THE EFFECTS OF IMPLEMENTATION OF CONTINUOUS ASSESSMENT IN PRACTICAL AND THEORETICAL CLASSES OF SPORT SCIENCE STUDENTS IN DEBRE MARKOS AND BAHER DAR UNIVERSITIES

BY
FENTA BITEW

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN SPORT SCIENCE

MAY, 2012
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Approved by the Board of Examiners

Name                                      Signature         Date
_________________________________________   __________________      ________________

Chairman, Department of Graduate Committee

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Advisor

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Examiner
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<tr>
<td>DESP</td>
<td>Diploma in Education Senior Primary</td>
</tr>
<tr>
<td>DOE</td>
<td>Department of Education</td>
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<tr>
<td>EQ</td>
<td>Education Quality</td>
</tr>
<tr>
<td>ETP</td>
<td>Educational Training Policy</td>
</tr>
<tr>
<td>FDRE</td>
<td>Federal Democratic Republic of Ethiopia</td>
</tr>
<tr>
<td>ICDR</td>
<td>Institute of Curriculum development and Research</td>
</tr>
<tr>
<td>MBECE</td>
<td>Ministry of Basic Education and Culture</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>NREL</td>
<td>North Regional Education Laboratory</td>
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<tr>
<td>OBE</td>
<td>Outcome Based Education</td>
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<tr>
<td>PhD</td>
<td>Philosophy of Doctor</td>
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<tr>
<td>UNDP</td>
<td>United Nation Development Program</td>
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<tr>
<td>UNESCO</td>
<td>United Nation Educational, Scientific and Cultural Organization</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<td>USSR</td>
<td>Union Soviets Socialist Republic</td>
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ABSTRACT

The aim of this study was to obtain a better understanding of the effects of implementation continuous assessment in practical and theoretical class of sport science in Debre Markos and Baher Dar universities. Research methodology in this study was descriptive survey research. This is because the study attempts to describe the current practice of implementation of continuous assessment in practical and theoretical class of sport science courses with its effects on the academic and skill improvement of sport science students in Debre Markos and Baher Dar universities.

The method of the study was Descriptive survey research. The subject in this study were 15 number of sport science instructors in Debre Markos and Baher Dar Universities 2 department heads and 96 number of sport science students at Debre Markos and Baher Dar universities. The data was collected through questionnaire, document analysis and interview. Documents like students grading formats and course outlines would also consult. Percentage was use as the main method of analysis even though, qualitative data was analysis qualitatively.

The results of the data analysis showed that continuous assessment assist sport science instructors in the identification of problems experienced by learners in the mastering of skills, provides learners with opportunities to take decisions about their careers at early stage, motivates learners to work hard throughout the academic year, enhances the self-esteem of learners, provides learners with opportunities to identify their strengths and weaknesses, creates conducive teaching learning environment on sport science course and developing learners achievement and skill improvement in theoretical and practical session in sport science courses in view of this summary, conclusion and recommendations are provided.

Key words: Academic achievement, Continuous assessment, Effects, Implementation, Skill improvement, Sport science.
CHAPTER ONE
INTRODUCTION

1.1. Background of the Study

In modern society education is increasingly viewed as the primary means of solving social, economical and political problems. The future welfare of nations has been placed on the shoulder of higher institution especially on universities.

Sport science courses in higher education enables sport science students to have the skills and knowledge in assessing and developing their own personal physical activity. Furthermore, it helps to demonstrate responsible, personal and social behavior as well as maintain health related by following safe practices, rules, procedures in all physical activity setting.

Sport science classes are more of practical and contribute to enriching other subject. The goals of sport science are to promote movement components, useful physical skills and health related physical fitness. Furthermore, it is promoting lifelong participation in whole recreational activities. Therefore, to realize all these, the three domain objectives must be considered both during theoretical and practical class or during teaching and learning process of sport science courses, because this is vital for identifying assessment strategies.

Assessment is a student evaluation system that operates in classroom, field, gymnasium, fitness laboratory and integrated with instructional process. Assessment is the process of obtaining information that can be used for decision making about the progress of students. Assessment enables to judge an individual work or performance.

The actual pre-requisite for good teaching in higher education understands the purpose of teaching and its ends through appropriateiate continuous assessment techniques related to the instructional process.
Continuous assessment is a classroom strategy implemented by sport science instructors to ascertain the knowledge, understanding, and skills attained by students. Sport science instructors administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what students know, understand, and perform on the lesson.

Continuous assessment occurs frequently during the academic year and is part of regular instructors-students interactions. Students receive feedback from instructors based on their performance that allows them to focus on topics they have not yet mastered. Instructors simply identify which students need review and remediation and which students are ready to move in to more complex work. Thus, the results of the assessments help to ensure that all students make learning progress throughout academic year.

According to Education Training Policy of Ethiopia (1994), Continuous assessment is clearly stated with its application in academic and practical subjects to ascertain formulation of all round profile of students at all level.

Alausha (1991) stated that, continuous assessment begins with the decisions that the teachers perform on the first day of school and ends with the decisions that the teachers and administrators make on the learners regarding end of year grading and promotion. Continuous assessment should be systematic, compressive, cumulative and guidance model. One time final examination or test does not bring a complete or true picture of students’ performance including the higher order thinking skills.

The effects of implementation of continuous assessment in higher education is that, instructors can get feedbacks about the proper attainment of the desired behavior or the extent to which the student performance has improved over a period of time. Moreover, instructors gathering relevant information about progress of each students.

The effect of implementation of continuous assessment allows sport science instructors to monitor the impact of their lessons on students
understanding. Instructors can modify their pedagogical strategies to include the construction of remediation activities for students who are not working at the expected level.

Hence, continuous assessment process supports a cycle of self-evaluation and student-specific activities by both students and sport science instructors. So with this understanding, an attempt is made in this thesis is to give tangible and concrete information about the effects of implementation of continuous assessment in practical and theoretical class of sport science students at Debre Markos and Bahir Dar universities.

The aim of this study is to show the current effects of implementation of continuous assessment on the teaching learning process, academic achievement, and skill improvement on students, how it creates motivation on sport science learners to work hard throughout the academic year and how continuous assessment enhances self-esteem of sport science students in Debre Markos and Baher Dar universities.

1.2. Statement of the problem

Traditionally, in Ethiopia continuous assessment is understood as testing and measuring of the outcomes of the learners. It is conducted during the course of instructions in the form of series of tests, quizzes and assignments in which grade or numerical scores are assigned to students.

Kassa (2005) stated that, at the end of the course grade is the sum of tests, quizzes, assignments and the final test or examination. But this trained is changing as emphasis shifts towards how well are students learning and attaining the goals of education in general and sport science course in particular.

Assessing the skills and academic performance of sport science students in continuous manner is highly challenging task; this task requires knowledge of specific methods and skill, however absence of proper methods of formative and summative assessment and providing feedback in continuous
manner takes enormous time, but the effects are good for teaching learning process, academic achievement, skill improvement and providing feedback for sport science students in Debre Markos and Baher Dar universities.

In this study the researcher intends to investigate the effects of the implementation of continuous assessment for academic achievement and skill improvement of sport science students in Debre Markos and Baher Dar universities. Continuous assessment is being used as an alternative to term examinations because it provides more information about the learner. The effectiveness of implementation of continuous assessment builds up a picture of a learner’s performance over a prolonged and representative period whereas an examination shows only what was achieved in the examination.

The problem to be investigated in this research is to determine the effects of the implementation of continuous assessment improves teaching learning process, academic achievement and skill improvement of sport science students in Debre Markos and Baher Dar universities by using survey method.

1.3. **Research Questions**

This was investigated through survey method. In the light of things discussed above one can raise the following research questions.

1. Is continuous assessment an effective instrument in the course promotion of sport science students at Debre Markos and Bahir Dar universities?

2. Are the effects of implementation of continuous assessment creates motivation on sport science learners to work hard throughout the academic year at Debre markos and Baher Dar universities?

3. Are the effects of implementation of continuous assessment in practical and theoretical class clearly seen on academic achievement, skill improvement of sport science students at Debre Markos and Bahir Dar universities?
4. Are sport science instructors in Debre Markos and Baher Dar universities adequately equipped with effective implementation of continuous assessment and enhances the self-esteem of sport science learners?

5. Does continuous assessment succeed in the development of the necessary skills of sport science students at Debre Markos and Bahir Dar Universities?

1.4. Objective of the study

General Objectives

The overall objectives of this study were:

- To find out the major effects of implementation of continuous assessment in practical and theoretical class of sport science students in Debre Markos and Bahir Dar universities.
- To undertake an empirical investigation to establish the effectiveness of continuous assessment in sport science students at Debre Markos and Bahir Dar universities.
- To formulate certain recommendations based on the findings from the research.

Specific objectives

The specific objectives of the study were to:

- Point-out to the effects of implementation of continuous assessment in the teaching and learning processes of sport science courses.
- Find out the perception of sport science instructors and sport science students on continuous assessment in practical and theoretical class at Debre Markos and Baher Dar universities.
• Find out how continuous assessment enhances academic achievement and skill improvement of sport science students on sport science course at Debre Markos and Baher Dar universities.

• Point-out how effective implementation of continuous assessment increases opportunities for weaker sport science students and to progress to the next courses.

1.5. Significance of the Study

In the study the researcher is to identify the effects of implementation of continuous assessment and does it enhance the academic achievement and skill improvement of sport science students in sport science course; Moreover, does it creates a conducive teaching learning environment in sport science course at Debre Markos and Bahir Dar universities; Additionally the following points are some of the importance of the study;

1. It helps for sport science instructors to know about the effects of implementation of continuous assessment in practical and theoretical class which enhance academic achievement and skill improvement of sport science course;

2. It helps for sport science instructors to know the effects of implementation of continuous assessment creates a conducive teaching learning environment in sport science course,

3. It helps sport science instructors to get feedbacks about the proper attainment of the desired behavior or the extent to which the sport science students performance have improve over a period of time and gathering relevant information about progress.

1.6. Delimitation of the Study

The result of the research would have been more comprehensive if it covered department of sport science in the whole universities and institution across the country. However, to make the study manageable, the researcher delimited the study only to selected two public universities which mean one
from old university (Bahir Dar university) and the other one from new university (Debre Marko university).

1.7. Limitations of the Study

The researcher had encountered some problems related to current reference materials and absence of major studies at post graduate level concerning the problem. Regarding this, there is shortage of concrete written document on effects of continuous assessment in general and effects of continuous assessment in Higher Education in particular. Moreover, some of the respondents in the selected universities were negligent to respond to the questionnaire and to give the necessary information.

1.8. Operational Definition of Key Terms

**Assessment:** - Is the process of collecting and synthesizing information to aid decision making.

**Assessment methods:** - Is the procedures in which the instructors wish to follow in order to assess the learners and include self-assessment, peer-assessment and group-assessment.

**Assessment techniques:** - Is a special way in which instructors’ uses method and tool to provide opportunities for learners to demonstrate their performance those techniques include interviews, written assignments, oral questions etc.

**Assessment tools:** - Are an instrument that an instructor uses when assessing the learners those tools includes observation sheets, assessment grids and class lists

**Continuous Assessment:**-Is observing students at work or by various kinds of tests given periodically, when practiced on-going process, or day-to-day base.

**Criterion referencing:** - the practice of assessing learner's performance against agreed set of criteria.
Diagnostic assessment: - Certain learners have certain learning difficulties and diagnostic assessment aims at discovering and addressing these difficulties. This is done by identifying the nature and cause of these learning difficulties.

Formal assessment: - Assessing the cognitive, psychomotor and affective domain of students with specific time.

Formative assessment: - is a type of assessment informing the educator about the learning experience of each learner and takes place during the learning process. This means that formative assessment aims at helping learners grow and progress.

Higher education: - means education in the arts and sciences offered to undergraduates and graduated students who attended degree programmes.

Informal assessment: - Observing and measuring learner’s attributes such as behaviours, attitudes, confidence, self-concept, oral communication, social skills, technical aptitude, and applied creativity.

Norm referencing: - Individual learners' marks are calculated and compared to the performance of all the learners in that particular class.

Peer assessment: - refers to the process where by learners assess one another’s work.

Placement assessment: - Investigating the learner’s entry performance.

Summative assessment: - is a final summing up and judgmental which is commonly made on the bases of written examinations, test, and rating on different kinds of performance.

1.9. Organization of the Study

The study has five chapters. The first chapter is background of the study, which includes statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, operational definitions of key terms and organization of the study.
The second chapter deals with the review of related literature which provides detailed information related to assessment in general and continuous assessment in particular with opinion of different writers. The third chapter deals with the research methodology. The fourth chapter comes with the results, analysis and interpretation of data collected through questionnaire, interview and document analysis, while summary, conclusions and recommendations are dealt comes at the fifth chapter.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

Assessment is a word (concept) to be employed in different contexts. However, in this chapter assessment with in the contexts of education as seen by many scholars is organized and reviewed in relation to the research questions.

2.1. The Concept of Assessment

Airasian (1997) explained that, the term assessment is often confused with other term like test, measurement, examination and evaluation. In most cases assessment is considered to be wider and more comprehensive than test, measurement and examination. But when we compare with evaluation it is narrower in scope.

"Assessment is the process of collecting and synthesizing information to aid decision making" (ICDR, 1999).

According to Linn, R. and Gronulund, N (2000), assessment is a general term that includes the full range of procedures use to gain information about student learning and the formation of value judgments concerning learning process. Information is usually gathered with observation, rating of performances and paper and pencil test. In general assessment begins with the identification of learning objectives and with a judgment concerning how well those objectives have been attained.

In general assessment is the process of gathering information about how learners are progressing in their learning. It gathers information about what learners know and can demonstrate as a result of their learning processes. Airasian (1997) explained that, Assessment is the process of collecting synthesizing and interpretation to aid in decision making. Assessment involves much more than scoring, grading and paper and pencil test.
Jacobs and Gawe (1996) examined that, traditionally the evaluation of higher education learners' progress was based on test and examinations which focused only on the cognitive aspect of learners while other factors were ignored.

According to Fraser (1993), traditional methods of assessment have the following disadvantages:

- The promotion of learners was based and confined to a specific number of test and examinations during the years.
- Between test and examinations learners were not always aware of their progress.
- Only test and examinations were used as determinants of pass or failure of learners.
- Learners did not get a chance to realize their strengths and weaknesses and improve on them.
- Traditional assessment methods demotivated weaker learners.

2.2. Assessment in Higher Education

According to FDRE Higher Education Proclamation (2009), Higher Education is an education in the arts and sciences offered to undergraduates and graduated students who attended degree programmes.

According to Teshome (2007), Modern higher Education in Ethiopia was begun with the foundation of the University College Addis Ababa on March 20, 1950. In the early 1950s Alemaya Agricultural College, Addis Ababa Commercial College, Gonder public health officers and middle level health professionals and Jimma agricultural technical institution were established. In 1960s the establishment of Bahir Dar polytechnic institute and Kottebe College of teacher education, Awassa College of Agriculture, Bahir Dar College of teacher education were establish under the Haile Sellassie I university.
According to Teshome (2007), several faculties and schools of the university were also opening during 1950s. Awassa was established in community development centred which was initially built to train mid-level technicians. Bahir Dar polytechnic institute was established with the co-operation of the USSR and Imperial Ethiopian government in 1963. The Bahir Dar College of Teachers Education was established with the co-operation of UNESCO, UNDP and Imperial Ethiopian Government in 1972.

