous assessment tools effectively should be practiced now and then to the teachers' progress and instructional improvement. The study supported by Plessis (2003), as cited in Muluken (2006), pointed out that assessment as a system appears to rest on a well-considered theoretical underpinning and there are major shortcomings at the practical implementation level. As such, the current assessment and monitoring procedures and practice do not seem to contribute and inform classroom practices as optimal as originally intended.

**Table 4.7: Students response on questionnaire assessment process**

<b>6. Do physical education teachers inform to you about the assessment process?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	48	38.4	38.4	38.4
	No	77	61.6	61.6	100.0
	Total	125	100.0	100.0	
<b>7. on the above question 6 if your response is “Yes” at which stage inform?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	At the beginning of the semester	42	33.6	33.6	33.6
	At the middle of the semester	18	14.4	14.4	48.0
	At the end of the semester	35	28.0	28.0	76.0
	In any situation during the class	30	24.0	24.0	100.0
	Total	125	100.0	100.0	
<b>8. Physical education teacher is there timely feedback to you in relation to their continuous assessment results?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	36.0	36.0	36.0
	No	80	64.0	64.0	100.0
	Total	125	100.0	100.0	

As the **above table (4.7)**, item No 6, 38.4% of the respondents answered “Yes”, this indicate physical education teachers give information about his assessment process, that helps to the students to acquired necessary knowledge, skill and attitude, 61.6% of the respondents answered “No” that shows the most physical education teachers did not inform about assessment process, if it is not inform for the students about the assessment process by the teachers has great barriers or challenges for students to get the necessary knowledge, skill and attitude, this also has great challenges on the assessment processes to achieve instructional objective.

As indicated on the **above table 4.7**, items No 7, at which stage physical education teacher inform about the assessment, 33.6% at the beginning of the semester, 14.4% at the middle of the semester, 28.0% at the end of the semester and 24.0% in any situation during the class.

On the above table item number 9,36.0% of the respondent choose “Yes” that means the teachers pay less attention to inform about timely feedback of the students results, and 64%students choose “No”, from this data we understand most of the teachers did not give feedback student’s result after assessment.

**Table 4.8:Students response on questionnaire frequency of assessment**

<b>9. If your response is “Yes” on the above question number 8, when give his feedback?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	At the end of each assessment	9	7.2	7.2	7.2
	At the next class	49	39.2	39.2	46.4
	At the end of the semester	47	37.6	37.6	84.0
	At the end of the year	20	16.0	16.0	100.0
	Total	125	100.0	100.0	

  

<b>10. How many times physical education teacher used assessment in one semester?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	28	22.4	22.4	22.4
	8	62	49.6	49.6	72.0
	10	25	20.0	20.0	92.0
	12	10	8.0	8.0	100.0
	Total	125	100.0	100.0	

  

<b>11. How often physical education teacher used test and exam in semester one?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	49	39.2	39.2	39.2
	3	38	30.4	30.4	69.6
	4	21	16.8	16.8	86.4
	More than four times	17	13.6	13.6	100.0
	Total	125	100.0	100.0	

On the **above table 4.8**, in item No 9, the respondents asked to answer if their physical education teacher give timely feedback about their results 7.2%of the students select at the end of each assessment, 39.2%at the next class, 37.6%at the end of the semester and 16 %at the end of the year.

On the **above table 4.8**, item number (10) shows the frequency of assessment in semester one, the most physical education teachers assess their students 8 times in semester one relatively than the given alternative. The data shows 49.6%of the students select 8 times, 22.4% choose 6 times, 20% of

the respondents choose alternative 10 times, and the rest choose 12 times (8%). In **table 4.8**, item number 11, briefly shows the frequency of test and exam that indicate physical education teachers used in semester one, this 39.2% of the students choose 2 times per semester, 30.4% of the respondents select 3 times per the semester, 16.8% of the students select 4 times and the rest select more than four times per the semester that means 13.6% of the students .

The teachers explained that large class size, shortage of adequate sport materials and play ground or field could be problems to continuous assessment, and that it is a good practice that their teachers make then work on many different types of exercise and that they inform them their next exercise prior to the next period.

**Table 4.9: Teachers implementation of continuous assessment in physical education lesson plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>1. Did you use different types of continuous assessment in the teaching learning process to your lesson plan?</b>					
Valid	Yes	5	62.5	62.5	62.5
	No	3	37.5	37.5	100.0
	Total	8	100.0	100.0	
<b>2. How often do you incorporate Continuous assessment technique in the teaching learning process to your lesson plan?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	2	25.0	25.0	25.0
	Sometimes	2	25.0	25.0	50.0
	Rarely	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

As shown on the **above table 4.9**, question number -1-, concerning usage of different type continuous assessment plan for a physical education lesson 62.5% of the respondents reflected that they were use different continuous assessment plan and 37.5% respond that they were not used different type of continuous assessment in their lesson plan.

Regarding to the frequency usage of continuous assessment, 25% of the respond that they always incorporated continuous assessment in their lesson 25% of item replied they sometimes used variety of continuous assessment devices and 50% respond that they rarely used different continuous assessment types in their lesson.

Form the **above table 4.9**, we can understand that continuous assessment planning was the major problems for teachers, because they are not always prepare lesson plan. However, continuous assessment plan even through the durations was not in a continuous manner.

As we have seen from their responses half of the teachers rarely used continuous assessment in their lesson plan. If they do not plan continuously, there would be a problem in the instructional process and it affects the changes that would be expected from teachers and students.

Generally teachers were not in a position to use continuous assessment plan for their lessons. The incorporation of continuous assessment is mostly accused sometimes in the instruction process. These facts have their own effects on continuous assessment practices on students and their own behavioral change.

**Table 4.10: Frequency of continuous assessment of the teachers in physical education**

<b>3. In the Practical lesson, do you assess your students every day?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	62.5	62.5	62.5
	No	3	37.5	37.5	100.0
	Total	8	100.0	100.0	
<b>4. At which stage of the instructional process do you assess?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	At the beginning of lesson	2	25.0	25.0	25.0
	while the lesson is going on	1	12.5	12.5	37.5
	After the end of the lesson	3	37.5	37.5	75.0
	at each stage (before, during and after the lesson)	2	25.0	25.0	100.0
	Total	8	100.0	100.0	
<b>8. How often do you use tests and examinations to assess your students in one semester?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	two-times	4	50.0	50.0	50.0
	three times	2	25.0	25.0	75.0
	four times	1	12.5	12.5	87.5
	more than four times	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

As shown in **table 4.10**, item Q1 concerning daily usage of practical continuous assessment 37.5% teachers replied by saying “No” and 62.5% responded “yes”. Concerning the time when practical continuous assessment is assessed, at the beginning of the lesson, 25% , while the lesson is going on 12.5% responds, 37.5% of respondents after the end of the lesson and 25% at each stage (before, during and after the lesson ).

