

**CHALLENGES OF IMPLEMENTING CONTINUOUS
ASSESSMENT IN PRACTICAL CLASSES OF PHYSICAL
EDUCATION IN METEKEL ZONE PREPARATORY SCHOOLS**

KEYFALEW DERESSO

**A THESIS SUBMITTED TO THE DEPARTMENT OF SCIENCE AND
MATHEMATICS EDUCATION**

**PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION IN PHYSICAL
EDUCATION**

**ADDIS ABABA UNIVERSITY
ADDIS ABABA, ETHIOPIA
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Addis Ababa University

College of Education and Behavioral Studies

This is to certify that the thesis prepared by Kefyalew Deresso entitled: *The Challenge of Implementing Continuous Assessment in Practical Classes of Physical Education in Metekel Zone Preparatory Schools* and submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education in Physical Education complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

The purpose of this study was to assess the challenges of implementing continuous assessment in physical education practical exercise class in preparatory school of Metekel Zone. The participant of this study were 27 physical education teachers, 11 department heads and 11 schools principals in the preparatory schools in Metekel zone. Hence, the research design descriptive survey was used in this study to identify and assess the major problems with regard to continuous assessment. Data was gathered using Questionnaires, Interviews, Observations and Document analysis. The teachers' implementation of continuous assessment with respect to age, sex, qualification, teaching experience and teaching load per week were analyzed using descriptive and inferential statistics such as $\chi^2=3.84$, $p \leq 0.05$ = significance, $p > 0.05$ = none significance when between two group χ^2 less than 3.84 and P-value greater than 0.05 statistics level of significance which shows that there is no statistically significant difference between the two groups. However, most of finding was significance and some of finding are none significance. According to the study many challenges that affect the implementations of continuous assessment such as: large class size, teaching load per week, shortage of equipment and materials, allotment Period per week, lack of in service training about continuous assessment, unbalanced teachers to student ratio, and lack of willingness to implement continuous assessment, lack of awareness and knowledge. To reduce the above challenges of implementation of continuous assessment in physical education practical exercise class it was recommended that the concerned body such as minister of education, regional education bureau, zone education bureau, woreda education bureau and school management body should be work closely to improve the challenges.

Acknowledgements

First of all, I would like to warmly thank my advisor, Dr Mekbib Alemu for his guidance, encouragements, and critical comment suggestions and for his regular feedback and advice in preparing this thesis.

Next, I would like to thank the zone preparatory school principals, all physical education teachers in the zone and the school members, who participated in the study. Moreover, I would like to thank Addis Ababa University for its financial support.

In addition I would like to thank my father Ato Deresso Disassa, My Mather Liketu Shiferaw, my precious wife Ms. Desatu Seyoum for giving me moral support and assistance.

Finally, I would like to thank my beloved brother Desalegn Deresso, Tibebe Deresso, Habtamu Deresso and My sister Shibere Deresso whose efforts ensured that I came to, and remained at Addis Ababa University to continue my education.

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Acronyms

CA	Continuous Assessment
DoE	Department of Education
ETP	Education Training Policy
ICDR	Institute of Curriculum Development and Research
MoE	Ministry of Education
OBE	Outcome Based Education
PE	Physical Education
RQ	Research Question
SPSS	Statically Package for Social Science
USAID	United States Agency for International Development

CHAPTR ONE

INTRODUCTION

1.1 Introduction

In this chapter, I will discussed Background of the study, Statement of the problem, Objectives of the study, Research questions, Significance of the study, delimitation of the study, Limitation of the study, and Definition of key terms.

1.2 Background of the Study

The history of assessment shows a long line of structural changes designed to inject quality control into education. It uses a testing system which is designed to measure student's performance and hold school accountability. In line with this argument, Rink, J (2006:57) asserted, one of the recent directions of educational reform has been the emphasis of assessment in the teaching learning process.

Physical education subject in preparatory schools enables the students to have the skills and knowledge in assessing and developing their own personal physical activity. Furthermore, it helps to develop and demonstrate responsible, personal and social behavior as well as maintain health related and performance related by following safe practices, rules, and procedures in all physical activity setting.

Physical education classes are more of practical and contribute to supplementing and enriching other Subject. The goals of physical education 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 in practical exercise class of physical education courses, such as psychomotor domain, cognitive domain, and affective domain. Since, it is vital for identifying assessment strategies Ellington, H (1997).