Teshome (2007) stated that, new institutions namely university colleges that will ultimately grow to university, are to be opened in Dessie/kombolcha, Jijiga, Soddo, Nekemt, Debre Markos, Dredawa, Semera, Dilla, Aksum, Bale-Robe, Debre Berhan and Tepi/Mizan. The establishment of these university colleges’ has started in 2005 with construction of buildings, recruitment and training of faculty and staff, appointment of leaders and procurement of goods. The status and name of “university” is currently being used for these institution, although they do not yet fulfil the requirements laid out in the higher education proclamation.

Teshome (2007) explained that, assessment plays a significant role in the learning experience of higher education students. It determines their progression through their programs and enables them to demonstrate that they have achieved the intended learning outcome.

Teshome (2007) state that, after the establishment of the university college in 1950, which was later upgraded to Haile Sellasie I University, the establishment of the Commission for Higher Education in 1977 was a landmark for the higher education sector in Ethiopia. However, the commission was practically overseeing a very weakly developed higher education system with quite a few higher education institutions. The commission doesn’t have unified policies and strategies about how higher education learners are assessed.

According to Teshome (2007), assessment in higher education is a set of process that measure the outcome of learning in terms of knowledge
acquired, understanding and skill gained. It also enables instructors to evaluate to the effectiveness of their teaching. Institutions of higher education should have effective procedures for designing, approving, supervising and reviewing the assessment strategies for programs and awards.

The Educational Training Policy of Ethiopia (1994) clearly stated that, the application of continuous assessment in academic and practical subjects to ascertain the formulation of all round profile of students at all level.

In continuous assessment, instructors can get feedbacks about the proper attainment of the desired behaviour or the extent to which the student performance has improved over a period of time. Instructors by gathering relevant information about student progress or improve their teaching activities in order to enable them to meet intended objectives.

Teshome (2007) state that, principles and procedures of all assessment should be explicit, transparent, valid and reliable in higher institution. Institutions need to publish and implement consistently clear criteria for marking and grading of assessments. They should ensure that appropriate feedback is provided to students on assessed work in a way that promotes learning and facilitates improvement.

2.3. **The Purpose of Assessment**

It is easy to become so immersed in the job of teaching that we lose sight of the exact purpose of a particular element of assessment. There is then the possibility that we are not achieving that purpose, or that we overlook another form of assessment, which might be more appropriate. We actually assess students for a quite a range of different reasons.

Brown, Race and Smith (1996), Pointed out the following nine points for the purpose of assessment.

1. **To classify or grade students:** There are often good reasons for us to classify the level of achievements of students individually and
comparatively with in cohort. Assessment methods to achieve this will normally be summative and involve working out numerical marks or letter grads for students’ work of one kind or another.

2. **To enable student progression:** Students often can not undertake course of study unless they have a sound foundation of knowledge or skills. Assessment methods to enable student progression therefore need to give a clear idea of students’ current level of achievements so that they (and we) can know if they are ready to progress.

3. **To guide improvement:** the feedback students receive helps them to improve their performance. Assessment is primarily formative need not necessarily count towards any final award and can therefore be upgraded in some instances. The more detailed the feedback we provide, the greater is the likelihood that students will have the opportunities for further development.

4. **To facilitate students’ choice of options:** if students have to select options within a programme, an understanding of how well they are doing in foundation studies will enable them to have a firmer understanding of their current abilities in different subject areas. This can provide them with guidance on which options to select next.

5. **To give us feedback on how our teaching is going:** if there are generally significant gaps in student knowledge, this often indicates faults on the teaching in the areas concerned. Excellent achievement by high proportion of students is often due to high quality facilitation of students learning.

6. **To motivate students:** as students find themselves under increasing pressure, they tend to become more and strategic in their approaches to learning, only putting their energies into work that counts. Assessment methods can be designed to maximize student motivation, and prompt their efforts towards important achievements.
7. **To provide statistics for the course, or for the institution:** colleges need to provide funding agencies with data about student performance, and assessment systems need to take account of the need for appropriate statistical information.

8. **To add variety to students learning experience, and add direction to our teaching:** utilizing a range of different assessment methods spurs students to develop different skills and processes. This can provide more effective and enjoyable teaching and learning.

9. **To enable grading and final degree classification.**

### 2.4. General Principles of Assessment in Higher Education

According to ICDR (1999), assessment is an integrated process for determining the nature and extent of student learning and development. This process will be most effective when the following principles are applied.

**A) Clearly specifying what is to be assessed:** - The effectiveness of assessment is depends on careful description of what to assess as it does on the technical qualities of the assessment procedures used. Thus specification of characteristics to be measured precedes the selection or development of assessment procedures. When assessing students first specifying the intended learning objectives before selecting the assessment instruments.

**B) Assessment procedure should be selected because of its relevance or performance to be measured:** - Assessment procedures are frequently selected on the basis of their objectivity, accuracy and convenience.

**C) Comprehensive assessment requires a variety of Procedures:** - No single type of instrument can assess the vast area of learning outcomes. Multiple-choice and short answer are useful for measuring knowledge, understanding, and application outcomes, but essay test and written project are needed to assess the ability to organize and
express ideas. Observational techniques are needed to assess performance skills and various aspects of student behaviours.

### 2.5. Factors that must be Considered to Maximize the Efficacy of Assessment

In order to maximize the efficacy of summative and formative assessment, the following factors must be considered: Authenticity (Brookhart, 1999); Variety (Kellough et al., 1999); Volume (Kellough, 1999); Validity (Brookhart, 1999); and Reliability (Kellough, 1999).

#### 2.5.1. Authenticity

Assessment that is aligned with the classroom objectives and that reflects real-world application is called authentic assessment.

#### 2.5.2. Variety

Another method of ensuring of quality assessment is to use a variety of assessment techniques. Traditionally, True/False and selected response test items have been popular methods of assessing students. However, these are limited in scope and typically test each student’s capacity for rote memorization. However, assessment should include all three domains of learning: Cognitive, affective, and psychomotor. Assessment of the cognitive domain should reflect at least higher levels such as synthesis and evaluation. Hence, instructors should use a variety of assessment techniques, such as cooperative projects, paper, and performance tests. NREL (2000) suggest that, Instructors use a variety of assessment methods to provide a more complete picture of student progress and cease of need.

#### 2.5.3. Volume

Unfortunately, Instructors often require more summative assessment than are necessary. According to William (1992):
“The quality of assessment which contributes towards the final results need only be the minimum amount necessary to ensure a valid results...student resent over assessment that often occurs across their course because each subject instructor believes his/her workload is responsible. Large amount of assessment also take their toll on staff, especially in terms of setting and marking. It is not surprising that examiner may be tempted to set assessment with more regard for ease of marking than for educational benefits”.

2.5.4. Validity

According to Crooks (1988), the validity of assessment refers to the extent to which the assessment measures performance on the aspect of the course which are important. Hence, a valid measurement is one, which measures what is intended to measure. For example, it would not be valid to assess gymnastic skills through a written test alone. A more valid way of assessing gymnastic skills would be through a combination of test that help determine what the gymnast knows, such as through a written in test of gymnastic knowledge, and what the gymnast is able to do, such as through a performance assessment of actual skills.

2.5.5. Reliability

Reliability relates to the consistency of an assessment. According to Kellough (1999), A reliable assessment is one, which consistently achieves the same result with the same (similar) cohort of students. Various factors affects reliability including ambiguous questions, too many options within a question papers, vague marking instructions and poorly trained markers. Thus explicitness interims of learning outcomes and assessment criteria are vitally important in attempting to achieve reliability. It should be explicit to the students when the task is set, and where there are multiple markers it should be discussed, and preferably used on the same sample cases prior to be using for real.
2.6. **Types of Assessment**

Assessment strategies entail the utilization of a variety of methods to give learners ample opportunity to demonstrate their abilities more fully. The choice of what assessment strategies to use is subjective one, unique to each educator, grade and dependent on the educator’s professional judgment.

The methods chosen for assessment activities must be appropriate to the assessment standards and the purpose of the assessment must be clearly understood by all learners and educators. ICDR (1999) stated that, Instructors utilise various types of assessment to evaluate the performance of learners. Among these types of assessment are:

- Placement assessment.
- Formative assessment.
- Diagnostic assessment.
- Summative assessment.
- Norm referencing.
- Criterion referencing.
- Self assessment.
- Peer assessment.

### 2.6.1. Placement Assessment

According to ICDR (1999), Placement assessment is highly concentrated with investigating the learner’s entry performance. The purpose of this type of assessment is to enable the instructors to establish the amount of knowledge learners are already equip with the skills’ they have.

### 2.6.2. Formative Assessment

According to Jacobs & Gawe (1996), Formative assessment aims at informing the educator about the learning experience of each learner and
takes place during the learning process. This means that formative assessment aims at helping learners grow and progress.

Dembo (1994) profoundly stated that, formative assessment is a formulation of an individual’s strengths, weaknesses and potential. It is mostly used to guide learning during the instructional process. It helps teachers guide and make their work meaningful. It provides on-going feedback to the learner and instructors regarding success of failure in which specific learning errors could be corrected and the learner is motivated for further learning activities.

According to DOE (1998), formative assessment involves a developmental approach and designed to monitor and supports the learning process. It builds on learning activities on a continuous basis, guiding the learner and the educator through constructive feedback.

2.6.3. **Diagnostic Assessment**

Certain learners have certain learning difficulties and diagnostic assessment aims at discovering and addressing these difficulties. This is done by identifying the nature and cause of these learning difficulties. According to ICDR (1999), Diagnostic assessment is much more comprehensive than formative assessment. It uses specially prepared diagnostic test as well as various observational techniques and its aim is to find-out the real causes of learning problems to formulate a plan for remedial action.

2.6.4. **Summative Assessment**

Summative assessment is given especially at the end of a course or semester of instruction. It is design to determine the extent to which instructional objectives have been achieved. ICDR (1999) explain that, summative assessment deals with the purposes and outcomes of teaching learning process. Summative assessment is a final summing up and judgmental which is commonly made on the bases of written examinations, test, and rating on different kinds of performance. Summative assessment is used for grading, promoting and certifying purpose.
2.6.5. **Norm Referencing**

Manna (1995), maintains that a norm is a standard which implies that the educator assesses a learner's competence by comparing it to the competence of other learners. Traditionally norm referencing was done by means of class averages. Individual learners’ marks are calculated and compared to the performance of all the learners in that particular class. Norm referencing does not indicate what the learner has already learnt or what has not yet been learnt.

2.6.6. **Criterion Referencing**

Criterion referencing refers to the practice of assessing a learner's performance against agreed set of criteria. In case of OBE the learner is assessed against agreed criteria derived from the specific outcomes (DOE, 1997). Criterion referencing uses criteria as reference points. Criteria are reference points against which other things can be assessed. The criteria as reference points are specified before hand and the learner is only assessed according to these criteria.

2.6.7. **Self-assessment**

One of the aims of assessment is to develop learners to become loyal and responsible beings. The relevant type of assessment to be applied in achieving this goal is self-assessment. Learners need to be taught how to assess their own work. This practice encourages learners to assume more responsibility for their own work.

Jacobs and Gawe (1996) investigate that, the important role of self-assessment:

- It helps learner to think critically about their own work;
- If done properly learners have a good idea about their progress;
• It encourages learners to take more responsibility for their own learning;
• Educators can give learners much more meaningful feedback.

2.6.8. Peer Assessment

Peer assessment refers to the process where learners assess one work to another work. This can be an individual task where learners assess one another or how another learner performed in a group task (DOE, 1998). Educators have to teach learners how to conduct peer assessment.

According to Pahad (1997), Peer assessment is advantageous to learners in the sense that:
• It is a real attempt of involving learners in assessment;
• It is a more transparent form of assessment as it involves more than one person;
• Group and paired activities are designed to suit peer and self-assessment;
• Learners are encouraged to help each other in peer activities.

2.7. What is Continuous Assessment?

According to LeGrange and Reddy (1998), continuous assessment refers to the ongoing process which takes place throughout the whole learning process. The learners' progress is periodically monitored and continuous assessment is taking place on and off throughout a course or period of academic year.

Continuous assessment is a classroom strategy implemented by instructors to ascertain the knowledge, understanding, and skills attained by students (USAID, 2003). USAID, in EQ Review newsletter, explained that teachers administer assessments in a variety of ways over time to allow them to
observe multiple tasks and to collect information about what students know, understand, and can do.

These assessments are curriculum-based tasks previously taught in class. Continuous assessment occurs frequently during the school year and is part of regular teacher-student interactions. Students received feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. Teachers learn which student needs review and remediation and which students are ready to move on the work that is more complex. Thus, the results of the assessments help to insure that all students make learning progress throughout the school cycle thereby increasing academic achievement and skill improvement.

Another definition given by Ministry of Basic Education and Culture of Namibia (1999), when both formal and informal assessments are done on a regular and continuous basis, they are referred to as continuous assessment. Continuous assessment is meant to be integrated with teaching in order to improve learning and to help, shape and direct the teaching learning process.

According to Ministry of Basic Education and Culture of Namibia (1999), assessment is continuous because:

1) It occurs at various times as part of instruction;
2) May occur following the lesson;
3) Usually occurs following a topic and;
4) Frequently occurs following a theme.

According to Falayalo (1996), cited in Alausa Y.A (n.d), continuous assessment of learners progress could be defined as a mechanism where by the final grading or learners in the cognitive, affective and psychomotor domains of learning systematically takes account of all their performance during a given period of schooling.
Continuous assessment is not only concerned with the cognitive aspect of the learner but also considers other facets such as skills, attitudes and values. Nicholson (2001) describes that, continuous assessment as an instrument for promoting learners’ skills, knowledge, attitudes and values.

The Outcomes-Based Education curriculum requires that learners should be given ample opportunities to demonstrate to their educators what they know and what they can do. The implementation of continuous assessment demands that learners be assessed throughout the course of the year bearing in mind specific outcomes to be achieved and techniques to be used.

Continuous assessment is one of the aspects of the new approach in higher education of Ethiopia. Speady (1994), regards continuous assessment as authentic. Its authenticity lies in the fact that it gathers information directly pertinent to the quality of performance that perfectly embodies all the defined aspects of that performance.

From these definitions, one could infer that continuous assessment is an assessment approach that involves the use of a variety of assessment instruments, assessing various components of learning, not only the thinking process but also behaviours, and personality trait. Continuous assessment will also take place over a period such an approach would be more holistic, representing the learner in his/her entirety. It will begin with the decisions that the teachers perform on the first day of school and end with the decisions that the teachers and administrators make on the learners regarding end-of-year grading and promotion.