Regarding the practical tests and exam provision, 50% of the teacher’s responded to two times, 25% three times, 12.5% four times and 12.5% respond to more than four times.



From the above table13, we can understand that most teachers assessed their student’s in some extent medium, but during the PE class observation most teachers did not do these activities (not use continuous assessment in PE class), this shows that their responses to the questionnaire were not supplemented by continuous assessment and practical class room practices. On the other hand, those who said “yes” for every day assessment practice, their assessment was not properly implemented, because most of them assessed for the sake of grading and for checking, and literature taught us that continuous assessment should be practiced in three levels in every lesson. Such that, before, during, and after the lesson. All of them have their own importance for student’s progress as well as for instructional improvement.

The result of PE class observation shows that most teachers used continuous assessment at the end of the lesson partially, so we can say that continuous assessment was not easy to see progress in teaching and learning. Concerning the number use practical test three times this also affects the implementation of continuous assessment, because the purpose of continuous assessment is mostly to focus on formative assessment using a variety of tools.

**Table 4.11: The Nature of the Students in Continuous Assessment Process in teaching physical education**

<b>6. Is there students being absent during practical session from school?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	75.0	75.0	75.0
	No	2	25.0	25.0	100.0
	Total	8	100.0	100.0	
<b>7. Do you communicate the instructional objectives with your students?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	100.0	100.0	100.0

As shown in the **above table 4.11**, the respondents answer to the following questions, is there students being absent during physical education session, based on this 75% of the teachers answered “Yes” and 25% of the respondents choose “No”. This indicates most or some of the students absent during physical education class, especially in practical session. If the students did not attend their regular lesson or session it has great challenges on the implement of continuous assessment activities. From the **above table 4.11** item 7, 100% of the respondents answered “Yes” they are communicated the instructional objectives with thier students.

**Table 4.12: Teachers Response on provision of feed back**

		<b>9. Do you provide feedback to your students?</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	62.5	62.5	62.5
	No	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

The **above table 4.12**, item number 9, 62.5% of respondents try to reason out using feed back or alternative “Yes”, 37.5% of the teachers select alternatives “No”, lack of time to cover practical class and the respondents don’t need of feed back”. This indicates even though the teachers who select alternative “No” they believed that the teaching learning process always heads feedback to bring a change in the instructional process Regarding the reasons opposite concerning feedback used timely, but from the students’ practical observation it was checked that students did not get that feedback for every continuous assessment activity most of teacher’s response the frequency of feedback used in each the practical test are taken place. This practice makes certain that CA timely feed back for students was very poor.

Crossman (2004). claimed that feed back is found to be useful in finding out what the students think of their teacher. If there is unsatisfactory relationship between the teacher and students and if there is no appropriate feedback about the performance of student; formation of negative perception is likely to occur.

To communicate assessment results effectively, teachers must understand the strengths and limitations of various assessment methods, and be able to use appropriate assessment terminology and communication techniques Schafer (1991) and Stiggins (1992). Specific comments rather than judgmental feed back (e.g. “fair”) are recommended to motivate students to improve performance.

**Table 4.13: The involvement of schools administration during continuous assessment in teaching physical education**

<b>1.Does the school administration help the teacher in implementing CA?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	25.0	25.0	25.0
	No	6	75.0	75.0	100.0
	Total	8	100.0	100.0	

  

<b>2.To what extent the school administration help teachers in implementing CA?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	2	25.0	25.0	25.0
	Below average	5	62.5	62.5	87.5
	Never	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

  

<b>3.Is there really a problem that challenges a teacher while performing students' CA?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	62.5	62.5	62.5
	No	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

As indicated the **table 4.13**, item 1, the concerning the existence of continuous assessment guiding principle, 25% of teachers replied to “yes” and 75% of them responded to “No”. Regarding the extent of the support of school administration for teachers, 25% replied to average, 62.5% responded to below average, and 12.5% respondent select never help school administration for the implementation of continuous assessment.

We can understand that assessment guideline was not common for teachers in the the physical education department. There is evidence that shows, every teacher they do have their own continuous assessment guide for themselves. This has a negative influence on continuous assessment implementation because the aim of the the physical education department or the school is to produce an all rounded personality from cooperative work of teachers, but if teachers use different assessment guideline, they cannot come to the common aim of teaching and learning.

Regarding guidelines, most teachers responded that they did not get any specific guideline that shows how to implement continuous assessment from the school. This shoes that if there is no such kind of guidelines; the work of the instruction is not well organized, systematic and coherent. This in

turn, affects the progress of the learners and negatively influences the development of instruction, because teachers were not guided and Supported by the necessary ways and means of teaching activities.

In item number -2-, in the **above table 4.13**, we can understand that the continuous assessment support from administrators was many respondents were saying the choice below average. From this data we can say the support of the school administration for the implementation of continuous assessment is low.

Generally, if there is no common guide lines of what, how, and when, etc. for their assessment the overall objectives of the physical education department will not be achieved as assessment and instruction must be done cooperatively and collectivity rather than individually. If they were using their own guide’s teachers, there would be some confusion on students and the collective nature of teaching learning could not be practiced effectively.

A study conducted by Abera (2009), suggested that there should be training in the form of workshops, seminar and in-service training programs .In addition to this, continuous assessment guidelines, pamphlets or workbooks should be prepared .The guidelines and workbooks requires to embrace marks to be assigned to each continuous assessment, their time frames and different types of assessment techniques that are relevant to asses practical skills, knowledge and social development of the students.