Continuous assessment is a class room and field strategy implemented by physical education teachers to ascertain the knowledge, understanding, and skills attained by the students. Physical education assessments in a variety of ways overtime to allow them to observe multiple tasks and to collect information about what students know, understand, and perform on the lesson.

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

According to Education Training Policy ETP (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. Continuous assessment is a classroom strategy implemented by teachers to ascertain knowledge, understanding, skills, and attitude attained by students. In line with the above assertions defined assessment as the process of obtaining information about how much the student knows.

Hence, continuous assessment process supports a cycle of self-evaluation and student-specific activities by both students and physical education teachers. So with this understanding, an attempt made in this research is to give tangible and concert evidences about the challenges of implementation of continuous assessment in practical exercise class of physical education Class at preparatory school of Berber, Dibate, Galessa, Mandura, Pawi, Dobi, Pawi mender-sebate, Wonbera, Manbuk and Bullen which are located in Metekel Zone of Beneishangul Gumuz Region.

1.3 Statement of the problem

Assessing the skills and academic achievement of the students' in physical education practical exercise class of continuous assessment is highly challenging because it requires knowledge of specific methods and skills. Irrespective of the absence of proper methods of formative and summative assessment the presence of continuous assessment are good for teaching learning process, academic achievement, skill improvement for students in Metekel Zone preparatory school. In this study, the researcher intends to investigate the Challenges of the implementation of continuous assessment for academic achievement and skill improvement of students in preparatory school.

Continuous assessment is used as an alternative to the term examinations or assessment. 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. In this research is the challenges of the implementation of continuous assessment is assesses the problem to improve teaching learning process, academic achievement and skill improvement in Physical education subject especially in physical education practical exercise class in Metekel Zone preparatory school by using descriptive survey method.

Due to this, the researcher wants: to assess the challenges of implementing continuous assessment in physical education practical exercise class in Metekel Zone preparatory school; and to put forward possible solutions in order to overcome the problems or challenges of implementing continuous assessment in physical education practical exercise class in the Zone preparatory school.

1.4 Objective of the Study

1.4.1. General objective

The main objective of this research will be to identify what are the challenges that affected the implementation of continuous assessment in physical education practical exercise classes in Metekel Zone preparatory school.

1.4.2. Specific objectives

The specific objectives are to:

- ✓ Assess the challenges of implementing continuous assessment in physical education practical exercise class in Metekel Zone preparatory school.
- ✓ Examine the problems that affect the use of continuous assessment in practical exercise class in Metekel Zone Preparatory School.
- ✓ Investigate how continuous assessment is practiced in the field of physical education in practical exercise class in preparatory school.
- ✓ Assess the attitude of teachers and school administration towards the continuous assessment in physical education practical class.

1.5 Research Questions

In order to examine the research problem and guide the study of the existing practice of student's continuous assessment, its implementation, challenges and alternative solutions the following basic research questions were formulated and used. These are:

1. What are the major challenges to implementing continuous assessment in physical education practical exercise class in Metekel zone preparatory school?
2. Are the challenges of implementation of continuous assessment in practical class clearly seen on academic achievement, skill improvement of Physical education practical exercise class in Metekel zone preparatory school?
3. What are the main factors that affect teachers in assessing their students' performance in physical education practical exercise class of Metekel zone preparatory school?
4. What type of continuous assessment techniques use physical education teachers to implement continuous assessment in practical exercise class in the zone preparatory school?

1.6 Significance of the Study

Generally, the findings of this research has positive contribution to pinpoint the challenges of implementation of continuous assessment in physical education practical exercise class and it enhance the academic achievement and skill improvement of the students in physical education subject by recommending relevant solution to overcome the challenge in implementing continuous assessment. In addition, it would indicate the extent to which continuous assessment is used, and to create the prevailing attitude and awareness of teachers and students towards continuous assessment. Moreover, the findings of this research have the following additional significance:

- ❖ It may help physical education teachers and other concerned bodies to know about the challenge of implementation of continuous assessment in practical class.
- ❖ It may help physical education teacher and other concerned bodies to revise teaching learning environment in physical education course.
- ❖ It may help as reference material for other researchers who want to conduct further researches on the area.