According to Torrance (1995), authentic strategies for assessment would not only consider a learner’s memory, but also skills, attitudes, knowledge and values. Effective teaching and learning can only take place if the learner, educator and content are constantly assessed. DOE (1998) explain that, continuous assessment can be defined as ongoing process that measures a learner’s achievement during the course of a grade or level providing
information that is used to support a learner’s development to enable improvements to be made in the learning and teaching process.

2.7.1. Benefits of Continuous Assessment

According to USAID Educational Quality Report (2003), Continuous assessment process is much more than an examination of student achievement. Continuous assessment is also a powerful diagnostic tool that enables student to understand the areas in which they are having difficulty and to concentrate their efforts in those areas. Continuous assessment also allows teachers to monitor the impact of their lessons on student understanding.

According to the USAID Educational Quality Report (2003), teachers can modify their pedagogical strategies to include the construction of remediation activities for student who are not working at the expected grade level and the creation of enrichment activities for student who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self-evaluation and student-specific activities by both student and teachers.

It is obvious that frequent interactions between student and instructor leads that the instructors know strengths and weaknesses of their learners. According to USAID Educational Quality Report (2003), One-to-one communication between the instructors and the student can motivate student to continue attending class and to work hard to achieve higher levels of mastery.

Continuous assessment provides information on achievement of particular levels of skills, understanding and knowledge rather than achievement of certain marks or scores. Thus, continuous assessment enables students to monitor their achievement of grade level goals and to visualize their progress towards those goals before it is too late to achieve them.
2.7.2. Advantages of Continuous Assessment on Sport Science

As suggested by Alausha Y.A (1991), one of the expected advantages of continuous assessment lies in its being guidance oriented. Since it will involve data gathering over a long period of time, it will yield more accurate data reaching the teachers early enough to modify instruction. This could play a vital role in diagnosing and remediating areas of learners’ weaknesses. Another advantage of continuous assessment is that it places teachers at the centre of all performance-assessment activities. It encourages more teacher participation in the overall assessment or grading of his/her learners.

Instructors must be given opportunities to select and review assessments so that they become involved and knowledgeable in the process. Through this approach, teachers would be able to integrate assessment and assessment results into instructional practice. Teachers will be expected to incorporate assessment into the larger learning framework and possibly to provide evidence regarding how assessment information is used to inform and guide instruction for individual learners.

According to Lewis (1997), with continuous assessment teachers must embed the assessment in their instructions, score the assessments and discuss standards for good learners’ work with colleagues, and learners.

Jacobs and Gawe (1996) state that, Continuous assessment has many advantages for both learners and instructors. These advantages are:

- The promotion of learners is not confined to a couple of tests and one or two examination a year since continuous assessment is an on-going process;

- Learners are always aware of how they are progressing in their learning as everything is exposed to them;

- Sickness and other causes of absenteeism do not disadvantage the learners since assessment is continuous;
• Continuous assessment enables learners to realize their strengths and weaknesses as they learn;

• It provides opportunity for weak learners to improve their weaknesses;

• It promotes frequent interactions between students and instructors that enable teachers to know the strengths and weaknesses of learners to identify which students need review and remediation;

• Students receive feedback from instructors based on performance that allows them to focus on topics they have not yet mastered.

2.7.3. Problems of continuous assessment on sport science

Alausha Y.A (1991) stated that, the problems of continuous assessment could be associated with the instructors’ skills in test construction and administration, attitudes toward continuous assessment and record keeping. One of the important aspects of continuous assessment is the availability of valid and reliable tests which could be used in all schools. To make the results comparable across all the schools, teachers need to be equipped with skills of test construction and administration.

Apart from the skills of test construction measuring cognitive aspects of learning, teachers should also be able to measure the learners’ affective attributes such as attitudes, motives, interests, values and other personality characteristics. Alausha Y.A (1991) investigated that, most teachers lack to measure those skills because of commitment of their own jobs.

For successful implementation of the continuous assessment approach, teachers need to give most tests, which mean more marking. According to Alausha Y.A (1991), teachers need to observe the learners more keenly to assess their affective outcomes, and there will be more records to be kept on the learners. All these could mean more work to the teacher, more demand on his or her time and more responsibility on him or her.
Another problem with continuous assessment is the issue of record keeping. Learners’ records have to be adequately kept over a long period of time. They should be properly stored. Scores may have to be combined from different sources using various weights. Teachers will need basic arithmetical operations of addition and multiplication. The cumulative effects of those things makes teachers become boring.

Bucher (1967) explained that, Class size and time allotments are the great problem in implementing continuous assessment in higher institutions. The standard established by La Porte’s committee after considerable research points up the acceptable class size. It recommends not more than 35 students as the suitable size for active classes. Class should never exceed 45 for one instructor.

Shortage of time is a major problem for the implementation of continuous assessment in higher institutions. According to ICDR reports (2004), teachers average evaluation score indicate that the given time for some courses is not adequate to cover the course on time. Sport science course is unique from other course is that, some course holds both practice and theories. Obviously, there are advantages and disadvantages for using continuous assessment and end of term examination in judging a student level of academic achievement. Ehiametalor (1983) summarized that, the advantage and disadvantage of continuous assessment and end of term examination in judging a student level of academic achievement in the following table:
Table 1: Advantage and disadvantage of continuous assessment and term examination.

<table>
<thead>
<tr>
<th>Academic achievement indicators</th>
<th>Continuous Assessment Internal Assessment</th>
<th>End of Term Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Progress</td>
<td>Monitors cognitive Learning periodically to assess level of achievement.</td>
<td>Waits till end of term to assess learning progress</td>
</tr>
<tr>
<td>Deficiency in Learning</td>
<td>Helps teacher to determine those students who need extra help before long. In course system such students are made to do remedial work.</td>
<td>Teacher has no way of assessing students' progress unless at the end of term, when it will be too late to help the student with his problems.</td>
</tr>
<tr>
<td>Grading</td>
<td>Takes average performance into consideration tests and assignments are given proportional weights, fairer to student because the total sum of his learning activity is taken into consideration.</td>
<td>Classroom work and homework do not form part of final grading. Penalizing students since the performance in end of term or year examination is used for promotion.</td>
</tr>
<tr>
<td>Award</td>
<td>Award based on this system is fairer to students</td>
<td>Not fair to students</td>
</tr>
<tr>
<td>Moral for learning</td>
<td>Student studies all the time, since a quiz is likely any time class is in session and scores in the quiz go into the final product.</td>
<td>Morale for learning is low. Increases the tendency of students to memorise to pass examination.</td>
</tr>
</tbody>
</table>

Adopted from application of continuous assessment model in Nigerian school, 1983
2.8. Characteristics of Continuous Assessment

In the guide for the National Professional Education the following characteristics of continuous assessment are described (DESP, 1995). Continuous assessment is not concerned only with giving learners mark and a place in class, but to help instructors in identifying areas in which learners do not perform well.

DESP (1995) explained that, instructors could then decide on the type of remedial work that would assist learners in the areas in which they do not perform well. Sport science instructors do not only assess learners by means of tests and examinations but can utilise various methods of assessment for example:

- Evaluating written class work, homework and skills on daily basis;
- Observation of learners' skill performance;
- Monitoring learners working in pairs, groups and as individuals;
- Questioning learners to find out what they know and can do;
- Listening to learners responses to questions.

Sport science instructors assesses the learner on a daily basis while normal teaching and learning take place instead of waiting until the end of a section of work, the end of the term or the end of the year. The information obtained by sport science instructor on a continuous basis can help him/her to adjust his/her teaching methods accordingly in order for learners to improve their performance in sport science course.

2.9. The purpose of Continuous Assessment in Sport Science

It is obvious that the purpose of continuous assessment is to monitor learner’s progress through an area of learning so decisions can be made about the best way to facilitate further learning in terms of expected knowledge, skills, attitudes and value.
Assessment provides information about the learning difficulties and remedial action necessary to support learners who may be experiencing learning difficulties.

According to DOE (2000), the purpose of continuous assessment is not about promotion but about progression. Continuous assessment serves to determine whether the learning required for the achievement of the specific outcomes.

The guide for Diploma in Education Senior Primary Outlines (DESP, 1995) state that, there are six purposes of continuous assessment these are diagnostic, teaching methodology, motivation, formative, summative and evaluative.

2.9.1. Diagnostic
The diagnostic purpose aims at the identification of the strengths and weakness of the learner. As soon as weaknesses have been identified remedial measures can be taken.

2.9.2. Teaching methodology
This aspect enables sport science instructors to evaluate the effectiveness of teaching methods and strategies used and changes them if necessary.

2.9.3. Motivation
Learners awareness that they are continuously assessed well make a difference to their end of year progress report and intrinsically motivates them to do their best consistently throughout the academic year.

2.9.4. Formative
The formative purpose endeavours to monitor the learners’ progress towards the set and agreed upon learners. After setting expectations, evidence should be collected to provide each learner and instructors with feedback about the progress towards the set goals.
2.9.5. Summative

This purpose aims at evaluating the learners understanding and achievement of goals within a particular time frame. This is a formal reporting of achievement at certain stages of learning, for example at the end of academic year.

2.9.6. Evaluative

This is an attempt to discover the manner in which the subject programme is working in relation to the expectations and goals set for the students. It is applied in order to evaluate certain parts of work and to monitor the standards of the universities as a whole.

2.10. Reasons for using continuous assessment in practical and theoretical class of sport science course

According to Capper (1996), Plesis (2003), the reason for using continuous assessment is to:

- Find out what students know and can do;
- Provide all students with opportunities to show what they know;
- Promote learning for understanding;
- Improve learning;
- Identify which students need assistance;
- Let the students know how well they are progressing in their own learning;
- Let parents know how their students are progressing;
- Lead to overall evaluation.
2.11. Components of Continuous Assessment

Sport science instructors do not use different methods of data gathering techniques during the instructional process therefore; problems might happen for continuous assessment. DESP (1995) explained that, Continuous assessment consists of two components, namely formal and informal assessment.

2.11.1. Formal Assessment

The formal component of continuous assessment deals with competency levels. The learners' potentials such as insight, knowledge, problem solving, skills, logical thinking, neuro-muscular coordination and reaction time receive recognition by the instructors. These potential are usually evaluated by control tests which are conducted first and second semester and final examination at the end of both semesters.

2.11.1.1. Test and Examination

According to Madaus (1998), there are various educational debates among educationists concerning the inclusion of tests and examinations as part of continuous assessment and the influence they have on the curriculum. The argument is that tests and examinations distort the curriculum and teaching in various ways.

Ebel (1979) believes that, tests and examinations have a positive influence on education and tests and examinations are essential for good and productive education. He further argues that some learners only prepare themselves for the final examinations while not having participated during the course of the year. Some learners can be discouraged by continuous assessment.

Tests and examinations are parts of continuous assessment. Marks obtained in tests and examinations are to be added at the end of the term or year as part of continuous assessment. According to Jacobs and Gawe (1996), there are advantages and disadvantages of continuing with tests and examination
as form of assessment in schools. The advantages of tests as part of continuous assessment are:

- They test memory skills;
- Tests enable the educator to see if the learners can work independently;
- The educator can assess if learners can finish activities within certain time limit;
- Tests enable the educator to assess a wide range of learning aspects quickly.

According to Jacobes & Gawe (1996), the disadvantages of tests as part of continuous assessment are:

- Tests take a lot of time to prepare and mark;
- They put a great deal of pressure on educators and learners;
- Tests are costly in time and money;
- They assess a limited range of abilities.

Whether a person supports tests and examinations or not the most important aspect is that all activities should have purpose. Instructors should have reasons for selecting specific assessment strategies. Tests and examinations should be selected for definite and appropriate purposes.

**2.11.1.2. Assignment**

According to the MOE (1996), assignment is a problem solving exercise with clear guidelines and specified length. Assignment like test is more structured and less open ended than project. In fact, they are more challenging and less text book-based than test. Assignment should not be a mere replica of the questions of ideas raised in student text books. Instead, they have to be written in a way they can enhance higher level of thinking.
2.11.1.3. Group Projects

The Ministry of Education (1999) suggested that, project is an exercise on a single objective or topic that requires investigation with time constraints more relaxed than assignments. Moreover, projects require much more information that assignments and hence required the involvement of group of learners working together.

2.11.1.4. Practical Exercise

Practical exercises are activities that allow learners to demonstrate manual and behavioural skill. The assessment may be based on the end result of the activities. According to MOE (1996), performance assessment techniques measure skills that specially require some type of action. These assessment tools would help teachers to analyse student performance and to comment on time, speed, accuracy, precision and appearance.

2.11.1.5. Oral Question

In teaching learning process of sport science course sport science instructors may raise several questions for the topic he/she discussed. Students are allowed to give the correct answer. Teacher may set marking criteria for this assessment tool. Student who gives the correct answer may give one mark, while give partial answer receives half mark and those who missed earned zero mark. At the end of the semester the total mark earned will be converted in to certain minimum of the total assessment i.e. 10%, 15% etc. (MOE, 1996).

2.11.2. Informal Assessment

The informal component of continuous assessment is concerned with assessing of learner behavior. The following diagnostic measures should be taken into consideration by the instructor in observing the learner’s attributes such as behavior, attitudes, confidence, self-concept, oral communication, social skills, technical aptitude, and applied creativity. Informal assessment plays an important role and should take place without
learners being aware of what is taking place. Jacobs and Gawe (1996),
identify the following examples of how informal assessment can be
processed:

- Keeping a checking of learners completing their homework;
- Nothing who participates in class discussions;
- Listening and noting down what other educators say about learners;
- Observing who leads in group activities.

2.11.2.1. **Anecdotal Records**

Most of the learning outcome to be achieved by sport science students may
not fully assessed formally by paper-and-pencil tests. According to ICDR
(1999), Behavioural changes in personal-social development (social or
scientific attitudes, interests, feelings and belief.) are also included. These
outcomes could not be tested with the common formal assessment
techniques. Behavioural changes of sport science students could be
measured by using anecdotal records, rating scale or checklists.

Thorndike, et. al. (1977) stated that, anecdotal records are informally
recorded reports as a guide to teachers increased understanding or to that of
others who will later deal with the students. Anecdotal records can be used
for obtaining data related to a variety of learning outcomes and too many
aspects of personal and social development.

<table>
<thead>
<tr>
<th>Class___________</th>
<th>Student:_____________</th>
<th>Observer__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date_____________</td>
<td>Place_________________</td>
<td></td>
</tr>
</tbody>
</table>

INCIDENT_______________________________________________________________
________________________________________________________________

INTERPRITATION_______________________________________________________

*Adopted from Norman E. Gronlund, 1981*
2.11.2.2. Rating scale

The simply a set of characteristics to be judged, accompanied by a kind of scale. Thus the observer uses the scale to indicate which one of the descriptions is best characterized by the individual being judged. Gronlund (1981) stated that, rating scale provide a systematic procedure for obtaining and reporting the judgments of observation.