**Table 4.14: Teacher alternatives and responses**

		<b>1.Class work</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	3	37.5	37.5	37.5
	When necessary	5	62.5	62.5	100.0
	Total	8	100.0	100.0	
		<b>2.Homework</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	2	25.0	25.0	25.0
	When necessary	3	37.5	37.5	62.5
	Don't use	3	37.5	37.5	100.0
	Total	8	100.0	100.0	
		<b>3.Observation</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Use always	3	37.5	37.5	37.5
	Sometimes	3	37.5	37.5	75.0
	When necessary	2	25.0	25.0	100.0
	Total	8	100.0	100.0	
<b>4.Oral question</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	2	25.0	25.0	25.0
	When necessary	5	62.5	62.5	87.5
	Don't use	1	12.5	12.5	100.0
	Total	8	100.0	100.0	
<b>5.Group desiccation</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	2	25.0	25.0	25.0
	When necessary	5	62.5	62.5	87.5
	Don't use	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

As shown in **table 4.14**, PE teachers responded that for class work, home work, oral question and group discation which used when necessary ,the data indicate that teachers use always; 37.5%, observation.

If the above points are not practiced, continuous assessment could not be effective and progress in learning will be invisible and no improvement in instruction. The practical observation results is generally very weak for the desired out comes.

This simply shows that the teachers are working for the purpose of fulfilling their own need not for educational needs and mostly they assess for collecting marks.

Class room assessment is both a teaching approach and a set of assessment techniques which refers to all the activities under taken by teaching and by their pupils in assessing themselves. It provides information which serves as feedback to modify teaching and learning activities (Hamilton, 2008, cited Selamneh, 2010) classroom assessment can also be defined as a process of gathering evidences of what pupils know, understand and are able to do.

**Table 4.15: Teacher alternatives and responses Cont'd**

		<b>6. Peer assessment</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Use always	2	25.0	25.0	25.0
	Sometimes	5	62.5	62.5	87.5
	When necessary	1	12.5	12.5	100.0
	Total	8	100.0	100.0	
		<b>7. Practical work</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	3	37.5	37.5	37.5
	When necessary	5	62.5	62.5	100.0
	Total	8	100.0	100.0	
		<b>8. Quizzes</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	5	62.5	62.5	62.5
	When necessary	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

Regarding the **above table 4.15** , item 6, 62.5 % of respondents select alternative sometimes for peer assessment, 25% use always and 12.5% use when necessary. In item 7, 62.5 % of respondents select the alternative when necessary and 37.5% use sometimes. From the **above table 4.15**, item 8, 62.5 % of the respondents use sometimes and 37.5% select alternative when necessary.

Concerning peer assessment we can conclude that if learners do not get chance to assess their friends they will learn and they will not share ideas. As a result the nature of instruction will be affected since the teaching learning process need collective activity, If students do not learn from their friends, the one side information will not be complete enough for the overall development of the learners.

Generally, peer and self assessment are very useful for students to learn and to share many things in their learning process and this gradually helps for their own progress and instructional activities.

**Table 4.16: Teacher alternatives and responses Cont'd**

		<b>9. Practical Test</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	6	75.0	75.0	75.0
	When necessary	2	25.0	25.0	100.0
	Total	8	100.0	100.0	
		<b>10. Exam</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	5	62.5	62.5	62.5
	When necessary	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

From the **above table 4.16**, item 9,10 concerning Practical test and exam 75% ,62,5% of the respondents select use sometimes and 25%, 37.5% respectively select use when necessary. we can understand that PE teachers focused on those continuous assessment tools that help for simple knowledge or for recalling things on the contrary as we have seen they did not give more attention for attitude and skill development. This will have its own effect on student’s personality development, because their potentials will develop when PE teacher use different continuous assessment tool that initiates them to act in some way. To use different continuous assessment tools effectively should be practiced now and then to the teachers’ progress and instructional improvement.

Generally, the study supported by (Johnson *et.al.* 2002), although many types of assessment can be used by teachers to collect information and provide students with a variety of learning experiences in many intended leanings, our experience in assessment as students were probably the skill tests or written tests . Along with this line, Rink (1998), short listed the possiblstrategies as: observation, event tasks, student journals, students portfolios, written tests, skills tests, students/ groups projects, class participations, take-home assignments; class assignments, practical demonstrations, Interview and/or any other elements specified by the teacher or the school could be used.

**Table 4. 17: Physical Education Class Observational Check List**

<b>1. Teacher used appropriate CA planning?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	37.5	37.5	37.5
	No	5	62.5	62.5	100.0
	Total	8	100.0	100.0	
<b>2. Teacher used variety of CA?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	37.5	37.5	37.5
	No	5	62.5	62.5	100.0
	Total	8	100.0	100.0	
<b>3. CA are related to the lesson object?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	25.0	25.0	25.0
	No	6	75.0	75.0	100.0
	Total	8	100.0	100.0	
<b>4. Teacher gave information about the practical assessment process?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	37.5	37.5	37.5
	No	5	62.5	62.5	100.0
	Total	8	100.0	100.0	

As shown the **above table 4.17** , Practical observation helps us to see the various interpersonal interactions between physical education teachers and instructional aide if any and student’s interactions among them in the practical class. Thus practical class observation is variable tool in providing information that consist be obtained in other ways.

Practical class observation was conducted with the help of check lists which included 10 categories of physical education practical class assessment instructions and use of instructional media.

Regarding to the **above table 4.17**, observed 62.5% of the teacher did not have continuous assessment plans, 37.5% of the observed teachers have continuous assessment plan researchers stated that assessment and instruction are inseparable and are supports each other.



Concerning continuous assessment tools, during observation only 37.5% of the teachers used different devices for their lesson, and 62.5% of them did not use varieties of continuous assessment tools in teaching physical education.

Regarding whether continuous assessment is related to the objectives of the lesson only two observed teachers, were able to inform about the objectives of their lesson to their students this is very important for learners if they are informed before they tried to see other elements of the lesson, because assessment is a means to check the desired objectives. Concerning the assessment to be informative for learners, 37.5% of them tried to inform about assessment during the lesson, and the rest 62.5% did not inform about the assessment process. This also has negative impact on students learning and instructional activities.

**Table 4. 18: Physical Education Class Observational Check List Cont'd**

<b>5. Teacher used appropriate time process for assessment activities?</b>				
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	3	37.5	37.5	37.5
No	5	62.5	62.5	100.0
Total	8	100.0	100.0	

<b>6. Encouraged students to assess their own work?</b>				
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	5	62.5	62.5	62.5
No	3	37.5	37.5	100.0
Total	8	100.0	100.0	

On the **above table 4. 18**, in item number (5), 37.5% of the teachers they used appropriate time process for assessment activity, and 62.5% of the teacher as the data indicates not used. In the same table only 62.5% of the teachers encouraged the students and 37.5% of the teachers not motivates or encouraged the students.