- ❖ It may help to create awareness among physical education teachers about tools and procedure used in the continuous assessment.
- ❖ It may support physical education teachers' work by giving some relevant information to improve their teaching activity and their continuous assessment in practical exercise class assessment mechanisms.

1.7 Delimitation of the Study

This study was delimited both geographically and by subject matter under study. Geographically, the study is limited to Beneishangul Gumuz Region Metekel Zone preparatory schools. Whereas with regard to subject matter, it is delimited to identifying and assessing the challenge face the implementation of continuous assessment in physical education practical class. Hence, to make the study more manageable and to complete within the available time and resources, which means the researcher didn't include all Beneishangul Gumuz Region preparatory schools but it was limited to Metekel zone preparatory school. The Metekel Preparatory schools include Berber, Dibate, and Galessa, Pawi, Madura, Bullen, Dobi, Wonbera, Manbuk, Guba and Paw mender-7 preparatory school.

1.8 Limitations of the Study

Generally, while conducting this study the following problems were faced by the researcher. These are: the existence of long distance between the school which is covered by the study, carelessness of some respondent in filling the questionnaire and their failure to answer the whole question stipulated in the questionnaire and Lack of sufficient budget. However, the researcher managed to overcome the problems through perseverance and patience.

1.9 Definition of Key Terms

Operational definition of the research:

- **Affective domain** development of acceptable social and personal behaviors in physical activity settings that allow for a productive learning environment with students working responsibly both individually and as members of a group.
- **Assessment** means observing students at work or by various kinds of tests given periodically, when practiced on-going process, or day-to-day base.
- **Assessment methods** means the procedures in which the teachers' wish to follow in order to assess the learners and include self-assessment, peer assessment and group-assessment.
- **Assessment techniques** means a special way in which teachers' uses method and tool to provide opportunities for learners to demonstrate their performance those techniques include interviews, written assignments, oral questions etc.
- **Assessment tools** means an instrument that a teacher's uses when assessing the learners those tools includes observation sheets, assessment grids and class lists Continuous
- **Cognitive domain** an understanding of movement concepts and principles that allow children to become more efficient movers and learners through movement.
- **Continuous assessment** means the process of collecting information on how students are progressing in their learning and using this information to make an instructional decision.
- **Diagnostic assessment** refer to as pre-assessment or diagnostic assessment, initial assessments are conducted prior to instruction or intervention of establish a basic line from which individual student growth can be measured.
- **Formative continuous assessment** means an ongoing daily process by which teachers and educators gather and interpret information about aspects of students' learning and their own teaching.
- **Peer assessment** refers to the process whereby learners assess one work to other work.

- **Performance assessment** means the process of using student activities or products as opposed to tests or surveys to evaluate students' knowledge, skills and development. Methods include essays, oral presentation, exhibitions, performance and demonstrations.
- **Self-assessments** which involve the students critically and validly assessing their own performance/ability in physical education practical exercise class based on personal goals, teacher-derived goals, and/or peer-standards.
- **Summative continuous assessment** means procedure for gathering information about the students' achievement of the curriculum goals or objectives at the end of the instruction or unit.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Assessing student performance is a process of collecting and interpreting information about the acquired knowledge, experiences, skills, attitudes and behavior of learners as they interact in and with the curriculum. Operating within a Personal-global orientation, assessment of progress is viewed as a cooperative and collaborative undertaking, done for and with learners as they make meaning of the curriculum. As students mature within a class and throughout the program, they take on more responsibility for their own assessment as part of the teacher's on-going assessment of student performance. However, Continuous assessment is a comprehensive term, which refers particularly to enquiring into the learner's competence, knowledge, attitude and skill through various student outline using different assessment methods to improve learning and practiced as an ongoing process or on a day-to –day basis assessment.

2.2 Definition of Continuous Assessment

Globally, different terms are used to describe continuous assessments. In some countries, continuous assessment is referred as teacher grading whereas it is referred as running records, or curriculum based assessment. However, irrespective of difference in nomenclature in all cases, teachers are given the responsibility to find out what students know, understand and are able to do in their classes. When this is done is a variety of ways over time and used to improve instruction it is considered to be Continuous assessment (Joy, 2003 as cited in Tamene, 2007). According to Institute of Curriculum Development and Research (ICDR) of Ethiopia (1999) which is in relation to assessment and evaluation, assessment is a way of observing, collecting information and making decisions based on information. Conversely, an overall judgment of students learning based on continuous assessment is evaluation. Indeed, in school's assessment of learning is usually carried out by teacher on the basis of impressions gained as they observe their pupils at work or by various kinds of tests given periodically. When this practiced as an ongoing process or on a day-to –day basis such assessment is known as continuous assessment.