<table>
<thead>
<tr>
<th>5. Outstanding</th>
<th>3. Average</th>
<th>1. Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Above average</td>
<td>2. Below average</td>
<td></td>
</tr>
</tbody>
</table>

1. To what extent does the student participate in practical activity? Circle

1 2 3 4 5

Adopted from teacher education hand book, 1999

2.11.2.3. Checklist

According to Gronlund (1981), checklist is often used to search out very specific behaviours of students; a list of performance criteria is associated with a particular performance. In other word Yes/No responses can be used for the behaviour to be checked.

Direction: Circle ‘Yes’ or ‘No’ to indicate whether the skill has been demonstrate or not.

YES NO 1. Did the teacher demonstrate the fundamental skill of volleyball?

YES NO 2. Did you perform accordingly?

Adopted from teacher education hand book, 1999
2.12. **How to Plan and Organize Continuous Assessment**

Because of the wide variety of forms that continuous assessment can take it is difficult to provide detailed guidelines on how to plan and organize such assessment. However, Bob Purvis (1997), provide a number of general principles on how plan and organize continuous assessment. Here are some of the guidelines:

A) Ensure that the proposed assessment scheme is progressive and properly integrated and that the different assessment vehicles are appropriately matched to the objectives, learning outcomes or competences that they are intended to assess.

B) Remember that examinations and other terminal assessment vehicles can be used to gather with continuous assessment programs, so try to use both models of assessment on the most effective complementary way.

C) Always tell your students exactly what it is you expect them to do, and make sure that your requirements and ground rules are properly adhered to. Ensure that other members of staff involved in teaching the course are also fully informed on your plans; their comments will generally be useful.

D) Ensure that any written instructions or guidelines provided to your students are clear unambiguous and helpful.

E) Make sure that you create appropriate opportunities for students to discuss the continuous assessment program with yourself and any other members of staff involved, both before they embark on the program and during the program itself.

F) Do not set major assignments too early in a course; begin with simple assignments and then make them progressively more demanding, so that students develop their competence and build up their confidence in a systematic way.
G) Make sure that students have sufficient time to prepare for and carry out each element of continuous assessment program, particularly if this involves fact-findings or research of some sort.

H) Make sure that your students are not over-assessed, either by yourself or by you and your colleagues. Too much assessment can be encounter-productive, and can cause students unnecessary stress.

I) Interdisciplinary assessments are possible, and reflect workplace practice.

J) Monitor students carefully to ensure consistency between the marking of different student’s work, to ensure that standards are maintained for one year to another, and to demonstrate fitness for purpose.

K) Allow sufficient time for adequate marking and comment on the students work, but try to ensure that they receive feedback in the reasonable time: institutional and course regulations should be followed here.

L) Remember that full and constructive feedback is an essential feature of continuous assessment, particularly if it is being used for formative purposes.

2.13. Managing Continuous Assessment

The management of continuous assessment is one of the instructors’ responsibilities. According to DOE (2000), the basic principles underlying management of continuous assessments’ are as follow:

2.13.1. Designing Down

This concept refers to planning backwards. The outcome to be addressed through teaching and learning are first clearly stated before developing the teaching and learning activities the learners will be engaged in. In their planning educators should start by identifying outcomes to be assessed from those to be addressed through teaching and learning. They should then
choose appropriate assessment techniques and activities to be used when assessing the chosen outcomes.

2.13.2. Clarify of Focus

According to this principle everyone should have a clear picture of what is expected at the end. This implies that educators must ensure that learners are clear about the criteria against which they are to be assessed and what they are expected to demonstrate.

2.13.3. High expectations

This implies that educators must assist learners to their full potential.

2.13.4. Expanded Opportunities

This refers to the fact that educators should find multiple ways of exposing learners to learning opportunities that will help them demonstrate their full potentials in terms of knowledge, skills, values and attitudes.


As stated by the Department of Education (DOE, 1997), Continuous assessment must be undertaken using assessment tools and techniques. Educators should have a sound knowledge of what each technique offers. Chosen methods, tools and techniques must provide a range of opportunities for learners to demonstrate knowledge, skills, values and attitudes.

There is a wide range of assessment strategies that may be used to measure learner performance. An assessment tool that is chosen and must be aligned to fit the identified purpose of the assessment and the educator's choice of method depends to a great extent on what is to be assessed.

DOE (1998) investigated that, the following assessment methods, tools and techniques in their assessment policy.
2.14.1. Assessment methods
Assessment methods relate to the procedures the educator wishes to follow in order to assess the learners. According to ICDR (2004), procedures include self-assessment, peer assessment and group assessment.

2.14.1.1. Self-assessment
In self-assessment learners are guided to take responsibility for their own learning. A learner assesses his/her own performance against the desired outcomes and then able to decide what he/she needs to do in order to improve his/her own performance.

2.14.1.2. Peer assessment
Peer assessment is the process of using learners to determine one another’s achievement against clearly defined outcomes (Torrance, 1995). This can involve individual tasks where learners assess one another or group tasks where one learner assesses how another learner performed in a group task.

2.14.1.3. Group assessment
Group assessment can be used for a task where a group of learners will work together to achieve an outcome. This is when groups within one class assess each others performance on a given task with specified criteria.

2.14.2. Assessment tools
According to DOE (1998), assessment tool is an instrument that the educators use when assessing the learners and which is appropriate to the method of assessment. DOE (1998) investigate, some of the assessment tools:

- Observation sheets.
- Assessment grids.
- Class lists.
2.14.2.1. Observation Sheets

This is an assessment tool in which the educator records his/her observations about a learner. The educator observes the learner against criterion.

2.14.2.2. Assessment Grids

Assessment grids are a set of criteria that are used to ensure that different parts of a task are assessed. An assessment grid can be assigned in the form of a grid. It can however simply be a list of what is assessed, who assesses and what assessment key is used for example "not yet achieved".

2.14.2.3. Class Lists

According to Davidoff and Lazarus, S (1997), class lists are for ensuring that individual learners are assessed systematically. It can for example assist the educator to check how many times each learner has perform the task.

2.14.2.4. Assessment Techniques

A technique may be a special way in which the educator uses a method and a tool to provide opportunities for learners to demonstrate their performance. It may also be the way that learner chooses to demonstrate evidence of attainment. Assessment techniques include interviews, written assignments, oral questions and answers (Artel and Spandel, 1991).

2.15. Marking, Scoring and Recording students’ Performance

Marking (grading) in sport science is the process of offering different types of symbols to academic progress or achievement of students. Mark (grade) given to students academic achievement are usually reported to the department of sport science then registrar office of the university.

According to the guidelines of continuous assessment in Ministry of Education (1996), the major functions of marking (grading) are:

- It provides objectives criteria for assessing students’ performance:
• It helps to place students in identifiable ability;

• It helps to determine whether a student has performed well or poorly;

• It provides permanent records of student achievement and progress;

• Awarding marks at regular interval tend to motivate learner.

Scoring is a coherent set of rules that a teacher employs to assess the quality of students’ academic performance. A scoring procedure would assist or guide an instructor’s judgment about his/her students. MOE (1996) suggested that, in skill related tasks the scoring procedure may be in the form of rating scale or checklist. Cumulative evidence of learner achievement must be recorded. Cumulative records should include information on the holistic development of the learner, such as the development of values, attitudes and social development.

According to DOE (1998), Recording of a learner's performance can be categorized into formal and informal records of assessment. Formal records of assessment are systematic records of the assessment tasks performed by learners. This is the gathering of information and the progress of the performance of learners over time. Informal records of assessment refer to the short notes or comments that an educator writes which are based on the day-to-day observation of learners.
CHAPTER THREE

RESEARCH METHODOLOGY

The research methodology in this study was descriptive survey research. This was because the study attempts to describe the current practice of implementation of continuous assessment in practical and theoretical class of sport science courses with its effects on the academic and skill improvement of sport science students in Debre Markos and Baher Dar universities.

3.1. Study Area, Climate and Temperature

Bahir Dar town is situated on the southern shore of Lake Tana, the source of Abay. The town is located approximately 578 km north-northwest of Addis Ababa. Bahir Dar University is located in Bahir Dar, a fast growing city situated at the southern shore of lake Tana the largest lake in Ethiopia. Bahir Dar University includes three existing and three new campuses. The main campus is bounded by the Amhara Management Institute and kebele 7 in the north, swampy fields in the south, Abay river in the east and open fields and kebele 7 in the west. Bahir Dar University was inaugurated in May 2000 (1992 E.C.) when the former Bahir Dar Teachers college and Bahir Dar polytechnic institute join together to become the Education and Engineering Faculties, respectively.

Debre Markos is located 300 km north-west of the capital Addis Ababa and 265km South east of Bahir Dar, the capital of the Amhara National regional state. It is situated 2400 meters above sea level. The town has 1380ml average annual rainfall and minimum and maximum temperature of 15°C and 22°C respectively.

Debre Markos University is a public university located in the town of Debre Markos. The university is located two kilometers from the central square of the town. It covers an area of cover 100 hectares. Construction for the university started in 2005 (1997 E.C.). Debre Markos University is one of the
thirteen new universities which were established by the Federal Democratic Republic of Ethiopia. The University accepted its first students in 2007. Currently the university has 6 Colleges and one school.

3.2. Source of the Data

In this research sport science students, sport science instructor and department heads of sport science in Debre Markos and Bahir Dar universities were used as primary source. Assessment formats, grade transfer formats, record sheets and course outline of the universities were used as a secondary source.

3.3. Population and Sampling Techniques

There are five public universities in Amhara region those universities were under the control of Federal Government. Currently all of the five public universities were offering sport science training. Out of these universities, namely Debre Markos and Bahir Dar University were purposively selected as a source of pertinent, adequate and reliable information for the study. Moreover, the rationale behind selecting these universities using purposive sampling techniques was their higher level of qualification and the diversity of training areas was currently running at Bahir Dar University and Debre Markos University has started sport science training course in 2009/2010 academic year and followed modularization system.

The populations of this study were categorized in to three. First sport science instructors who teach sport science course at Debre Markos and Bahe Dar universities, second students who join to college of Natural and Computational Science specially department of sport science and third department heads of sport science at Debre Markos and Bahe Dar universities.

According to the data obtained from administration of both universities there were approximately 25 sport science instructors, 317 first to third year sport science students and 2 department heads of sport science in regular
program at Bahir Dar and Debre Markos universities in the academic year of 2011/2012.

Out of these 15 (60%) of sport science instructors, 96 (30.2%) of sport science students and 2 (2%) of department heads of sport science were included in the study. Sport science instructors and sport science students were selected by simple random sampling techniques by lottery methods. While, department heads of sport science were selected by purposive sampling. The reason for the researcher use simple random sampling techniques by lottery system was that it gives all units for equal chance to be selected. While, purposive sampling was they provide valuable and precious information about the study.

The following table shows the name of the universities, the number of sport science department heads, the number of sport science instructors and sport science students who responded to the questionnaire and interviews.

**Table 2: The number of department heads’ of sport science, sport science instructors and sport science students respondents and population.**

<table>
<thead>
<tr>
<th>No</th>
<th>Name of the university</th>
<th>Department heads of sport science</th>
<th>Sport science instructors</th>
<th>Sport science students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Sample</td>
<td>Population</td>
<td>Sample</td>
</tr>
<tr>
<td>1</td>
<td>Bahir Dar university</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Debre Markos university</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>
3.4. Data Gathering Tools

The subjects of the study were sport science students, sport science instructors, and department heads of sport science. In order to gather first-hand information pertaining to the subjects of the study the following tools were used.

3.4.1. Questionnaire

In order to make triangulation, the same sets of questionnaires, one for sport science instructors and the other for sport science students, were used to obtain information about perception of continuous assessment and the effects of implementation of continuous assessment for both sport science instructors and sport science students. The items in both questionnaires were closed-ended type. Some of the items of the structured questions were positively worded and the others were negatively worded to avoid possible bias. To satisfy the need for confidentiality, respondent were not asked to put their names on the questionnaire instead they were requested to indicate their sex, age, qualification, academic year, teaching year experience, and name of the institutions/university so far as background information were concerned.

3.4.2. Interview

An interview schedule was prepared for department heads of sport science of the two selected universities. The interview questions were both structured and unstructured. The main focus of the interview was the controlling mechanisms and to check whether continuous assessment were being practiced, what kind of support did the university provided, what are the positive effects of implementation of continuous assessment on sport science students, perception of continuous assessment for university instructors in general and sport science instructors in particular. The interviews were recorded using field notes. Finally the responses of the interviews were analysed and incorporated in the analyses.
3.4.3. **Document Analyses**

The researcher was used this instrument in order to get relevant information. Moreover, documents enable to study the current events and effects of implementation of continuous assessment on sport science students. Documents were used for obtaining information about students assessment formats, recorded sheets and course outline and grade transfer form.

3.5. **Procedure of data Collection**

The data gathering instruments were in English for sport science instructors, but for sport science students it was in Amharic to overcome the problem of understanding. The interviews with department heads were also conducted in English because the medium of instruction for Higher Education is English.

The distribution, continuous follow up, and the collection of questionnaire were made by the researcher himself. To maximize the quality of respondents and the rate of return, convenient time gap was arranged. Moreover, the researcher had made the objective of the study clear to all respondents at the beginning of the questionnaire administration, in order to avoid confusion and facilitate ease of administration. A close follow up was made to immediately correct problems that arose during the filling of the questionnaire.

3.6. **Data Analysis**

Based on the nature of the data collection both quantitative and qualitative procedures were employed. Accordingly percentages and frequency counts were used to analyze the items of the questionnaire. Information gathered from document analysis, interview and open questions were presented and described qualitatively.
CHAPTER FOUR
PRESENTATION, ANALYSIS AND INTERPRITATION OF THE DATA

In this chapter, the results obtained from questionnaires for sport science instructors and sport science students, interview for the department heads of sport science and document analysis were analysed. Percentage as a statistical method was used to analyse and presents the structured items of the questionnaires quantitatively. Besides, to enrich the information gathered through the questionnaires, the data obtained through interview, from the department heads of sport science and document analysis were analysed and described qualitatively.

4.1. Background Characteristics of Sport Science Instructors Respondents

Based on the responses obtained from sport science instructors, their characteristics were examined in terms of sex, age, qualification, experience, university classification, post level, and teaching load per week as indicated below.
Table 3: Frequency distribution of sport science instructors by Sex, Age, Qualification, Experience and University classification

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Respondents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Name of the institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Bahir Dar</td>
<td>10</td>
<td>66.67</td>
</tr>
<tr>
<td></td>
<td>b) Debre Markos</td>
<td>5</td>
<td>33.33</td>
</tr>
<tr>
<td>2</td>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Male</td>
<td>14</td>
<td>93.33</td>
</tr>
<tr>
<td></td>
<td>b) Female</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>3</td>
<td>Age category</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) 20-25</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>b) 26-30</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>c) 31-35</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>d) 36-40</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td></td>
<td>e) 41-45</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td></td>
<td>f) 46-50</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td></td>
<td>g) Older than 51</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Academic qualification</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) BA</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>b) Bed</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>c) MA</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td></td>
<td>d) MSc</td>
<td>12</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>e) PhD</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>5</td>
<td>Years of teaching experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) 0-5</td>
<td>8</td>
<td>53.33</td>
</tr>
<tr>
<td></td>
<td>b) 6-10</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>c) 11-15</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td></td>
<td>d) 16-20</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td></td>
<td>e) More than 20</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>6</td>
<td>University classification</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Old</td>
<td>10</td>
<td>66.65</td>
</tr>
<tr>
<td></td>
<td>b) New</td>
<td>5</td>
<td>33.33</td>
</tr>
<tr>
<td>7</td>
<td>Post level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Graduate assistant I</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>b) Graduate assistant II</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>c) Assistant lecturer</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>d) Lecturer</td>
<td>14</td>
<td>93.33</td>
</tr>
<tr>
<td></td>
<td>e) PhD</td>
<td>1</td>
<td>6.67</td>
</tr>
</tbody>
</table>

F = Frequency
As indicated item 1 in table 3, most of the respondents of sport science instructors 14 (93.33%) were male while, 1 (6.67%) of them was female. This shows the ratio of female sport science instructors in Bahir Dar and Debre Markos universities are quite low.