Most teachers would concerns that the over riding purpose of assessment in PE should be to encourage improvement, progress, achievement, confidence and feelings of competence, and better attitudes to learning (H.Grout and G.Long, 2009). In short, assessment can be used for a range of purposes and, therefore, choices need to be made in order to fit an appropriate time process and assessment strategy for courage of students.

**Table 4. 19: Physical Education Class Observational Check List Cont'd**

<b>7.Record the assessment results of the lesson?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	75.0	75.0	75.0
	No	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

<b>8.Informal assessment tools employed?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	37.5	37.5	37.5
	No	5	62.5	62.5	100.0
	Total	8	100.0	100.0	

<b>9.Formal assessment tools employed?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	62.5	62.5	62.5
	No	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

<b>10.Practical class environment is suitable for CA?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	12.5	12.5	12.5
	No	7	87.5	87.5	100.0
	Total	8	100.0	100.0	

<b>A. Appropriate arrangement of field</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	12.5	12.5	12.5
	No	7	87.5	87.5	100.0
	Total	8	100.0	100.0	

<b>B. Reasonable student teacher ratio</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	100.0	100.0	100.0

<b>C. Reasonable material ratio</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	100.0	100.0	100.0

<b>D. Prevalence of active learning methods</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	62.5	62.5	62.5
	No	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

<b>E. Motivation of teaching learning</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	50.0	50.0	50.0
	No	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

From the **above table 4. 19**, Regarding the record of assessment results, 75% recorded results and 25% did not do and this shows they were highly concentrated on recording rather than giving feedback. In other way on the above table, 37.5% of the teachers for assessment tools not employed and 62.5% employed formal assessment tools. Regarding the practical class environment, most classes were not good in line with the number of student's, number of materials for teaching aid and hospitality for teaching - learning.

Based on the above information, we can conclude that the implementation of continuous assessment was very poor in the following points most teachers did not prepare continuous assessment plan, the number of students in class, and did not use variety of continuous assessment tools. Their feedback was very limited and informal assessment did not get attention teachers followed the traditional assessment techniques even the assessment was not continuous.

From the above paragraphs seen that all mentioned points were not practiced, continuous assessment could not be effective and progress in learning would be invisible and no improvement in instruction. The practical observation results was generally very weak for the desired out comes. This simply shows that the teachers were working for the purpose of fulfilling their own need not for educational needs and mostly they assess for collecting marks.

A study conducted by (Airasian, 1997; Wuest and Lombordo, 1998; Kellaghan *et al.*, 2004 and others), “Most teachers use the same type of assessment techniques, especially their teachers used while they were at school”. Beside this, most teachers tend to focus their assessment strategies on what is easy to measure rather than on what is important.

### **Administrations and Teachers response on interview and open ended questions**

As the evidence from interview and open ended questioners almost the respondents indicate the following major point; those major challenges faced in continuous assessment during teaching physical education were:-

**Large class size:** was the first issue which the respondents underlined. They indicated that attempting to practice continuous assessment with large number of students in a big challenge. Emphasizing this issue, most teachers said that it is difficult to handle more than 50 students in the class rooms and during practical class to come up with an effective implementation of continuous assessment had there been less number of students, it would have been manageable for continuous assessment to be practiced, otherwise, it is a challenge, contrary to the findings of this study that large class size might not be a problem for students achievement if teachers use a variety of learning strategies.

**Shortage of time:** As the finding of this study indicated teachers reported that shortage of time was a challenge for them to effectively handle continuous assessment more specifically, the respondents justified that the number of class to teach in week is high and the given period /time .

**Lack of teaching aids:** the result from this lack of adequate instructional materials is a challenge for teachers to implement continuous assessment in their school. To integrate continuous assessment with instruction the respondent added that instructional materials are indispensable and the scarcity affects the practice of continuous assessment. even the students collect your pocket money to satisfy their interest.

**Lack of awareness about CA:** the overall concepts of continuous assessment by physical education teachers. PE teachers wrongly conceptualize continuous assessment equating in with continuous testing and this in turn has an impact on the practices here the respondents attributed their

misconception of continuous assessment to lack of sufficient knowledge in the area on the basis of most teachers view it can be noted that PE teachers should be equipped with basic skills and knowledge pertaining to continuous assessment before they start to implement.

**High teacher's class load:** most of the teachers had high class loads per a week, if the teachers are loaded above average class loads per a week difficult to carry out normal continuous assessment activities properly. So most teachers tend to focus their assessment strategies on what is easy to measure rather than on what is important.

**The student's negative attitude towards the subject matter:**

Students respondents who are not voluntary to participate continuous assessment activities give there reason in order not to do continuous assessment, classroom tests and final exams better than continuous assessment to measure individual in learning, no effective way to measure different assessment method in it, continuous assessment is time consuming and all group members did not provide equal contribution in different group works.

As students suggested above as a reason have their own impacts in order not to do continuous assessment so, there must be great work by the teachers to make those students voluntary to do continuous assessment by taking in to consideration on reasons given by the students.

The study conducted by Abera (2009), of course, teachers face challenges while they assess students" work in an educational setting where they have not enough access to the type of assessment information that will enable them to carry out the assessment accurately and fairly.

**The major challenges on CA in PE teaching learning processes were:**

As the evidence for open ended questioners, almost the respondents indicate the following major challenges on continuous assessment in teaching learning processes:

- The instructional objectives cannot achieve its goal
- The School Administrative did not support and fullfil teaching aids for physical education teachers.

The learners did not get necessary knowledge, skill and attitude from the subject with shortage of time, lack of teaching aids, large class size, and related factors.

Most of the students give less attention for the subject and think only their marks.

Most teachers tend to focus their assessment strategies on what is easy to measure rather than on what is important.

**Respondents were asked to suggest possible solutions for the stated problems and they**

**forward the following:**

Making normal class allocation to reduce high class load by the teachers, making normal student class ratio to reduce large class size, improve teachers and student's attitude towards continuous assessment, through awareness creation programs such as conducting workshops, seminars arranging regular experience and sharing program, motivating teachers by giving moral incentives, such as further training and material incentives such as salary increment, etc involvements of administrations on practical continuous assessment process; the administrator should give enough budgets for instructional materials.

Practical and intensive training for physical education teachers continuously making and develop positive relationship between students and teachers, by discussing students with teachers and improving the relationship between students and teachers. Improving the students' attitude and participation in continuous assessment activities, using different student centered teaching learning methods.