Continuous assessment is a comprehensive term, which refers particularly to enquiring into the learner's competence, knowledge, attitude and skill through various student profile using different assessment methods to improve learning.

In the same vein Desalegn (2004) briefly defined continuous assessment as making observation periodically to find out what a student knows, understands and can do. The cognitive domain relates to the capacity to think or one's mental skills. The affective domain is all about emotions and feelings, especially in relationship to a set of values. The psychomotor domain, on the other hand, is concerned with the mastery of physical skills ranging from reflexive movement to exhibiting appropriate body language. However, most of the tests which are prepared in schools are intended to measure cognitive behaviors and also the affective domain is not as such commonly tested. Still, the psychomotor is highly emphasized in the lower grade, being an important component as other domains associated with intelligence. Along with the above definition ICDR (1999:205) pointed out that continuous assessment is being used increasingly as an alternative to terminal examinations, because it provides more reliable information than examination. It builds up a picture of a pupil's performance over a prolonged and representative period. Hence, Preparatory Schools, in these days, are turning to continuous assessment so as to build up a record that is much more complete and reliable. Generally, from the above definitions one can infer that assessment and evaluation are interrelated as a part of continuous assessment but do not substitute as continuous assessment.

As ICDR (1999) cited continuous assessment is seen as an assessment approach conducted as ongoing process which involves the use of variety of assessment instruments where the overall grading of learner's performance is determined from cognitive, affective and psychomotor domains. To this effect, its aim is directed in identifying those students who have and haven't mastered a particular knowledge and skills and respond quickly to students' real or perceived learning problems and then improve their learning. Therefore, Continuous assessment can be seen as a means of carrying an assessment formally and informally within the class.

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

preparatory school. Because a group assessment in physical education in practical exercise class is the movement and bodily actions that only occur for a brief second. However, the implementation of continuous assessment in practical class is not an easy task for the physical education teacher because his judgment and interpretations have to be immediate and occur during the teaching practical exercise lesson.

2.3 Continuous Assessment in Ethiopia

As the MOE (1999) cited in education quality assurance package blue print, short coming related to assessment include of understanding of policy guide line by some implementers; lack of proper control and supervision mechanisms, especially at school and regional levels, lack of commitment on the part of teachers and learners regarding continuous assessment, which at the end of the day, results in unrealistic or fabricated continuous assessment marks.

As MOE (2010), every teacher should carry out regular check on the progress of all students in each subject. This is done through continuous and formal assessment. It is intended to be spontaneous and natural parts of the teaching and learning process, not merely an activity that takes place at the end of term or year.

As Birhanu, M (2004) cited the main requirement of the implementation of the revised curriculum will be the planning of assessment tasks as part of the school program that will show teachers whether, or not students are achieving the expected competencies. These tasks are intended to be under taken throughout the year. According to this study, these were found to be practical problem in implementing continuous assessment in preparatory school. The research findings in preparatory school level clearly show the problem of assessment in general and the poor implementation of continuous assessment in physical education practical exercise class. Therefore, I believe that most physical education teachers have the lack of understanding policy guide line by implementers about continuous assessment; lack of proper control and supervision mechanisms ,lack of awareness, lack of willingness's are seen in most preparatory school.