Regarding to age of the respondents more than half of sport science instructors 9 (60%) in the research sample are in the age group 26 to 30 years while nearly quarter of the respondents 3 (20%) are between 31 to 35 years old. The table further reveals that the majority of the respondents (80%) are younger than 35 years which means that they have more to offer in terms of energy and productivity. Younger sport science instructors may stay in the education profession for longer period of time to gain more experience with the aim of possible promotion. Younger sport science instructors are also more eager and show more enthusiasm in implementation of new programs in education.

The forth item in table 3, shows academic qualification of sport science instructors respondents. Accordingly, 12 (80%) are master of science; 2 (13.33%) are Master of Art holders and 1 (6.67%) has PhD holder. Qualified sport science instructors are crucial not only to ensure quality education but also to assess the cognitive aspects and skill improvement (psycho-motor) of students.

According to Le Grannge and Reddy (1998), the successful implementation of continuous assessment requires adequately trained educators. Ayalew (1991) has stated that, whatever curriculum changes and reforms are made, all will be of little or no avail without qualified teachers. On the bases of this, the collected data shows that, the majority 12 (80%) of sport science instructors have the minimum requirement to be university instructors which mean Master of Science. While, 2 (13.33%) were Master of Art and 1 (6.67%) has PhD which fulfil the requirement of the Higher Education Proclamation (2009).
The fifth item in table 3, shows work experience of sport science instructor’s at Debre Markos and Bahir Dar universities range from 0 to 20 years and above. However, a large proportion 8 (53.33%) have an experience less than 5 years, while on the other extreme 2 (13.33%) have teaching experience of more than 20 years. Experience together with adequate training is needed for the responsibilities and the demands imposed an educator (Carl, 1995). The more experience and training an educator have the more confidence and expertise he/she will have acquired to be an effective educator. Anderson (1989) investigate that, continuous professional development and experience are prerequisites for educators to keep up with the rapid pace of knowledge, advancement of technology and increasing demands imposed upon educators.

The sixth item in table 3, shows respondents of sport science instructors in old and new university. Majority of the respondents 10 (66.67%) were old university (Bahir Dar university) while, 5 (33.33%) of the respondents were new university (Debre Markos university).

**Table 4: Frequency distribution of sport science instructors’ weekly Load, Average class-size and Higher Diploma Course**

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Respondents Sport science instructors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Teaching load per week</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) 5-10hr</td>
<td>13</td>
<td>86.67</td>
</tr>
<tr>
<td></td>
<td>b) 11-12hr</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td></td>
<td>c) 13-20hr</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td></td>
<td>d) More than 20</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Number of students you teach per class room</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) 20-30</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td></td>
<td>b) 31-40</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>c) 41-50</td>
<td>4</td>
<td>26.67</td>
</tr>
<tr>
<td></td>
<td>d) More than 50</td>
<td>10</td>
<td>66.67</td>
</tr>
<tr>
<td>3</td>
<td>Did you take Higher diploma training course?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Yes</td>
<td>10</td>
<td>66.67</td>
</tr>
<tr>
<td></td>
<td>b) No</td>
<td>5</td>
<td>33.33</td>
</tr>
</tbody>
</table>
As shown in item one in table 4, more than three quarter 13 (86.67%) of the respondents were having teaching load below 10hr per week; 1 (6.67%) were having teaching load 11-12hr per week and 13-20hr per week. For proper implementation of continuous assessment, time is one of the most important factors and sport science instructors should have enough time to assess the cognitive and psychomotor domain of students in classroom and outside classroom.

When it comes to the number of students in a class as could be seen from the above table item 2, the largest proportion 10 (66.67%) teach more than 50 students in single classroom; 4 (26.67%) had between 41-50 students in a class; while 1 (6.67%) of teacher respondents have less than 30 students. The standard established by La Porte’s committee after considerable research points out that the acceptable size of physical education class not more than 35 students as the suitable size for activity classes. Class should never exceed 45 for one instructor (Bucher, 1967), But the research show against the scholars.

The third item in table 4, shows that most of the respondents 10 (66.67%) in the research sample clearly indicated that sport science instructors who teach sport science course at Bahir Dar and Debre Markos universities had taken higher diploma training course; while 5 (33.33%) had not taken a course of higher diploma training. Krishnamurthy and Ram (1990) state that, Short-term orientations courses should be arranged for all physical educators to inspire them to make physical education a full-fledged discipline so that its contribution can be maximised.
Table 5: Frequency distribution of sport science students’ by Institution, Sex, Age, Academic Years and University Classification

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Respondents Sport science students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Name of the institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Bahir Dar</td>
<td>60</td>
<td>62.50</td>
</tr>
<tr>
<td></td>
<td>b) Debre Markos</td>
<td>36</td>
<td>37.50</td>
</tr>
<tr>
<td>2</td>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Male</td>
<td>75</td>
<td>78.13</td>
</tr>
<tr>
<td></td>
<td>b) Female</td>
<td>21</td>
<td>21.87</td>
</tr>
<tr>
<td>3</td>
<td>Age category</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) 18-25</td>
<td>92</td>
<td>95.83</td>
</tr>
<tr>
<td></td>
<td>b) 26-30</td>
<td>2</td>
<td>2.08</td>
</tr>
<tr>
<td></td>
<td>c) 31-35</td>
<td>1</td>
<td>1.04</td>
</tr>
<tr>
<td></td>
<td>d) 36-40</td>
<td>1</td>
<td>1.04</td>
</tr>
<tr>
<td></td>
<td>e) 41-45</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>f) 46-50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>g) Older than 51</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Academic year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) I</td>
<td>38</td>
<td>39.58</td>
</tr>
<tr>
<td></td>
<td>b) II</td>
<td>38</td>
<td>39.58</td>
</tr>
<tr>
<td></td>
<td>c) III</td>
<td>20</td>
<td>20.83</td>
</tr>
<tr>
<td></td>
<td>d) IV</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>University is classified as an/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Old university</td>
<td>60</td>
<td>62.50</td>
</tr>
<tr>
<td></td>
<td>b) New university</td>
<td>36</td>
<td>37.50</td>
</tr>
</tbody>
</table>

Table 5 was designed to identify the characteristics of sport science students’ respondents. As indicated in item 1 of table 5, the majority of the respondents 60 (62.50%) were from Bahir Dar (Old university); While 36 (37.50%) were from Debre Markos (New university). According to Teshome (2007), describe that the new institutions namely university colleges that will ultimately grow to a university. The status and name of “university” is currently being used for those institutions (new universities), although they do not yet fulfil the requirements laid out in the higher education proclamation.
The second item in table 5, shows that more than three quarter of the respondents, 75 (78.13%) were males; while 21 (21.83%) of them were females. This shows the ratio of female sport science students in Bahir Dar and Debre Markos Universities are quite low as like as female sport science instructors in both universities.

Regarding on the age of sport science students respondents at Bahir Dar and Debre Markos universities, nearly hundred 92 (95.83%) were in the age group 18 to 25 years; while 2 (2.08%) were between 26 and 30 years old. The table further reveals that the majority of sport science students respondents 94 (97.91%) are younger than 30 years which means that they have more to offer in terms of energy and productivity.

The fourth item in table 5, presents the academic years of sport science students in both universities. Accordingly, 76 (79.16%) were year I and year II sport science students; while 20 (20.84%) were year III sport science students at Bahir Dar and Debre Markos universities.

4.2. Results and Discussions

Here, the data obtained from different sources using the different data gathering tools were presented and interpreted.

4.2.1. Results on the perception of continuous assessment on sport science instructors and sport science students at Bahir Dar and Debre Markos universities

The data collected from the questionnaire for sport science instructors and sport science students from Bahir Dar and Debre Markos universities, using attitude Liker’s scale are reported in table 6. In order to make the analysis simple for presentation the five point attitude liker scale is condensed in to three as indicated below (the raw data is enclosed in appendix).
Table 6: Frequency distribution according to respondents’ perceptions of continuous assessment

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Respondents</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Sport science instructors</td>
<td>Sport science students</td>
<td>Sport science instructors</td>
<td>Sport science students</td>
<td>Sport science instructors</td>
<td>Sport science students</td>
<td>Sport science instructors</td>
<td>Sport science students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>Disagree</td>
<td>Uncertain</td>
<td>Total</td>
<td>Agree</td>
<td>Disagree</td>
<td>Uncertain</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>2.1</td>
<td>An effective instrument for the promotion of learners in sport science course.</td>
<td>13</td>
<td>86.67</td>
<td>2</td>
<td>13.33</td>
<td>-</td>
<td>-</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>2.2</td>
<td>The main cause of the high failure rate of students.</td>
<td>-</td>
<td>-</td>
<td>15</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>2.3</td>
<td>Being implemented by adequately qualified educators.</td>
<td>8</td>
<td>53.33</td>
<td>4</td>
<td>26.67</td>
<td>3</td>
<td>20</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>2.4</td>
<td>A suitable tool for determining sport science learners progress.</td>
<td>12</td>
<td>80</td>
<td>3</td>
<td>20</td>
<td>-</td>
<td>-</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>2.5</td>
<td>Assisting in the development of sport science learners.</td>
<td>13</td>
<td>86.67</td>
<td>1</td>
<td>6.67</td>
<td>1</td>
<td>6.67</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>2.6</td>
<td>A valuable instrument for developing learners' achievement and skill improvement.</td>
<td>13</td>
<td>86.67</td>
<td>2</td>
<td>13.33</td>
<td>-</td>
<td>-</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>2.7</td>
<td>Increasing opportunities for weaker learners to progress to the next courses.</td>
<td>14</td>
<td>93.33</td>
<td>1</td>
<td>6.67</td>
<td>-</td>
<td>-</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>2.8</td>
<td>Too time consuming to implement specially in sport science course.</td>
<td>7</td>
<td>46.67</td>
<td>4</td>
<td>26.64</td>
<td>4</td>
<td>26.67</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>2.9</td>
<td>An unreliable tool for promotion of sport science learners.</td>
<td>1</td>
<td>6.67</td>
<td>12</td>
<td>80</td>
<td>2</td>
<td>13.33</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>2.10</td>
<td>Easy to implement in a large class.</td>
<td>2</td>
<td>13.33</td>
<td>12</td>
<td>80</td>
<td>1</td>
<td>6.67</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>2.11</td>
<td>Over burdening sport science instructors with extra work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>------</td>
<td>----------------------------------------------------------</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>Percentage</td>
<td>Rank</td>
<td>Mean</td>
<td>Median</td>
<td>Standard Deviation</td>
<td>Minimum</td>
<td>Maximum</td>
<td>90th Percentile</td>
</tr>
<tr>
<td>2.12</td>
<td>Needing a lot of material resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>Percentage</td>
<td>Rank</td>
<td>Mean</td>
<td>Median</td>
<td>Standard Deviation</td>
<td>Minimum</td>
<td>Maximum</td>
<td>90th Percentile</td>
</tr>
<tr>
<td>2.13</td>
<td>Assisting sport science instructors in identifying problems experienced by learners in the mastering of skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>Percentage</td>
<td>Rank</td>
<td>Mean</td>
<td>Median</td>
<td>Standard Deviation</td>
<td>Minimum</td>
<td>Maximum</td>
<td>90th Percentile</td>
</tr>
<tr>
<td>2.14</td>
<td>Enhance academic achievement and skill improvement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>Percentage</td>
<td>Rank</td>
<td>Mean</td>
<td>Median</td>
<td>Standard Deviation</td>
<td>Minimum</td>
<td>Maximum</td>
<td>90th Percentile</td>
</tr>
<tr>
<td>2.15</td>
<td>Gathering relevant information about progress of sport science students.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>Percentage</td>
<td>Rank</td>
<td>Mean</td>
<td>Median</td>
<td>Standard Deviation</td>
<td>Minimum</td>
<td>Maximum</td>
<td>90th Percentile</td>
</tr>
<tr>
<td>2.16</td>
<td>Creates a conducive teaching learning environment in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>Percentage</td>
<td>Rank</td>
<td>Mean</td>
<td>Median</td>
<td>Standard Deviation</td>
<td>Minimum</td>
<td>Maximum</td>
<td>90th Percentile</td>
</tr>
<tr>
<td>2.17</td>
<td>Doesn't have any effects on academic achievement and skill improvement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>Percentage</td>
<td>Rank</td>
<td>Mean</td>
<td>Median</td>
<td>Standard Deviation</td>
<td>Minimum</td>
<td>Maximum</td>
<td>90th Percentile</td>
</tr>
</tbody>
</table>
The responses to the questions in table 6 show that, the majority of respondents in the research sample have positive perceptions about continuous assessment. This statement can be substantiated by the following findings in table 6.

**Promotion of sport science learners (2.1)**

The majority of the respondents 13 (86.67%) of sport science instructors and 77(80.21%) of sport science students perceived that continuous assessment as an effective instrument for the promotion of learners. The purpose of continuous assessment is to monitor learners’ progress through the different learning areas for promotion to a higher grade.

**Cause of high failure rate of sport science learners (2.2)**

Hundred 15 (100%) of sport science instructors and 60 (62.50%) of sport science students respondents disagreed with the statement that continuous assessment is the cause of the high failure rate in both universities. According to Van der Horst & McDonald (1997), one of the advantages of continuous assessment is that permanent failure is eliminated because learners who have not achieved the required standard can be granted further opportunities to do so.

**Adequately qualified educators (2.3)**

More than half of sport science instructors 8 (53.33%) and 90 (93.75%) of the respondents of sport science students agreed that adequately qualified educators are needed for the effective implementation of continuous assessment, nearly a quarter 4 (26.67%) sport science instructors and 4 (4.17%) of sport science students disagreed with the statement.

**Progress of sport science learners (2.4)**

The majority of the respondents 12 (80%) and 80 (83.33%) of sport science instructors and sport science students respectively at Bahir Dar and Debre
Markos universities agreed that continuous assessment is a suitable tool for determining the progress of learners.