Giving feedbacks, comments for learners and accepting comments by the students, using different continuous assessment instruments; giving supervision and inspection for the teachers by the specialists and well trained professionals on continuous assessment in teaching physical education.

Based on the respondent's solution towards the problems related to continuous assessment in teaching physical education, the researcher arranged the respondent in categories.

The first one is training on continuous assessment implementation in teaching physical education. Therefore, as they put it directly both teachers and students have to get practice based training on continuous assessment more over the physical education teachers load per week and large class size also affect continuous assessment implementation in physical education class. Secondly teachers need teaching aids, appropriate arrangement of field, motivation from the schools, lastly, enough budgets should be allocated for instructional materials and supervision programs need to be practiced in order to make continuous assessment implementation more effective.

### 4.3. Discussion

The findings showed that as a whole, the practice and challenges of continuous assessment in physical education classes in Gurage zone selected secondary schools. As the evidence for questioners, interview and observational check list almost the respondents indicate the following major challenges on continuous assessment in teaching learning processes:

While the researcher evaluated physical education teachers about their implementation of continuous assessment in their lesson, the instructional objectives cannot achieve its goal, the school administrative did not support them, the learners did not get necessary knowledge, skill and attitude, most of the students give less attention for the subject think only their marks . Physical education teachers didn't include different types of continuous assessment methodes.

Based on the respondents evidence the major challenges on continuous assessment in teaching PE was practical class environment, most classes were not good in line with the number of student's, number of materials for teaching aid , the implementation of continuous assessment was very poor and most teachers did not prepare continuous assessment plan, and they did not use variety of continuous assessment tools.

Most teachers tend to focus their assessment strategies on what is easy to measure rather than on what is important.

This finding was supported by (Hensley, 1997). He stated that the primary purposes of assessment were to: (1) diagnose (determining entry levels), (2) motivate, (3) make instructional decisions, and (4) record and report (determine periodic achievement and provide information about progress). These, combined with a comprehensive set of standards which define what students should know and be able to do, show that physical education has a legitimate academic standing and was not a "soft" class.

The information gathered by assessments can help the physical education teacher redefine goals and objectives identify student's strength and weaknesses, restructure the curriculum, motivate students, modify teaching strategies, facilitate peer learning, and provide communication between parents, teachers, and students (Smith, 1997).



## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summary

The main purpose of this study was to assess practice and challenges of continuous assessment in teaching physical education in Gurage Zone selected secondary schools. For the achievement of this objective; the following basic questions were raised ;-

1. How continuous assessment practiced by physical education teacher?
2. Which types of continuous assessment techniques do physical education teachers use?
3. What are the major factors/challenges that affect teachers activity related to continuous assessment in teaching Physical education?
4. Is continuous assessment advantageous in teaching Physical education?

In order to answer the above questions, the researcher used Cross sectional study design and to get reliable information from the current status of the issue, descriptive survey method was employed. The data was collected from 6 Administrations, 8 Physical education teachers and 125 sample students. The relevant data were collected through questionnaire, interview and observational check lists.

To analyzing the collected data, used quantitative method while the data collected by questionnaire, and qualitative method was employed for interview, open ended questions and observational check list.

#### **Based on the analyzed data the following major findings were obtained**

Most participants had incomplete understanding about continuous assessment in that, they concentrated on summative components of assessment. Most physical education teachers did not

include a variety of continuous assessment tools in their plan; they did not use in the practical class activities.

As a result the status of continuous assessment implementation was far from the standard and they concentrated on few tools. It was found out that most of students did not considered continuous assessment as a series of assessment activities to measure student's performance. Almost all physical education teachers had taken continuous assessment courses, but they did not apply their training skills to implement continuous assessment activities.

The study indicated that inadequate guidance and supervision mechanisms were employed to make the necessary follow up on whether the physical education teachers practice continuous assessment techniques in the instructional process or not.

The study also revealed that there is shortage of materials and large class size for physical education teachers to implement continuous assessment in teaching physical education.

## 5.2. Conclusion

This paper focus on practice and challenges of continuous assessment in teaching physical education in secondary schools. The following conclusions were made based on the major findings of the study.

The collected data show that the majority of the physical education teachers did not use their training skills of continuous assessment in teaching physical education. There were no common continuous assessment guidelines and ground rules for instructional activities to assess learner's skills, and progress.

From the finding it can be concluded that the majority of the physical education teachers used similar and simple assessment techniques, but to use more assessment tools that help to bring motivation, for better knowledge improvement, progress and skills.

During observation physical education teachers were not well planned and organized continuous assessment in teaching physical education. This has negative impacts on continuous assessment implementation in the studied selected secondary schools.

As indicated in the study most physical education teachers focused on summative continuous assessment than formative this implies that physical education teachers were not giving attention for student's progress and for instruction.

Besides physical education teachers were not using a variety of continuous assessment tools to assess the affective and psychomotor aspects of the students.

Many challenges were hinder physical education teachers in teaching learning process from using continuous assessment approach to assess students learning progress, specifically problems related with the schools context, such as large class size, teaching load, and lack of teaching materials, incentives and inappropriate arrangement of field in the schools.

### 5.3. Recommendations

Based on the above findings the following recommendations were forwarded to improve continuous assessment in teaching physical education in the studied secondary schools:-

- Should be provided incentive training for Physical education teachers to change their knowledge, interest and skills of continuous assessment specifically the training should focus on; how and when continuous assessment practice, how and when to provide timely feedback for students.
- Students should be involved more than the present practice in the process of continuous assessment to enhance the effective implementation of continuous assessment in teaching physical education.
- Students should be actively involved in continuous assessment during teaching physical education to develop responsibility, interest, knowledge, skills, confidence, and to know that the assessment is not the duty of the physical education teachers only.
- The school Administrations and stake holders should minimize the problems related to appropriate arrangement of field, large class size, teacher's class load per a week, and by giving more academic freedom, that is avoiding unnecessary interference on their professional activities. Teachers must devote their commitment based on the capacity of the schools for effective implementation of continuous assessment in teaching physical education.
- Schools should provide facilities and equipments to foster teaching learning process of continuous assessment in teaching physical education.
- The regional education Bureau should motivate physical education teachers by providing further education and material incentives. In addition to this by employ adequate number of physical education teachers proportionally with students for secondary schools.