2.4 Assessment in Physical Education

Physical education teachers continually face the challenge of assessing their students' learning. Through these continuous assessments process teachers gain the information or evidence that they need to appropriately grade student learning in the affective, physical, and cognitive domains of physical education. According to Ellington, (1997), Continuous assessment

techniques include Teacher-directed assessments, Peer assessments, and Self-assessments. Teacher-directed assessments; directly measure a student's motor skill, cognitive, affective, and psychomotor ability. Peer assessments involve students acting individually or as a group to assess their peers. Peer assessments are advantageous as they help students to develop and administer an assessment, learn concern for others, a sense of responsibility, and learn how to give constructive feedback. Self-assessments involve the students critically and validly assessing their own performance/ability based on personal goals, teacher-derived goals, and/or peer-standards. What teachers assess may be the single most powerful message as to what teachers value and wish to accomplish, (Johnson, and Johnson, 2002). Although many types of assessment can be used by teachers to collect information and provide students with a variety of learning experiences in many intended leanings, our experience in assessment as students were probably the skill tests and written tests. Along with this line, Rink, J (1998) short listed the possible strategies as: observation, event tasks, student journals, student's portfolios, laboratory reports, skills tests, class participations, practical demonstrations, Interview, parental reports and/or any other elements specified by the teacher or the school could be used. All these assessment techniques as Rink cites and elaborates are designed to assess the student's performance in group or individually to provide the required competency used to assess the degree to which students are achieved the intended outcomes.

According USAID (2009), assessment is the process used by teacher to collect information about students and make educational decision about the students accordingly. It means that assessment refers to the process of gathering relevant information, for the expressed purpose of making educational decision, not the instrument for gathering it. An assessment is neither information nor decisions but simply it refers to the process of gathering relevant information about student's performance. Hence, assessment provides information to help teacher make the decision. Assessment is the process of making judgment about a student's performance on a particular task. Hence, continuous assessment is not judgment about student's performance of particular course rather the processes to make decision about student performance on particular course let say physical education. The result will clearly depend up on what the task is and how the judgment is made, in relation to what standard or criteria. It also depends up on other factors, which affect performance such as student's motivation, perception of the relevance of task and anxiety about the consequences of success or failure. The term assessment usually refers to the

full range of information gathered and synthesized by teachers for making decision about their students and their classroom. Information about the student may gather either formally or informally. Information about students can gathered in informal ways, such as through observation and verbal exchange. It can also be gathered through formal means such as homework, tests, and written reports. Information about classroom and a teacher's instructions can also be part of assessment.

Assessment is a comprehensive process that implies an assessment of the participants and the Curriculum with them interacts. Assessment in physical education serves many purposes and contributes to decision making about: classification, diagnosis and guidance, motivation, reporting progress and program improvement.

Therefore, I believe that most of the above types of continuous assessments such as affective, physical, cognitive domains, observation, event tasks, skills tests (locomotors skills), class participations, and practical demonstrations assessment method are vital for physical education teachers to assess the practical exercise class.

2.5 The Three Domains of Physical Education Continuous Assessments

According to Rink, (1998) in physical education the three domains i.e. psychomotor domain, cognitive domain, and affective domain are interwoven to give meaning to movement. Thus, when children understand why their body functions the way it does (cognitive), they can begin to attain skill competency (psychomotor) and associate positive feelings with physical activity (affective).

2.5.1 Psychomotor Domain

The heart of physical education is developing competent motor skill abilities. When assessing the psychomotor domain, one is measuring the development of motor skills and health related fitness. For example, at the primary level, students demonstrate skipping by performing the skill using the step, hop pattern or at the intermediate level, students participate in the Fitness Gram assessment program.

2.5.2 Cognitive Domain

An understanding of movement concepts and principles that allow children's to become more efficient movers and learners through movement. When assessing the cognitive domain, one is measuring student knowledge of movement concepts, principles, strategies and tactics. For example,

at the middle school level students articulate the skill pattern of the underhand throws “ready, swing back, step, and follow through” or describe a Strategy used to defend territory during an activity.

2.5.3 Affective Domain

Development of acceptable social and personal behaviors in physical activity setting that allows for a productive learning environment with students working responsibly both individually and as members of a group.

When assessing the affective domain, one is measuring the development of acceptable social and personal behaviors in physical activity settings. For example, at the high school level, student’s fallout a self-reflection about their performance, complete a peer evaluation or identify, follow and, when appropriate, create safety guidelines for participation in physical activity settings. Mitko A.J (2004)

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. Among, types of assessment are: Formative assessment, Diagnostic assessment, Summative assessment, Self-assessment, Peer assessment, Placement assessment, Norm referencing, Criterion referencing, and Fitness and skill assessments.