**Development of sport science learners (2.5)**

The aim of education is assisting the learners in his/her development to become an independent and responsible adult. Most of the respondents 13 (86.67%) of sport science instructors and 85 (88.54%) of sport science students agreed that continuous assessment is one of the means of assisting sport science learners in his/her development.

**Developing learners achievement and skill improvement (2.6)**

The 2.6 item in table 6, show that more than 13 (86.67%) and 80 (83.33%) of sport science instructors and sport science students of the respondents said that, continuous assessment is a valuable instrument for developing learners achievement and skill improvement in theoretical and practical session in sport science courses; while nearly 2 (13.33%) of instructors and 10 (10.42%) of students disagree the statement.

**Opportunities for weaker learners' to progress to next courses (2.7)**

The 2.7 item in table 6, show that nearly hundred 14 (93.33%) of sport science instructors and more than half 64 (66.67%) of the respondents of sport science students in the research sample agreed that continuous assessment provides ample opportunities for weaker sport science learners to progress the next course. In continuous assessment the promotion of learners is not confined to one or two tests per year but various assessment methods. Weaker sport science learners are provided ample opportunities to repeatedly demonstrate and to improve their potentials since continuous assessment is an on-going process.

**Too time consuming (2.8)**

The 2.8 item in table 6, show nearly half 7 (46.67%) of the respondents of sport science instructors and 20 (20.83%) of sport science students in the
research sample were agreed that the implementation of continuous assessment in sport science courses are time consuming. But scholars argue that teaching, learning and assessment of learners are integrated and inseparable entities. Vander Horts and McDonald (1997) state that, assessment of learners is integral to all planning and preparation and is applied while teaching and learning is taking place (in other words no specific time is set aside for the assessment of sport science learners).

**Unreliable tool for the promotion of sport science learners (2.9)**

The 2.9 item in table 6, show more than three quarter 12 (80%) of respondents of sport science instructors and more than half 58 (60.42%) of sport science students at Bahir Dar and Debre Markos universities disagreed with the statement; while 1 (6.67%) of instructors and almost quarter 24 (25%) of sport science students in the research sample agreed that continuous assessment is an unreliable tool for the promotion of the learner. According to Griessel (1993), reliability is the extent to which the same assessment tool produces the same result if it is done by the same learners under the same condition.

**Easy to implement in a large class (2.10)**

Only 2 (13.33%) of the respondents of sport science instructors and more than quarter 33 (34.38%) of sport science students agreed the statement; while 12 (80%) of sport science instructors and 45 (46.88%) of sport science students disagreed with the statement. Continuous assessment should always be integrated with teaching and learning activities in the classroom (DOE, 1998). In a large sport science class sport science instructors cannot keep a close eye on all sport science learners which is a needed in a number of continuous assessment tools.

**Overburdening sport science instructors with extra work (2.11)**

Most of the respondents 9 (60%) of sport science instructors and more than quarter 29 (30.21%) of the respondents of sport science learners at Bahir
Dar and Debre Markos universities agreed that continuous assessment do not overburdening sport science instructors with extra work. However, 6 (40%) of sport science instructors and 55 (57.29%) of sport science students at Bahir Dar and Debre Markos university indicated that continuous assessment overburdening sport science instructors with extra work. The possible reason for the second finding was that educators have lack sufficient knowledge of continuous assessment and regard it a separate entity from the normal teaching and learning activities. Van Den Horst and McDonald (1997) state that, Continuous assessment should from part of all teaching and learning and never be implemented separately.

**Needing a lot of material resources (2.12)**

The 2.12 item in table 6, show that more than three quarter 13(86.67%) of sport science respondents and 70 (72.92%) of sport science students agreed that the implementation of continuous assessment needs a lot of material resources; while 2 (13.33%) of instructors and 13 (13.54%) of sport science students at both universities disagreed with the statement. A material resource is any instrument that educators utilises in continuous assessment and is appropriate to the specific method of assessment.

**Identifying problems and mastering skills (2.13)**

More than ninety 14 (93.33%) of sport science instructors and 78 (81.25%) of sport science students agreed that continuous assessment helps sport science instructors in identification of problems experienced by sport science learners in the mastering of skills. In line with this, in USAID (2003) stated that, continuous assessment is an important and a powerful diagnostic tool that enables students to understand the areas in which they are having difficulty, it enable teacher to assess the curriculum as implemented in the classroom and it provides information on achievement of particular level of skills.


**Enhance academic achievement and skill improvement (2.14)**

The 2.14 item in table 6, show that more than ninety 14 (93.33%) of the research sample of sport science instructors and three quarter 75 (78.13%) of the research sample of sport science students agreed that continuous assessment is not only enhance academic achievement of students but also improve the skill of students; while there was no (0) research sample of sport science respondents and 14 (14.58%) of sport science students disagreed with the statement. A possible reason for the first finding is that continuous assessment occurs frequently during the school year and is part of regular teacher-student interactions. Pupils receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. Teachers learn which students need review and remediation and which pupils are ready to move on to more complex work. Thus, the results of the assessments help to ensure that all pupils make learning progress throughout the school cycle there by increasing their academic achievement USAID (2003).

**Gathering relevant information about progress of students (2.15)**

The 2.15 item in table 6, show that more than ninety 14 (93.33%) of the research sample of sport science instructors and nearly quarter 70 (72.92%) of sport science students agreed that continuous assessment gathered relevant information about progress of sport science students. No one of sport science instructors disagreed, But 16 (16.67%) of sport science students at Bahir Dar and Debre Markos universities were disagreed the statement. However, the possible reason for the first finding is that frequent interactions between pupils and teachers could occurs that teachers know the strengths and weaknesses of their learners this implies teachers learn which student need review and remediation USAID (2003).

**Creates conducive teaching learning environment (2.16)**

As can be seen from item 2.16 of table 6, almost three quarter 11 (73.33%) of the respondents of sport science instructors and more than 80 (83.33%) of
sport science students were agreed that continuous assessment creates conducive teaching learning environment on sport science course. However 1 (6.67%) of instructors and 10 (10.42%) of sport science students were against this view. A possible reason for the first finding could be frequent interactions between pupils and teachers leads that teachers know the strengths and weaknesses of their learners. These exchanges foster a pupil-teacher relationship based on individual interactions. One-to-one communication between the teacher and the pupil can motivate pupils to continue attending school and to work hard to achieve higher levels of mastery (USAID, 2003).

Doesn't effects on academic achievement and skill improvement of sport science students (2.17)

Most of the respondents 11 (73.33%) and 10 (10.42%) of sport science instructors and sport science students were disagreed with this view. Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by students. According to UASID (2003), Continuous assessment occurs frequently during the school year and is part of regular teacher-student interactions. Pupils receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. Teachers learn which students need review and remediation and which students are ready to move on to more complex work.

4.2.2. Results on the effect of continuous assessment on sport science students at Bahir Dar and Debre Markos universities

The data collected from the questionnaire for sport science instructors and sport science students at Bahir Dar and Debre Markos Universities, using attitude Likers’ scale are reported in table 7. In order to make the analysis simple for presentation the five point attitude liker scale is condensed in to three as indicated below (the raw data is enclosed in appendix).
Table 7: Frequency distribution according to respondents’ of the effects of continuous assessment on learners Performance of sport science learners

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Sport science instructors</th>
<th>Sport science students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Respondents</td>
<td>Respondents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F %</td>
<td>F %</td>
</tr>
<tr>
<td>3.1</td>
<td>Provides learners who have been absent with opportunities to demonstrate their potentials.</td>
<td>13</td>
<td>86.67</td>
</tr>
<tr>
<td>3.2</td>
<td>Motivates sport science learners to participate actively in their learning process.</td>
<td><strong>14</strong></td>
<td><strong>93.33</strong></td>
</tr>
<tr>
<td>3.3</td>
<td>Creates confusion among sport science learners about their academic performance.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3.4</td>
<td>Provides sport science learners with opportunities to identify their strengths and weaknesses.</td>
<td><strong>14</strong></td>
<td><strong>93.33</strong></td>
</tr>
<tr>
<td>3.5</td>
<td>Is non-threatening to sport science learners.</td>
<td>7</td>
<td>46.67</td>
</tr>
<tr>
<td>3.6</td>
<td>Provides sport science learners with opportunities to take decisions about their careers at an early stage.</td>
<td>12</td>
<td>80</td>
</tr>
<tr>
<td>3.7</td>
<td>Motivates sport science learners to work hard throughout the academic year.</td>
<td><strong>13</strong></td>
<td><strong>86.63</strong></td>
</tr>
<tr>
<td>3.8</td>
<td>Discourages competition among learners.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Value 1</td>
<td>Value 2</td>
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<tr>
<td>---</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>3.9</td>
<td>Demotivate highly gifted learners.</td>
<td>1</td>
<td>6.67</td>
</tr>
<tr>
<td>3.10</td>
<td>Results in learners leaving university at an early stage.</td>
<td>7</td>
<td>46.67</td>
</tr>
<tr>
<td>3.11</td>
<td>Enhances the self-esteem of sport science learners.</td>
<td>11</td>
<td>73.33</td>
</tr>
<tr>
<td>3.12</td>
<td>Assess the various potentials of sport science learners</td>
<td>14</td>
<td>93.33</td>
</tr>
</tbody>
</table>
According to the majority of the responses in table 7 continuous assessments has an effect on learners’ performance. The findings in table 7 support this statement.

**Provides opportunities for learners to demonstrate their potentials (3.1)**

The 3.1 item in table 7, shows more than 13 (86.67%) of the respondents of sport science instructors and 31 (32.29%) of the respondents of sport science students agreed that continuous assessment provides learners who have been absent with opportunities to demonstrate their potentials. In traditional assessment methods (test and examination only) learners that were absent could possibly disadvantaged when missing a test and/or examination. With continuous assessment which is on-going process and takes place throughout the whole year. Learners that were absent and missed an assessment will other assessment opportunities to demonstrate what they know. However, 2 (13.33%) of instructors of sport science and more than half 51 (53.13%) of sport science students disagreed that continuous assessment provides learners who have been absent with opportunities to demonstrate their potentials.

**Motivates sport science learners (3.2)**

The 3.2 item in table 7, show more than ninety 14 (93.33%) of the respondents of sport science instructors and more than eighty 80 (83.33%) of the respondents of sport science students in the research sample acknowledged that continuous assessment motivates learners to participate actively in their learning. In continuous assessment learners are always aware of their progress and thus able to realise where their strength and weaknesses are this knowledge can motivate learners to participate more actively in their learning with the aim to improve their weaknesses.
Creates confusion among sport science learners on their academic performance (3.3)

Most of the respondents 13 (86.63%) of sport science instructors and 66 (68.75%) of sport science students at Bahir Dar and Debre Markos universities disagreed that continuous assessment creates confusion among learners about their academic performance. This finding implies that learners know how they perform academically because they are directly involved in the assessment process by means of self-assessment, peer-assessment and group assessment (DOE, 1998).

Identify their strengths and weaknesses of sport science learners (3.4)

The 3.4 item in table 7, show more than ninety 14 (93.33%) of sport science instructors and 75 (78.13%) of the research sample of sport science students at Bahir Dar and Debre Markos universities said that, continuous assessment provides learners with opportunities to identify their strengths and weaknesses; while there was no one (0) of sport science instructors and 15 (15.63%) of sport science students disagreed. However, the possible reason for the first finding is that one of the characteristics of continuous assessment is transparency which means that all assessment results are available to the learners. When they know their assessment results learners will be able to identify where their strengths and weaknesses.

Non-threatening to sport science learners (3.5)

The 3.5 item in table 7, show almost below half 7 (46.67%) of sport science instructors and quarter 21 (21.88%) of sport science students agreed that, continuous assessment is non-threatening to learners. However, 5 (33.33%) of instructors and more than half 65 (67.71%) of research sample of sport science students disagreed with the statement that continuous assessment is non-threatening to learners. Jacobs and Gawe (1996) state that, the possible reason for the first finding is that traditional assessment such as test and examination were often experienced as a threat by learners because
they know that test or examination could be the only opportunity to give account of what they have learned.

**Sport science students' take decisions about their careers at an early stage (3.6)**

As shown in table 7, item 3.6 about 12 (80%) of the respondents of sport science instructors and almost 74 (77.08%) of the research sample of sport science students at Bahir Dar and Debre Markos universities were agreed that, continuous assessment provides learners with opportunities to take decisions about their careers at early stage.

Leedy and Ormrod (2001) state that, when learners are granted opportunities to demonstrate their potentials at early stage they are also able to decide possible careers at an early stage. Continuous assessment considers all potentials of a learner and this may enable learners to discover and realise their talents at early stage as a result they may take an early decision about their future career; while 1 (6.67%) of instructors of sport science and 10 (10.71%) of sport science students at Bahir Dar and Debre Markos universities disagreed on the statement.

**Motivates sport science learners to work hard throughout academic years (3.7)**

As shown in table 7, item 3.7 majority 13 (86.63%) of the respondents of sport science instructors and three quarter 75 (78.73%) of the research sample of sport science students acknowledged that, continuous assessment motivates learners to work hard throughout the year. The possible reason for respondents were tests and examinations that were traditionally written at the end of a term or year often resulted in the phenomenon that learners only work hard during test and examination times (Jacobs and Gawe, 1996). Continuous assessment motivates learners to work throughout the year because it forms part of the daily teaching in the class and continuous assessment is taking place on on-going process. However, insignificant
number 1 (6.67%) of sport science instructors and 11 (11.46%) of sport science students disagreed with the statement.

**Discourages competition among learners (3.8)**

As shown in table 7, item 3.8 all 15 (100%) of the respondents of sport science instructors and more than half 52 (54.17%) of the research sample of sport science students disagreed with the statement; while no one (0) of sport science instructors and 39 (40.60%) of sport science students at Bahir Dar and Debre Markos universities agreed that, continuous assessment discourages competition among learners. The possible reason for the first finding was that even the most demotivated learner can be transformed to an eager and competitive learner if an enthusiastic educator continuously reminds learners what the intended learning outcomes and allow them to experience a growing confidence and status as their own competition increases Madaus (1998).

**Demotivate highly gifted learners (3.9)**

The results of item 3.9 in table 7 showed, More than ninety 14 (93.33%) of research sample of sport science instructors and 76 (79.17%) of sport science students disagreed that continuous assessment demotivate highly gifted learners. One of the principles of continuous assessment is that learners, as unique beings, should be provided with opportunities to work at their own pace (DOE 1998). Highly gifted learners should be given more challenging tasks to keep them interested and motivated. While 1 (6.67%) of sport science instructors and 15 (15.63%) of sport science students agreed that continuous assessment demotivates highly learners. The possible reason for the second finding was explained by Vander Horst and Mc Donald (1997) stated that, educators do not differentiate in the assessment tasks given to learners. If a task is too easy for learner he/she loses interest in the work and becomes demotivated.
Results in learners leaving university at an early stage (3.10)

The results of item 3.10 in table 7 showed, nearly half 7 (46.67%) of sport science instructors and more than half 63 (65.63%) of the research sample of sport science students at Bahir Dar and Debre Markos were in agreement that continuous assessment does not result in learners leaving university at early age. Permanent failure which might contribute to learners leaving school is eliminated since learners who have not achieved the required standard are granted further opportunities to do so (Vander Horst and McDonald, 1997). While 7 (46.67%) of sport science instructors and less than quarter 18 (18.75%) of sport science students disagreed.