## REFERENCES

- Abera, A. (2009). Challenges facing Physical Education Teachers in implementing continuous Assessment in secondary schools.
- Aggarwal. (1999). It is a pattern of assessment that seems to attain certain outcomes and to guard against others.
- Airasian, P.W. (1997). Classroom assessment. New York: McGraw-Hill.
- Alausa. (2005). said that one of the benefits of continuous assessment is that, it is guidance oriented since it involves data gathering over a long period of time.
- Baron, J. B. (1991). Strategies for the development of effective performance exercises. *Applied Measurement in Education*, 4(4), 305-318.
- Bibik, M., Stephen, C., Goodwin, Elizabeth & Orsega, M. (2008) .High school students' attitude towards physical education in Delaware.
- Biggs, J.B. (2003). Teaching for quality learning at university. Buckingham: Open University Press/Society for Research into Higher Education 2<sup>nd</sup> ed.
- B. Carroll.(2005). Assessment in Physical Education, Edition Published in the Taylor and Francis e-Library, British.
- Brookhart, S. M. (1997). A theoretical framework for the role of classroom assessment in motivating student effort and achievement. *Applied Measurement in Education*, 10, 161-180.
- Brown, S., & Knight, P. (1994). Assessing learners in higher education. London: Kogan Page.
- Cook, J., & Crossman, A. (2004). Satisfaction with performance appraisal systems: A study of role perceptions. *Journal of Managerial Psychology*, 19(5), 526-541. <https://doi.org/10.1108/02683940410543605>
- Curtner-Smith, M.D. and Hasty, D.L. (1997) 'Influence of National Curriculum Physical Education on Teachers' Use of Teaching Styles.

- Desalegn.(2004). Continuous assessment in lower cycle primary school. IER flambeau,12(1),1 24.
- Doolittle,S.( 1996). Practical assessment for physical education teachers. Journal of physical education, Recreationa and Dance, 67(8), 35-37.
- D.Osler (2001) Improving Physical Education in Primary Schools Published in the, British Medical Journal.
- Dunn, K. E., & Mulvenon, S. W. (2009). A critical review of research on formative assessment: The limited scientific evidence of the impact of formative assessment in education. Practical Assessment, Re- search and Evaluation, 14, 1-11.
- Erwin,T.D. (1991). Assessing Student Learning and Development. Sanfracisco : Jossey-Bass.
- Essays, UK. (November 2018). The Value and Importance of Education Today.
- Falayo, W. (1986). Philosophy and theory of continuous assessment: A paper presented at a Workshop for Inspectors of Education in Edo State Nigeria.
- Gall, M.D., Gall, J.P. & Borg, W.R. (2007) Educational Research: an introduction (8th edition). Needham Heights MA: Allyn & Bacon.
- Getachew, K. (2008) . The status of continuous Assessment and Factors Affecting its Implementation in Technical Vocational Education and Training Colleges of Addis Ababa City Administration: M.A. Thesis Addis Ababa University (unpublished).
- Gillespie, L.( 2005). The Relationship between Physical Activity and Physical Education.
- Greaney (2001). defines assessment as any procedure or activity that is designed to collect information.
- Grout, H. & Long, G. (2009) Improving Teaching & Learning in Physical Education. Berkshire: Open University Press.
- Haines, (2007). Questionnaire plan is relatively easy

- Harlen, W. (2006). The Implications of Learning Theories to Assessment and Instructional Scaffolding Techniques. *American Journal of Educational Research*. 2016; 4(9):695-700. doi: 10.12691/education-4-9-9.
- Hassen Abdu. (1998) . Developing Continuous Assessment: Frame work and Implementation Strategy in line with improving primary education in Ethiopia.
- Hensley, L. D., Morrow, J. R., & East, W. B. (1990). Practical measurement to solve practical problems.*Journal of Physical Education, Recreation & Dance*, 61(3), 42-44.
- Herrera, et.al.(2007). Making a Difference in Schools: The Big Brothers Big Sisters School-Based Mentoring Impact Study. Philadelphia: Public/Private Ventures.
- H.Grout and G. long (2009) Improving Teaching and Learning and Physical Education Published.
- Huba, M. E., & Freed, J. E. (2000). Learner-centered assessment on college campuses: Shifting the focus from teaching to learning. Boston: Allyn and Bacon.
- J.d.Plessis,D. Prouty,J.Schubert,M. H. Eilieen and St. George, (2003).Continuous Assessment Practical Guide for Teacher, USA.
- Johnson, L. V. (2005). Choosing appropriate assessments.*Journal of Physical Education, Recreation & Dance*, 76(8), 46-47, 56.
- Kothari, C.R. (2004) Research Methodology: Methods and Techniques. 2<sup>nd</sup> Edition, New Age International Publishers, New Delhi.
- Lerner, J. (1998). Stages of the Assessment Process. *Preschool Children with Special Needs: Children At-Risk, Children with Disabilities*. Allyn & Bacon.
- Macdonald, D. & Brooker, R. (1997) Moving beyond the crisis in secondary physical education: An Australian initiative. *Journal of Teaching in Physical Education* 16 (2), 155-175.
- Map of Agricultural Statistics.(2011/12) (2004 E.C). Central Statistics Agency (CSA), Addis Abeba, Ethiopia, [www.csa.gov.et](http://www.csa.gov.et).
- Marzano, R., & Kendall, J. (1998). What should students be taught in school: A survey of U.S. adults. Aurora, CO: Mid-Continent Regional Educational Laboratory.
- Matanin, W. C., &Tannehill, D. (1994). Assessment and grading in physical education.

*Journal of Teaching in Physical Education*, 13, 395-405.