2.6.1 Formative Assessment

Formative assessment has received international attention as an instructional approach that has great potential to improve teaching and learning. The concept has roots in educational evaluation practices and has evolved over time, from a focus on formative evaluation to formative assessment or assessment for learning. Significant contributions to this evolution have been made by researchers in the United States, the United Kingdom, Australia, and New Zealand. Specifically, the work of the Assessment Reform Group in the 1990s formative assessment into the attention for teacher education programs, teacher professional development, and educational

research. Formative assessment process guides teachers in making decisions about future instruction.

Formative assessment is generally carried out through out a course or project. It is also referred to as “educative assessment” used to aid learning. In an educational setting, Formative assessment might be conducted by a teacher (or peer) or the learner, providing feedback on a student’s work and would not necessarily be used for grading purposes.

According to DOE (1997), formative assessment involves a developmental approach and designed to monitor and supports the learning process. It builds on learning activities on a continuous foundation, guiding the learner and the educator through constructive feedback.

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

Therefore I believe that formative assessment process guides teachers in making decisions about future instruction, is generally carried out through out a course, It is also referred to as “educative assessment” used to aid learning in continuous assessment of physical education practical exercise

2.6.2 Summative Assessment

Summative assessment is generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students a course grade. Summative assessment is used for grading, promoting and certifying purpose it is also helpful for providing information based on the assessment of the effectiveness of a program of instruction ICDR (2004). Summative assessments are evaluative.

Summative assessments summarize what students have learned at the conclusion of an instructional segment. These assessments tend to be evaluative, and teachers typically encapsulate and report assessment results as a score or a grade. Familiar examples of summative assessments include tests, performance tasks, and final exams, conclude projects, and work portfolio. Therefore, I believed the above definition of ICDR Summative assessments is a tool that summarizes what students have learned at the conclusion of an instructional segment

including Practical exercise tests, performance tasks and final exams are used by physical education teachers.

2.6.3 Peer Assessment

Peer assessment refers to the process of learners assess each other's work's performance. This can be an individual task where learners assess one another or how another learner performed in a group task DOE (1998).

The starting point for introducing peer assessment is for teachers and learning support assistants to model the process .A good way of doing this is to use examples of work from anonymous pupils, modeling the type of constructive feedback that might be given or providing a list of questions that pupils might ask. This allows pupils to become accustomed to the process before they are asked to evaluate and comment on the work of their classmates. Pupils need to be supported in giving effective feedback, helping them to understand the different types of feedback that can be given and how each type can help others to improve their work. Whole-class marking can also be useful as it allows for discussion and sharing of ideas in a secure environment in physical education practical exercise.

However, I believe that peer assessment is one of the important ways to implement continuous assessment in physical education practical exercise class, because peer assessment is assess the process of learners each other's work's performance.

2.6.4 Self-Assessment

Having assessed the work of others, pupils will find it easier to identify weaknesses in their own work and to see how they can make improvements. They should be encouraged to reflect on their own development and progress, comparing their current work with that produced previously and with their own personal target. Showing examples of work that do and do not meet the success criteria can help pupils to understand more fully what is required and to reflect on the things they need to do in order to improve. Looking at the work of others can also help pupils to understand the different approaches they could have taken and to appreciate that there are different ways of achieving success.

Pupils generally enjoy supporting one another in their work but both self and peer assessment need to be managed carefully. Following any self-assessment activity pupils should be given sufficient time and opportunity to make improvements. A potential danger of pupils comparing

their work with others is that some pupils may be excessively or insufficiently challenged and become motivated. It is therefore important that pupils understand that everyone's learning journey may be different. It is also important that pupils can admit to areas of weakness without risk to their self-esteem. There are lots of ways for pupils of different ages to indicate their confidence or familiarity with a particular concept or topic and to articulate where they are in relation to learning objectives and success criteria. Jacobs and Gawe (1996) investigate that, self-assessment have important roles such as: helping learner to think critically about their own work; enabling learners have a good idea about their progress; encouraging learners to take more responsibility for their own learning; and enables educators can give learners much more meaningful feedback.

The Supportive Culture of Self and Peer Assessment Self and peer assessment require a classroom culture where errors are valued as learning opportunities and admitting to not understanding something is acceptable. Pupils act as critical friends, the work of others in a way that both supports and challenges them and facilitates their future success. In order for such a culture to succeed teachers must be able to show that they too can make mistakes.

As with self and peer assessment among pupils, the development of such a culture can take time and effort.