Enhances the self-esteem of sport science learners (3.11)

As shown in table 7, item 3.11 more than seventy 11 (73.33%) of sport science instructors and more than three quarter 83 (86.46%) of respondents sport science students agreed that continuous assessment enhances the self-esteem of learners. The self-esteem of a learner is the degree of positive or negative feeling that he/she has on the assessment or evaluation of himself (Vander and Acrdweg, 1990). In continuous assessment experiences of success and effectiveness in university work enhances the self-esteem of the learners. However 1 (6.67%) of sport science instructors and 7 (7.29%) of sport science students at Bahir Dar and Debre Markos Universities disagree with the statement.

Assess various potentials of sport science learners (3.12)

The 3.12 item in table 7, show that more than ninety 14 (93.33%) of sport science instructors and more than three quarter 80 (80.33%) of sport science students agreed that, continuous assessment assess the various potentials of learners. According to Jacobs and Gawe (1996), traditional tests and examinations only tested the cognitive potential of learners. The new approach of assessing learners (Continuous assessment) not only considers learners cognitive ability but also learners’ skills and attitudes. While No one
(0) of sport science instructors and 10 (10.42%) of sport science learners disagree with the statement.

4.2.3. **Findings from the semi-structured interview with the department heads’ of sport science**

In responses to the mechanism of checking if sport science instructors are implementing continuous assessment or not, the sport academy director of sport science at Bahir Dar University said, “the department follow different procedures among those procedures”:

- Looking grade transfer formats with the university formats;
- Looking students grade with course co-ordinators;
- Looking students result;
- Cross checking student’s results with individual section leaders;
- Follow each course grade with course co-ordinators and transfer to office of the registrar.

Department head of sport science at Debre Markos University said that, “the only procedure that we follow is the modular guide of each course plus written letter from College of Natural and Computational Science which holds allotment of continuous assessment”.

Regarding on material support all answered that “the university provides stationary material, provides short term training (especially those who couldn’t pass through education courses), giving a chance to involve in higher diploma training, categorizing students in to two or three section”.

Sport Director of Bahir Dar University said, “The University is the only university which had sport academy in Ethiopia. The academy holds 4 ground tennis courts, 3 volleyball courts, 2 Basketball courts, 3 handball courts and 1 football field within a single compound and all of them build and keeps an international standard. The first phase of the academy had completed and the second phase will begin now. The second phase holds gymnasium and swimming pool”. Debre Markos University doesn’t have
standard courts and sport facilities for assessing sport science students’ performance.

When asked continuous assessment has positive effect on sport science students and sport science instructors in higher education, both agreed with the phrase and said that, “Continuous assessment occurs frequently during the whole academy year therefore, sport science instructors and sport science students work their best throughout the year. Moreover, instructors learn which students’ need review and remediation and which students are ready to move on more complex work this creates conducive classroom environment and contractive interaction between student and instructors in the university”.

In responses to the perception of continuous assessment on most of the university instructors in general and sport science instructors in particular, the director interviewed said, “The academic staff and sport science instructors at Bahir Dar University had positive perception on continuous assessment the reason for positive perception was, in continuous assessment, teachers assess the curriculum as implemented in the classroom. It also allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their students. In addition, continuous assessments provide information on achievement of particular levels of skills, understanding, and knowledge rather than achievement of certain marks or scores”.

While in Debre Markos university the department head interviewed said that, “He was not quite sure that the academic staff of the university had a positive or negative perception on continuous assessment, but members of the department (sport science instructors’) have positive perception on continuous assessment the reason for positive perception was the university provides short term training and an induction program before implementation of continuous assessment”.

In responses to providing to guidelines, formats and other necessary materials for implementation of continuous assessment both disagreed with the phrase and said that, “There was no unique format and Sport science instructors independently prepared the formats and allotted students mark accordingly”. But from document analysis Debre Markos University had clear and general guidelines on implementation of continuous assessment the guidelines holds how to allot grades, allotment of points, if students have got bellow pass mark in what way can the instructor give re-exam or retest and how many times did the instructors assess students; while Bahir Dar University do have general guide lines but didn’t hold those things in details and absence of transparency on students grades this might be the system followed by the university.

In conclusion, asked what they would recommend for the successful implementation of continuous assessment in sport science and to see positive effect on student academic achievement and skill improvement both responded that:

1. Creates awareness in the university community, academic staff, and students;

2. The Ministry of Education give enough time for preparation and implementation of continuous assessment;

3. The university officials look the situation of the university mean man power, facilities (classroom, computers, printers, and courts) and class size;

4. Re-arrangement of sport science courses;

5. Re-arrangement of time allotment of sport science courses specially those universities who follow modularization;

6. Similar sport science courses should be given cuesquately (one after the other) for those universities who followed modularization system.
4.2.4. Findings from Document analysis

Another source of information to the above issue was document analysis. The document of the survey from Bahir Bar and Debre Markos universities showed that, both had assessment procedures but completely different due to the system that they follow.

The assessment procedures of Bahir Dar University hold the following:

1. For any course having lecture, laboratory/practice and tutorial, continuous assessment shall be used for each of them;
2. For course having lecture, laboratory/practice and tutorial, each of them will be evaluated out of 100%;
3. The lecture component of individual of the individual course shall have final exam, maximum of 40%;
4. For course having lecture, laboratory/practice, each will be evaluated out of 100% and such course shall be assessed by at least seven assessments;
5. For course having lecture, laboratory/practice and tutorial, each will be evaluated out of 100%. The relative weight for each of these methods shall be proportional to their credit weight. Such course shall be assessed by at least nine assessments;
6. For a course having lecture only 60% shall be assessed by continuous assessment constituting four assessments; while 40% shall be allotted for final exam.

Debre Markos University had clear and vivid assessment procedure. The procedure of assessment holds the following points:

1. The assessment of each course should be continuous and if students scored below average he/she has the right to take retest or re-exam and the final retest or re-exam should be scored;
2. The continuous assessment of each course holds 60-80%;
3. In modularization system if students score below average in final examination he/she has the right to take re-exam and the final re-exam should be scored as a final scored;

4. If student has scored below 50% during final examination and sum up with other continuous assessment; and he/she scored above 50% re-exam could not give for him/her;

5. All courses have fixed scale and the scales are as follows:

**Table 8 – Criteria reference measurement of Debre Markos University**

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95-100</td>
</tr>
<tr>
<td>A</td>
<td>85-95</td>
</tr>
<tr>
<td>A-</td>
<td>80-85</td>
</tr>
<tr>
<td>B+</td>
<td>75-80</td>
</tr>
<tr>
<td>B</td>
<td>70-75</td>
</tr>
<tr>
<td>B-</td>
<td>65-70</td>
</tr>
<tr>
<td>C</td>
<td>60-65</td>
</tr>
<tr>
<td>C+</td>
<td>50-60</td>
</tr>
<tr>
<td>C-</td>
<td>45-50</td>
</tr>
<tr>
<td>D+</td>
<td>40-45</td>
</tr>
<tr>
<td>D</td>
<td>35-40</td>
</tr>
<tr>
<td>D-</td>
<td>30-35</td>
</tr>
<tr>
<td>F</td>
<td>Less than 30</td>
</tr>
</tbody>
</table>

Therefore, one can conclude that sport science students assess continuously in each sport science course and continuous assessment holds more than 60% they never fail rather it enhances academic achievement and skill improvement on sport science courses.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1. SUMMARY

The main purpose of this study was to investigate the effect of implementation of continuous assessment on practical and theoretical class of sport science students at Debre Markos and Bahir Dar universities. Furthermore, the studies find-out perception of continuous assessment on sport science instructors and sport science students and how continuous assessment enhances academic achievement and skill improvement of sport science students on sport science course. Moreover, the studies point-out how effective implementation of continuous assessment increases opportunities for weaker sport science students and to progress the next courses at Debre Markos and Bahir Dar universities and to forward some possible suggestions. To attain these two public universities were selected purposively.

The study designed to answer the following basic questions:

1. Is continuous assessment effective in the course promotion of sport science students at Debre Markos and Bahir Dar universities?

2. Are the effects of implementation of continuous assessment creates motivation on sport science learners to work hard throughout the academic year at Debre markos and Baher Dar universitis?

3. Are the effects of implementation of continuous assessment in practical and theoretical class clearly seen on academic achievement and skill improvement of sport science students at Debre Markos and Bahir Dar universities?

4. Are sport science instructors in Debre Markos and Baher Dar universities adequately equipped with effective implementation of
continuous assessment and enhances the self-esteem of sport science learners?

5. Does continuous assessment succeed in the development of the necessary skills of sport science students at Debre Markos and Bahir Dar universities?

In order to answer these questions, the descriptive survey research method was employed. The data relevant to the study were gathered through questionnaires, interview and document analyses.

In analysing data, both quantitative and qualitative methods were employed. Finally, based on the review of literature and the analysed dates, the following major findings were obtained from the study.

**MAJOR FINDINGS OF THE STUDY:**

- The data revealed that the majority (80%) of sport science instructors are Master of Science holders, (13.33%) are Master of Art holders and (6.67%) has PhD holder.

- It was found out that a large proportion (53.33%) of sport science instructors have an experience less than 5 years and (13.33%) have teaching experience of more than 20 years.

- It was found that the weekly teaching load was below 10hr per week for (86.67%) of sport science instructors, while (6.67%) of them had 11-12hr teaching load per week.

- Regarding the number of sport science students in a class (66.66%) of sport science instructors taught more than 50 students in single classroom, while (26.67%) had taught 41-50 students in a class.

- The study revealed that most (66.67%) of sport science instructors did take higher diploma training course, while (33.33%) had not taken higher diploma training course.
• The majority of the respondents (86.67%) of sport science instructors and (80.21%) of sport science students at Bahir Dar and Debre Markos universities perceived that, continuous assessment as an effective instrument for the promotion of learners. The purpose of continuous assessment is to monitor learners’ progress through the different learning areas for promotion to a higher grade.

• Majority of the respondents (80%) of sport science instructors and (83.33%) of sport science students at Bahir Dar and Debre Markos universities agreed that continuous assessment is a suitable tool for determining the progress of learners.

• Majority (86.67%) of sport science instructors and (83.33%) of sport science students of the respondents said that continuous assessment is a valuable instrument for developing learners achievement and skill improvement in theoretical and practical session in sport science courses.

• More than (93.33%) of sport science instructors and (66.67%) of the respondents of sport science students in the research sample agreed that continuous assessment provides ample opportunities for weaker sport science learners to progress the next course. The promotion of learners is not confined to one or two tests per year but various assessment methods are used.

• Nearly half (46.67%) of the respondents of sport science instructors and (20.83%) of sport science students in the research sample were agreed that the implementation of continuous assessment in sport science courses are time consuming.

• Majority (80%) of the respondents of sport science instructors and (46.88%) of sport science students indicated that it is not easy to implement continuous assessment in large classes. Continuous assessment should always be integrated with the teaching and learning activities in the classroom.
• Forty (40%) of the respondents of sport science instructors and (57.29%) of sport science students at Bahir Dar and Debre Markos universities said that continuous assessment overburden educators with extra work. Continuous assessment should part of all teaching and learning and never implemented separately.

• More than three quarter (86.67%) of the respondents of sport science instructors and (72.92%) of sport science students at Bahir Dar and Debre Markos universities acknowledged that the implementation of continuous assessment needs a lot of material resources.

• More than ninety (93.33%) of sport science instructors and (81.25%) of sport science students agreed that continuous assessment assist educators in the identification of problems experienced by learners in the mastering of skills.

• Nearly ninety five (93.33%) of the research sample of sport science instructors and (78.13%) of the research sample of sport science students at Bahir Dar and Debre Markos universities agreed that continuous assessment is not only enhance academic achievement of students but also improve the skill of students.

• Almost three quarter (73.33%) of the respondents of sport science instructors and (83.33%) of sport science students were agreed that, continuous assessment creates conducive teaching learning environment on sport science course at Bahir Dar and Debre Markos universities.

• More than ninety (93.33%) of the respondents of sport science instructors and (83.33%) of the respondents of sport science students in the research sample acknowledged that continuous assessment motivates learners to participate actively in their learning.

• More than ninety (93.33%) of sport science instructors and (78.13%) of the research sample of sport science students at Bahir Dar and Debre
Markos universities agreed that continuous assessment provides learners with opportunities to identify their strengths and weaknesses.

- Eighty (80%) of the respondents of sport science instructors and almost (77.08%) of the research sample of sport science students at Bahir Dar and Debre Markos universities were agreed that, continuous assessment provides learners with opportunities to take decisions about their careers at early stage.

- Majority (86.63%) of the respondents of sport science instructors and three quarter (78.73%) of the research sample of sport science students acknowledged that continuous assessment motivates learners to work hard throughout the academic year. Tests and examinations that were traditionally written at the end of a term or year often resulted in the phenomenon that learners only work hard during test and examination time.

- More than seventy (73.33%) of sport science instructors and more than three quarter (86.46%) of respondents of sport science students agreed that continuous assessment enhances the self-esteem of learners. In continuous assessment the learner can experience success in the unfolding of his/her potentials and finds that he/she is actualising his/her self effectively.

- Majority of the respondent (93.33%) of sport science instructors and (80.33%) of sport science students at Bahir Dar and Debre Markos universities agreed that continuous assessment assess the various potentials of learners.
5.2. CONCLUSIONS

- There are no sport science students who have got below average pass marks at Bahir Dar and Debre Markos universities for the past two years because of re-examination but, there is no binding rule and regulation about how many times does the student takes re-exam.

- One of the best effects of implementation of continuous assessment is that it motivates learners to participate actively in their learning. Learners are always aware of their progress and thus able to realize where their strengths and weaknesses are this knowledge can motivate learners to participate more actively in their learning therefore, sport science instructors keep such values.

- Sport science instructors and sport science students genuinely agreed that continuous assessment is a valuable instrument for developing learners' academic achievement and skill improvement in theoretical and practical session in sport science courses.

- Even though, most sport science instructors are qualified on Masters Levels and pass through higher diploma training course they don’t register the academic achievement and skill improvement of student results according to universities formats.

- The numbers of sport science students in the classrooms were found to be over crowded at Bahir Dar and Debre Markos universities. Being other things constant, the number of students per class could determine its implementation of continuous assessment. Therefore, sport science instructors are less likely to manage and give proper judgment about students’ performance. Even though, the course load is normal.

- The modular system that followed by Debre Markos university provides weaker sport science learners opportunities to demonstrate and to improve their potentials.
Continuous assessment occurs frequently during the school year at Bahir Dar and Debre Markos universities and is part of regular teacher-student interactions. Moreover, Sport science students receive feedback from instructors based on their performance that allows them to focus on topics or skills they have not yet mastered.