- MoE. (1994) . Education and Training Policy, Addis Ababa: Educational Materials Production and Distribution Agency.
- MoE. (2003). Education and Training Policy, A.A: Educational Materials Production and Distribution Agency.
- Mokdad, A., Serdula, M., Dietz, W., Bowman, B., Marks, J., & Koplan, J. (1999). The spread of the obesity epidemic in the United States, 1991–1998. *Journal of the American Medical Association*, 282, 1519–1522.
- Mulu, N. (2005). The Current Status of Continuous Assessment Practices Organized by AED/BESO, 3-7 June, (2005) Addis Ababa.
- Nisbett, R. and Ross, L. (1980) *Human Inference: Strategies and Social Shortcomings of Social Judgment*. London: Prentice Hall.
- Nitko, A.J. (1996). *Educational Assessment of Students* (2nd ed.) Englewood Cliffs, NJ: Prentice-Hall/ Merrill Education.
- Nnadi G. Donhachlords. (2013). *Characteristics of Highly Effective Teaching and Learning (CHET)*.
- Oosterhof.A.(1999). *Developing and Using Classroom Assessments*,Second Edition Prentice-Hall, Inc.
- Palomba, C. and Banta, T.W. (1999) *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. Jossey-Bass, Inc., San Francisco.
- Rink. J. (1998). *Teaching physical Education for learning*.New York: Mosby. McGraw-Hill.
- Rudner, L. and W. Schafer (2002) *What Teachers Need to Know About Assessment* Washington. DC: National Education Association.
- Richard E. Mayer.( 2008). “Learning by Viewing Versus Learning by Doing: Evidence-Based Guidelines for Principled Learning Environments.” *Performance Improvement*, vol. 47, no. 9, pp. 5–13.
- Seyoum, T. (2011). *Human Resource Management Practices in Selected Secondary Schools of East Shoa Zone*.



S. Capel & S. Piotrowski. (2002). *Issues in physical education*, published in Taylor and Francis  
Britain.

Shepard, L. A. (2000). The Role of Assessment in a Learning Culture. *Educational  
Researcher*, 29(7), 4–14.

Stiggins, R. J. & Conklin, n. F. (1992). *In teachers' hands: Investigating the practices of  
classroom*. Albany, NY: State University of New York Press.

Vicki Spandel & Richard J. Stiggins. (1990). *Creating writers: Linking assessment and writing  
instruction*. New York: Longman.

Veal, M. L. (1995). Pupil assessment perceptions and practices of secondary teachers. *Journal of  
Teaching Physical Education*, 7(4), 327-341.

Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for  
Supervision & Curriculum Development.

Worrell, V., Evans-Fletcher, C., & Kovar, S. (2002). Assessing the cognitive and affective progress  
of children. *Journal of Physical Education, Recreation & Dance*, 73(8), 29-34.

Wuest, D. and Lombardo B. (1994). *Curriculum and Instruction, The secondary school physical  
Education experience*, New York: Mosby.

## Appendix 1

### This questionnaire to be filled by teachers

The purpose of this questionnaire was to collect information about the practice and challenges of continuous assessment in physical education classes in Gurage Zone selected secondary schools. Your genuine response contribute much to the success of the research, you are kindly requested to fill the questionnaire.

**Thank you for your cooperation!**

### Part 1

#### Background of the respondents

Name of school-----

Sex M----- F-----

#### Your qualification

A. Diploma

B. First Degree

C. Second Degree

D. Other

#### Teaching Experience in the school

A. 0-3 years

C. 8-11 years

B. 4-7 years

D. 12 and above years

#### Teaching load per week

A. below 8

C. 13-16

B. 9-12

D. 17 and above

### Part II The main data information

1. Did you use different types of continuous assessment in the teaching learning process to your lesson plan?

A. yes B. No

2. How often do you incorporate Continuous assessment technique in the teaching learning process to your lesson plan?

A. Always B. Sometimes C. Rarely D. Not at all



**Part III Indicate tick the assessment method you use for teaching in the space provided**

No	Assessment method	Use always	Sometimes	When necessary	Don't use
1	Class work				
2	Homework				
3	Observation				
4	Oral question				
5	Group desiccation				
6	Peer assessment				
7	Practical work				
8	Quizzes				
9	Practical Test				
10	Exam				

## Appendix 2

### This Questionnaire was prepared for Students and Filled by Grade 10 Students

This questionnaire was designed to collect information about the practice and challenges of continuous assessment in physical education classes in Gurage Zone selected secondary schools, your genuine response contribute much to the success of the research, you are kindly requested to fill the questionnaire.

Thank you for your cooperation!

NB: Do not write your Name& ID

#### Part I: General information

Name of the school-----

Sex . M  F

Age . 14-18  19-23  24 and more

Grade level 10<sup>th</sup>

#### Part II: main data information

1. Does your physical education teacher use continuous assessment in the lesson?

A. Yes  B. No

2. On the above question if your response is “yes” at which stage use his assessment?

A. At the beginning of the class C. At the end of the class  
B. At the middle of the class D. In any satiation during the class

3. Physical education teachers use different types of assessment techniques?

A. Yes  B. No

4. If your response is “Yes” on the above question number 3, which type of assessment techniques mostly used?

- A. Observation      C. Group desiccation      B. Test      D. Assignment      E. Practical work

5. Do your physical education teachers provide peer assessment tasks to evaluate students?

- A. Yes      B. No

6. Do physical education teachers inform to you about the assessment process?

- A. Yes      B. No

7. on the above question 6 if your response is “Yes” at which stage inform?

- A. At the beginning of the semester      C. At the end of the semester  
B. At the middle of the semester      D. In any situation during the class

8. Physical education teacher is there timely feedback to you in relation to their continuous assessment results?

- A. Yes      B. No

9. If your response is “Yes” on the above question number 8, when give his feedback?

- A. At the end of each assessment      C. At the end of the semester  
B. At the next class      D. At the end of the year

10. How many times physical education teacher used assessment in one semester?

- A. 6      B. 8      C. 10      D. 12

E. If any other please specify\_\_\_\_\_

11. How often physical education teacher used test and exam in semester one?

- A. 2      B. 3      C. 4      D. More than four times

### Appendix 3

**Observation check list** for the implementation of Continuous assessment in Physical Education class, this filed by PE teachers or **researcher:-**

#### General information

• Name of the school \_\_\_\_\_ • Teachers name \_\_\_\_\_

• Date \_\_\_\_\_ • Grade 10<sup>th</sup>

• No of students M  F  T  Academic year \_\_\_\_\_

#### Teacher's information

• Sex M  F

#### • Qualification

A. Diploma  C. Second Degree

B. First Degree  D. Other-----

#### • Years of experience

A, 0 - 5  B. 6 – 10  C. 11 -15

D.16 -20  E. above 21 years

**Part III Physical education class observation check list Put mark (✓) on the space provided for your response y (yes) Ns (not sure) N (No)**

No	Item observation	Yes	Not sure	No	Total No
1	Teacher used appropriate CA planning?				
2	Teacher used variety of CA?				
3	CA are related to the lesson object?				
4	Teacher gave information about the practical assessment process?				
5	Teacher used appropriate time process for assessment activities?				
6	Encouraged students to assess their own work?				
7	Record the assessment results of the lesson?				
8	Information assessment tools employed?				
9	Formal assessment tools employed?				
10	Practical class environment is suitable for CA?				
	A. Appropriate arrangement of field				
	B. Reasonable student teacher ratio				
	C. Reasonable material ratio				
	D. Prevalence of active learning methods				
	E. Motivation of teaching learning				



## Appendix 4

**Interview questions** about Continuous assessment in physical education class; **This design for teachers:**

1. How long have you been working in this profession?
2. How long have you been working at this profession in this school?
3. What does the word continuous assessment mean to you?
4. What types of CA used in the practical teaching learning process to your lesson plan?
5. Is there students being absent during practical session from school?
6. Is there really a problem that challenges a teacher while performing students' Continuous assessment?
7. Do you provide feedback to your students?
8. Students are not interested while the teacher told their weakness?
9. What are the different ways learners are assessed at your school?
10. How is assessment carried out in your practical class?