As self and peer assessment become embedded, their use will be evident in pupils' written work and when pupils are observed interacting with their peers in the classroom. Teachers' experiences of self and peer assessment can be shared at staff meetings, and teachers may gain further insights by observing their peers or visiting schools where it is being successfully practiced. Although this handout is concerned with pupil self and peer assessment, many of the same principles could equally apply when teachers are observing and evaluating their own teaching and that of colleagues.

2.6.5 Placement Assessment

This is geared towards investigating learners' entry performance. In other words, the goal of placement assessment is to determine for each student the position in the instruction that is beneficial to the learners.

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 equipped with the skills' they have.

2.6.6 Skill and Fitness Assessment

Currently, the most widely-used assessments in physical education are fitness tests. As you know, with most of these tests a student score is compared to a table of norms and given a rating. This is an example of a norm-referenced or quantitative test. You probably also know that similar tests are available for sport skills. For example, counting how many times a student can rally a tennis ball against a wall in one minute is also a quantitative test. With some skills these types of assessments provide useful indicators of student learning Nitko (2004).

With more complex skills or when students are introduced to new skills, learning often occurs more slowly and performance of the whole skill is not a good measure of learning and improvement. In these instances, it is often more useful to use qualitative types of assessment.

In qualitative tests, as the name suggests, we are looking for changes in the quality of the skill as it is performed rather than the outcome. For example, for a genuine beginner it would take a long time to be ready to rally a tennis ball against a wall for one minute using the proper forehand technique. Assessing this student's learning from a one-minute rallying test would not adequately indicate what the student had really learned. A better measure might be to ask the student to demonstrate the key parts of the tennis forehand while rallying against the wall.

One of the challenges we face in Physical education is providing learners with measures to show that they are improving in situations where improvement may not be indicated with quantitative assessment.

2.6.7 Cognitive Assessment

As Aggrawal (1999) cited there are many ways to assess a student's knowledge of the key parts of a motor skill. In addition to actually demonstrating them to a teacher or peer, a student can communicate knowledge about the skill cognitively in a variety of ways. This provides inclusion for the student who, while understanding the how and whys of a concept or skill in physical education, as yet may be unable to demonstrate proficiency in performing them. Armed with the knowledge however, the student can become an independent learner and continue to refine his/her skills and use of concepts outside the physical education setting.

Rink (1998) Cognitive assessment has numerous benefits from different perspective. Among; firstly, it enables Students to create and clarify their own knowledge of a motor skill. The very process of the assessment is instructional as well as evaluative. Secondly, the process encourages the use of a wide variety of resources that might include using the Internet, video sources, print

media, and the knowledge of experts to complete the assignment. Thirdly, the "product" of the assessment is a potentially useful resource for others, and is a more meaningful accomplishment than a test answer sheet. Fourthly, the assessment itself can provide an opportunity for interdisciplinary projects that can serve to build bridges between academic content as well as mirror "real-life" work.

2.7 Purpose of Continuous Assessment

Understanding the purpose of continuous assessment has its own importance this is because such a knowledge will help those who are going to implement this technique of assessment to give due consideration and increase their effort towards its proper implementation. From the perspectives of measurement expertise, continuous assessment is purposely designed to improve teaching and learning for all students, not to filter students out of educational opportunities. Continuous assessment is a diverse purpose diagnostic instrument that is useful for both the students and teachers. It enables students to understand there are areas in which there are having difficulties and to concentrate their effort in those areas meanwhile it allows teachers to monitor the impact of the lesson on the students understanding Desalegn (2004).

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

The other important purpose of continuous assessment to be considered is that it is intended to assess the curriculum as implemented in the class room. It allows teachers to evaluate that effectiveness of their teaching strategies relative to the curriculum and to change those strategies as dictated by the need of their students.

There are many purposes for classroom assessment, diagnosing pupil problems, judging pupils' academic performance, providing feedback to pupils; placing pupil, planning and conducting instruction, and establishing the classroom.

Similarly, Aggrawal (1999) identified eight important purposes of assessment of personality. These include: To appraise the status and changes in pupil's personality development, to find out pupils needs and possibilities of development, to aid student teacher planning, to familiarize the

teacher with the nature of pupil learning. Additionally, it helps to assess development and progress, to serve as a means of improving school community relations, to facilitate the selection and improvement of assessment instruments, to appraise the teacher's competence, and to serve as a guiding principle for selection, and application of supervisory techniques.