Continuous assessment creates conducive teaching learning environment on sport science course. Therefore, frequent interactions between students and sport science instructors lead positive effect on identifying the strengths and weaknesses of learners.

Sport science students at Debre Markos and Bahir Dar universities work throughout the academic year because continuous assessment motivates learners to work throughout the year.
5.3. RECOMMENDATIONS

In light of the findings of the study and conclusions drawn, the following recommendations were forwarded:

1. Sport science instructors must have the necessary skills to manage continuous assessment. Therefore, all sport science instructors should pass through higher diploma training course.

2. To promote and create effective implementation of continuous assessment on practical and theoretical class of sport science course and successful learning environment, professional development of sport science instructors should be on-going and coherent process because curriculum is dynamic.

3. The effectiveness of implementation of continuous assessment on practical and theoretical class of sport science course mainly depends on adequately equipped educators. Therefore, sport science instructors’ pass through different training courses.

4. Sport science instructors must be professionally developed in continuous assessment and both universities must:

   ✓ Provide in-service training regarding on continuous assessment and its effect for all educators in general and sport science instructors in particular.

   ✓ Organise workshops on continuous assessment.

   ✓ Networking between neighbouring universities in order to share experiences.

   ✓ Designing internal workshops on continuous assessment in department level.

5. To see the positive and concrete effects of implementation of continuous assessment on practical and theoretical class of sport science students’ classes should be smaller. The ideal educator-learner
ratio could be 1:30. This can be achieved by increasing the number of instructors in the universities.

6. Sport science instructors at Bahir Dar and Debre Markos universities deeply know that effective implementation of continuous assessment in practical and theoretical classes aims at developing the knowledge, attitude, skills and values of learners so that they become responsible adults.

7. To make an effective and appropriate implementation of continuous assessment the following precondition are required for sport science instructors:

- Sport science instructors at Bahir Dar and Debre Markos universities must equip with an adequate knowledge and capacity about its implementation techniques.
- To see positive effects on implementation of continuous assessment on practical and theoretical class of sport science students’ instructors accepted honestly about continuous assessment.
- In continuous assessment sport science instructors should consider actual condition, time, and place, social factors of the class and nature of the universities.

8. Result of sport science students should be well administered and its results must be recorded, documented and reported.
REFERENCES


Bucher (1967). Administration of School and College Physical Education. USA.

Kenwyn: Juta.


Appendices
Dear Instructor’s

QUESTIONNAIRE: THE EFFECTS OF IMPLEMENTATION OF CONTINUOUS ASSESSMENT IN PRACTICAL AND THEORETICAL CLASSES OF SPORT SCIENCE STUDENTS IN DEBRE MARKOS AND BAHER DAR UNIVERSITIES.

At present I am conducting a research towards my fulfilment in MSc (Master of Sport Science) degree at the Addis Ababa University. The research is concerned with the effects of the implementation of continuous assessment in practical and theoretical classes of sport science students in Debre Markos and Bahir Dar universities.

I have taken the liberty of writing to you as one of the selected respondents, in order to seek your assistance in acquiring information about your experiences relating to the research.

I deeply appreciate your co-operation.

INSTRUCTIONS TO THE RESPONDANTS

1. Please read through each statement carefully before giving your opinion.
2. Please make sure that you do not omit a question, or skip any page.
3. Please be totally frank when giving your opinion.
4. Please do not discuss statements with anyone.
5. Please return the questionnaire after completion directly to the researcher.
6. Kindly answer all the questions by supplying the requested information in writing, or by making a cross (X) in the appropriate block.
SECTION ONE: PERSONAL BIOGRAPHICAL INFORMATION

1. Name of the institute/university
   A. Baher Dar
   B. DebreMarkos

2. Gender
   A. Male
   B. Female

3. Age category

<table>
<thead>
<tr>
<th>Age group</th>
<th>20-25 Years</th>
<th>26-30 Years</th>
<th>31-35 Years</th>
<th>36-40 Years</th>
<th>41-45 Years</th>
<th>46-50 Years</th>
<th>Older than 51</th>
</tr>
</thead>
</table>

4. Academic qualification(s):
   A. BA
   B. Bed
   C. MA
   D. MSc
   E. PhD

5. Total number in teaching experience:

<table>
<thead>
<tr>
<th>Number of years</th>
<th>0-5 Years</th>
<th>6-10 Years</th>
<th>11-15 Years</th>
<th>16-20 Years</th>
<th>More than 20 Years</th>
</tr>
</thead>
</table>

6. University is classified as an/a:
   A. Old university
   B. New University

7. My post level:
   A. Graduate assistant I
   B. Graduate assistant II
   C. Assistant lecturer
   D. Lecturer
   E. PhD

8. Teaching load per week:
   A. 5-10hr
   B. 11-12hr
   C. 13-20hr
   D. More than 20 hr.

9. The number of students you teach per classroom:
   A. 20-30
   B. 31-40
   C. 41-50
   D. More than 50

10. Did you take Higher-diploma Program training course?
    A. Yes
    B. No
<table>
<thead>
<tr>
<th>No</th>
<th>As an instructor of sport science in higher institution I see continuous assessments:</th>
<th>Agree</th>
<th>Disagree</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>An effective instrument for the promotion of learners in sport science course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>The main cause of the high failure rate of students.</td>
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<td></td>
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<tr>
<td>2.3</td>
<td>Being implemented by adequately qualified educators.</td>
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<tr>
<td>2.4</td>
<td>A suitable tool for determining sport science learners progress.</td>
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<td>2.5</td>
<td>Assisting in the development of sport science learners.</td>
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<td></td>
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<tr>
<td>2.6</td>
<td>A valuable instrument for developing learners’ achievement and skill improvement.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Increasing opportunities for weaker learners to progress the next courses.</td>
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<tr>
<td>2.8</td>
<td>Too time consuming to implement specially in sport science course.</td>
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<td></td>
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<tr>
<td>2.9</td>
<td>An unreliable tool for the promotion of sport science learners.</td>
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<td></td>
<td></td>
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<tr>
<td>2.10</td>
<td>Easy to implement in a large class.</td>
<td></td>
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</tr>
<tr>
<td>2.11</td>
<td>Overburdening sport science instructors with extra work.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2.12</td>
<td>Needing a lot of material resources.</td>
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<td></td>
</tr>
<tr>
<td>2.13</td>
<td>Assisting sport science instructors in identifying problems experienced by learners in the mastering of skills.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2.14</td>
<td>Enhance academic achievement and skill improvement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.15</td>
<td>Gathering relevant information about progress of sport science students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.16</td>
<td>Creates a conducive teaching learning environment in class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.17</td>
<td>Doesn’t have any effects on academic achievement and skill improvement.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
## SECTION THREE: THE EFFECTS OF CONTINUOUS ASSESSMENT

<table>
<thead>
<tr>
<th>No</th>
<th>As an instructor’s of the implementation of continuous assessment has the following effects on learners performance in sport science students at Debre Markos/Bahir Dar universities:</th>
<th>Agree</th>
<th>Disagree</th>
<th>Uncertainty</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Provides learners who have been absent with opportunities to demonstrate their potentials.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Motivates sport science learners to participate actively in their learning process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Creates confusion among sport science learners about their academic performance.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.4</td>
<td>Provides sport science learners with opportunities to identify their strengths and weaknesses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>Is non-threatening to sport science learners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>Provides sport science learners with opportunities to take decisions about their careers at an early stage.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.7</td>
<td>Motivates sport science learners to work hard throughout their academic year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.8</td>
<td>Discourages competition among learners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.9</td>
<td>Demotivate highly gifted learners.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3.10</td>
<td>Results in learners leaving university at an early stage.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3.11</td>
<td>Enhances the self-esteem of sport science learners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.12</td>
<td>Assesses the various potentials of sport science learners</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B
አዲስ ለበባ ላንቋ ወስኗል
ስPopulation Characteristics
ስበር እስከ ከል주시ያ
እንወስ ወስኗል ከስር

አንድ ውስጥ እንወስ ወስኗል

1. እባክዎ እያንዳንዱ መጠይቅ መልስ ከመስጠት በፊት መጠይቁን በደንብ የዓንብወት፡፡
2. እባክዎ የምንም አይነት መጠይቅ ወደሚቀጥለው የታያቄ አይለፉ፡፡
3. እባክዎ ከሚመልሱት መልስ ከልብዎ ይሁን፡፡
4. እባክዎ መጠይቁን በመሞሉበት ከጊዜ ከማንም ጋር ከባይወያዩ፡፡
5. እባክዎ መጠይቁን በመልስ ከካጠናቀቁ በኋላ ተዳያው ይመልሱ፡፡
6. በመጠይቅ ፍስጥ ፍስጥ ከስር በውስጥ ከማድረግ በስር (X) የሰጡ ለሚደረገ በእስራኤል ያስፈልግ ይታካል፡፡

ስልክ ግወፋ
አንድ ውስጥ እንወስ ወስኗል ከስር
1. ይምትማርበት/ሠለ ይንበርት ከም?

| ፈ. ለራ እ. የሆኔ ይስም/ ከም |

2. ቲታ፡ ለወንድ ይህ ይወስት ይታወስት ከም?

| ዛ. ሰጋ ዻ ይወስት ይታወስት ከም |

3. እድሜ

| ፈ. 18-25 እ. 41-45 |
| ከ. 26-30 ወ. 46-50 |
| ዳ. 31-35 ክ. ከ51 እ ከም |

4. ይህ እስተ ይመ ሰበር ከም/ ከም?

| ፈ. ሰጋ ዻ ይወስት ይታወስት ከም |
| ከ. ሰጋ ዻ ይወስት ይታወስት ከም |

5. ይምትማርበት/ሠለ ይንበርት ከም?

| ፈ. ለራ እ. የሆኔ ይስም/ ከም |

አስቹል ከም:

አስቹል ከም ከም ቀርበው ከም ይህ ወይም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይህ ከም ከም ይሁን ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይህ ከም ይ'].
እንደ ህንፋት በቀላሉ ዉንፋ የሚያደርግ ያለትን የእንዳይሸጋጭር ይታነበት ምስቀር ነው፡፡ 2.1 የተማሪዎች ከአንዴ ግርስ ወደሌላው ግርስ በቀላሉ ይህ ለማፋ彷 ይታነበት ምስቀር ነው፡፡ 2.2 የተማሪዎች ከአንዴ ግርስ ወደ ሷስ ግርስ በቀላሉ ገብ ይታነበት ምስቀር ነው፡፡ 2.3 የተከታታይ ሥናት ይህ ለዓላማ ይረጉው ነው፡፡ 2.4 የተከታታይ ሥክት በምታር ከአንዴ ከአንዴ መልካም ይታነበት ምስቀር ነው፡፡ 2.5 የተከታታይ ሥርት በምታር በአንዴ ይልል ይታነበት ምስቀር ነው፡፡ 2.6 የተከታታይ ሥርት በምታር በአንዴ ከአንዴ መልካም ይታነበት ምስቀር ነው፡፡ 2.7 የተከታታይ ሥርት በምታር በአንዴ ከአንዴ መልካም ይታነበት ምስቀር ነው፡፡ 2.8 የተከታታይ ሥርት በምታር በአንዴ ከአንዴ መልካም ይታነበት ምስቀር ነው፡፡ 2.9 የተከታታይ ሥርት በምታር በአንዴ ከአንዴ መልካም ይታነበት ምስቀር ነው፡፡ 3.1 የተማሪዎች ከአንዴ ያስከረም መንግስት ከአንዴ ከአንዴ መንግስት ይታነበት ምስቀር ነው፡፡ 3.2 የተማሪዎች ከአንዴ ይህ ለማፋ彷 ይታነበት ምስቀር ነው፡፡ 3.3 የተከታታይ ሥርት በምታር በአንዴ ከአንዴ መልካም ይታነበት ምስቀር ነው፡፡
| 3.4 | የስፖርት ሳይንስ የተማሪዎች የጠንካራና ደካማ የገለፆው እስር ያርጉል፡፡ |
| 3.5 | የስፖርት ሳይንስ የተማሪዎችን ያቀጣጫና የችሎታው እንዲረጉ እድል ከፍደትም፡፡ |
| 3.6 | የስፖርት ሳይንስ የተማሪዎች የወደፊት እስቀድመው ይህ የማየት የውሳኔ እንዲወሰኑ የያደርጉል፡፡ |
| 3.7 | የስፖርት ሳይንስ የተማሪዎች ለመወሰን ያስድማ ይህ እንዳይኖር የያደርጉል፡፡ |
| 3.8 | የስፖርት ሳይንስ የተማሪዎች ያስቀጣጫ ይህ የማየት የውሳኔ እንዳይኖር የያደርጉል፡፡ |
| 3.9 | የስፖርት ሳይንስ የተማሪዎች ያስቀጣጫ ይህ የማየት የውሳኔ እንዳይኖር የያደርጉል፡⾝ |
| 3.10 | የስፖርት ሳይንስ የተማሪዎች ያስቀጣጫ ይህ የማየት የውሳኔ እንዳይኖር የያደርጉል፡⾝ |
| 3.11 | የስፖርት ሳይንስ የተማሪዎች ያስቀጣጫ ይህ የማየት የውሳኔ እንዳይኖር የያደርጉል፡⾝ |
| 3.12 | የስፖርት ሳይንስ የተማሪዎች ያስቀጣጫ ይህ የማየት የውሳኔ እንዳይኖር የያደርጉል፡⾝ |

Appendix C
Addis Ababa University
Graduate studies
Faculty of Life science Department of Sport Science

Semi structured interview with Department heads of sport science at DebreMarkos and Bahir Dar universities

A. Sex___________
B. Age___________
C. Qualification_______________
D. Service years_______________
1. As you already know it is clearly stated in the Educational Training Policy (1994), clearly stated about the application of continuous assessment in academic and practical subjects to a certain the formulation of all round profile of students at all level:

a) In relation to this, what mechanisms do you have to check if instructors are implementing continuous assessment or not?

b) What kind of support do you provide them to encourage implementation?

2. Do you believe that continuous assessment has positive effect on students and instructors in Higher Education? A. Yes  B. No

a) If “YES” what are the positive effects of continuous assessment?

- ______________________________________________________________
- ______________________________________________________________
- ______________________________________________________________

3. What do you think about the perception of continuous assessment on most of the university instructors in general; and sport science instructors in particular?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

4. Does the university provide guidelines, formats and the necessary material to facilitate continuous assessment implementation in Physical education (Sport science)? What are they?
5. What do you recommend for the successful implementation of continuous assessment in sport science and to see its positive effects on student academic achievement skill improvement and sport science instructors to give feedback for sport science learners in your university?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

DECLARATION

This thesis is my original work done under the guidance of Solomon Teka (PhD), and has not been presented for any degree to any university and that all sources consulted for the thesis have been properly acknowledged.

Name: Fenta Bitew

Signature: _______________________________

Date of Submission: ____________________
This thesis has been submitted for examination with my approval as a university advisor.

**Name: Solomon Teka (PhD)**

**Signature: ________________________**

**Date: ____________________________**