**Semi Structured Interview** For School Administrations/ Directors

1. Sex M  F  3. Qualification Degree  Msc/MED  other-----

2. Age 21—27  28 – 34  above 35

4. Years of service 3-5  6 – 10  11 – 15  above 16

1. What is your view on the contribution of Continuous Assessment to students' performance?

2. What is the best Continuous Assessment strategy that you would recommend to teachers?

3. What support do you provide them to encourage implementation of CA in teaching PE?

4. What do you think about the attitude of most of the teachers towards CA?

5. What are the major barriers of CA for teachers in teaching PE in the school?

6. What do you say about the contribution of CA for instructional improvement?

Appendix 5

ይህ መጠይቅ የተዘጋጀው ለተማሪዎች ሲሆን የሚሞላው በ10ኛ ክፍል ተማሪዎች ብቻ ነው። ይህ መጠይቅ ዓላማው በጉራጌ ዞን በሚገኙ ስድስት በተመረጡ የሁለተኛ ደረጃ ት/ቤቶች በጤናና የሰውነት ማጎልመሻ ትምህርት ተከታታይ ምዘና ላይ ያለውን ተሳትፎ እና በሚታዩ ችግሮች ላይ የወደፊት አቅጣጫ ምን እንደሚመስል ለማጥናት ነው ፤ እናም ጥናቱን ለማስኬድ የሚጠቅም መረጃን መሰብሰብ ነው። የጥናቱ ውጤታማነት የሚወሰነው በምትሰጡት መረጃ ትክክለኛነት ላይ የተመሰረተ በመሆኑ እውነተኛ መረጃን በመስጠት እንድትተባበሩኝ እያልኩ በትህትና እጠይቃለሁ ፤ ይህን መረጃ የሚሰጥ ሰው ማንነት ፍፁም ሚስጥራዊ መሆኑ የተጠበቀ ነው።

ለትብብርዎ አመሰግናለሁ።

ክፍል አንድ :- ጠቅላላ መረጃ

የትምህርት ቤቱ ስም : -----

ጾታ : ወንድ  ሴት

እድሜ : 14 — 18  19 —23  24 እና ከዚያ በላይ

የክፍል ደረጃ : 10ኛ

1. የስፖርት መምህራችሁ በመማር ማስተማር ክፍለ-ጊዜ ተከታታይ ምዘናንን ይጠቀማል/ትጠቀማለች?

- ሀ. አዎ ለ. አይጠቀሙም

2. ከላይ በተጠቀሰው ጥያቄ ላይ መልሳችሁ አዎ ከሆነ በየትኛው ደረጃ ተከታታይ ምዘናን ይጠቀማል/ትጠቀማለች?

- ሀ. በመማር ማስተማር መግቢያ ላይ ሀ. በመማር ማስተማር በማንኛውም ጊዜ  
ለ. በመማር ማስተማር አጋማሽ ላይ ለ. በመማር ማስተማር መጨረሻ ላይ

3. የስፖርት መምህራችሁ የተለያዩ ዓይነት ተከታታይ የምዘና ዘዴዎችን ይጠቀማሉ?

- ሀ. አዎ ለ. አይጠቀሙም

4. ከላይ ለተጠቀሰው ጥያቄ መልሳችሁ አዎ ከሆነ የትኛውን ዓይነት ተከታታይ የምዘና ስልት ይጠቀማል/ትጠቀማለች?

- ሀ. ምልክታ ለ. ፈተና ሐ. የቡድን ስራ ሀ. ዓሳይመንት ሀ. የተግባር ስራ

5. የስፖርት መምህራችሁ የሁለትዮሽ ዕርስ በርስ የመመዘዘን ስራን ይሰጣል/ ትሰጣለች?

- ሀ. አዎን ለ. አይሰጥም

6. የስፖርት መምህራችሁ የተከታታይ ምዘናውን ሂደት ያሳውቃል?

- ሀ. አዎን                      ለ. አያሳውቅም/ታሳውቅም

7. ከላይ ለተጠቀሰው ጥያቄ መልሳችሁ አዎ ከሆነ በትኛው ደረጃ ያሳውቃል?

- ሀ. በሴሚስተሩ መግቢያ ላይ                      ሐ. በሴሚስተሩ መጨረሻ ላይ  
ለ. በሴሚስተሩ አጋማሽ ላይ                      መ. በመማር ማስተማር በየትኛውም ጊዜ

8. የስፖርት መምህራችሁ የተከታታይ ምዘናውን ውጤት በተመለከተ በሰዓቱ ግብረ መልስ ይሰጣል/ትሰጣለች?

- ሀ. አዎን                      ለ. አይሰጥም

9. ከላይ ለተጠቀሰው ጥያቄ መልሳችሁ አዎ ከሆነ መች ነው የሚሰጠው?

- ሀ. በምዘና መጨረሻ                      ሐ. በሴሚስተሩ መጨረሻ  
ለ. በቀጣይ ክፍለጊዜ                      መ. በዓመቱ መጨረሻ

10. የስፖርት መምህራችሁ በአንደኛ ሴሚስተር ስንት ጊዜ ተከታታይ ምዘናንን ይጠቀማሉ?

- ሀ. 6      ለ. 8      ሐ. 10      መ. 12      ሠ. ሌላ

11. የስፖርት መምህራችሁ በሴሚስተር ስንት ጊዜ የክፍል ፈተና ይፈትሳሉ?

- ሀ. 2      ለ. 3      ሐ. 4      መ. ከ 4 ጊዜ በላይ