Therefore, I believe that, continuous assessment is purposely designed to improve teaching and learning for all students, not for filter students out of educational opportunities, it is intended to assess the curriculum as implemented in the class room.

2.8 Validity and Reliability Issues in Physical Education Assessment

Assessment is used in education to refer to any procedure or activity that is designed to collect information about the knowledge, attitude or skills of a learner or group of learners (Kellaghan, 2001). Accordingly, teachers who collect this information on students' performance want to make sure that the information they collect actually reflects where students are in respect to an intended outcome. In this respects, one of the important aspect of continuous assessment is the availability of valid and reliable tests which could be used in all school. The assessment should be a valid measure of the outcome and the assessment itself as well. Moreover, the procedures used should be reliable, too. These two characteristics are good assessment (Rink, 1998).

2.8.1 Validity of Assessment Measure

If the test actually measures what it is designed to measure, then the test is said to be valid. One good example of validity would be the extent to which a test of free throws in basketball. If it is possible for a player to be good at free throws but not good at playing basketball, then the basketball free throw test might be a valid test for the basketball free throw but not a very valid test for how well a player actually plays the game (Rink, 1998).

2.8.2 Reliability of Assessment Measure

Reliability exists when a student's performance remains the same on repeated measurement. This means, teachers score a student one way on one day, he/she will score the same performance in the same way on another day, it is said to be reliable. Usually, the reliability of a measure is obtained through a test- retest measure (Rink, 1998, ICDR, 1999 and Johnson 2002).

2.9 Common Assessment Problems in Physical Education

Assessment becomes more meaningful when the results are used to point towards the next steps in learning and instruction. Meaningless assessments may provide achievement scores with no implications and advance of teach Johnson (2002). These scholars further listed down the following problems, which teachers face in general in conducting assessment as follows:

- outcomes which are most commonly assessed are subject matter's knowledge and recognition of facts
- time constraints are another factors which can prohibit the use of many of the most effective and helpful assessment procedures
- Teachers' bias and expectations can also affect assessment results.
- the other most common things is students do not understand the criteria and rubrics used to assess their work
- Last but not the least is assessment process is not a learning experience for most students.

Similarly, Rink (1998) summarizes in particular the biggest reason teachers in physical education have not attended to assessment and evaluation to the extent that they should is:

- ✓ Physical education teachers do not provide information on students' performance to anyone. Even the grading process is to large extent void of data in many program
- ✓ Many formal tests require a great deal of teacher preparation and take too long to administer to classes with large number.
- ✓ the failure of teacher to use assessment in the instructional process and to evaluate their programs
- ✓ teacher have perceived many tests as having little relationship to what they are teaching
- ✓ the need to provide information on student' performance to concerned parties outside of the physical education setting is least compared to other subjects.

2.10 Perception of Teachers towards Continuous Assessment Practices

Research and educators share the idea that teachers low interest or negative attitude towards assessment has contributed to poor assessment practice in light of this, Brookhart (2002)

reviewed that teachers have negative attitude towards test used such away to have what they perceive as negative consequence for their students. Furthermore, Nitko (2004) assessment program can succeed only if teachers accept it. If teachers do not have clear understanding of the idea of assessment and if they are not ready to accept the basic philosophy of the program, its implementation will be in question. In spite of this fact, lack of orientation and assistance from the concerned individuals, insufficient training and lack of adequate materials make it difficult for teachers to appreciate and apply continuous assessment. Brookhart (2002) concluded in his review that there were conflicting findings about teacher's attitudes towards assessment.

Therefore, I believe the definition of the above stated that continuous assessment program can succeed only if teachers accept it. If teachers do not have clear understanding of the idea of continuous assessment and if they are not ready to accept the basic philosophy of the program, its implementation will be in question in physical education practical class.

2.11 Advantages of Continuous Assessment

Advantage of continuous assessment is that it places teachers at the center of all performance assessment activities. It encourages more teacher participation in the overall assessment or grading of his/her learners. Though 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 Kothori (2004) Continuous assessment is Provides information from which teachers and tutors can obtain insights into their own effectiveness. Continuous assessment uses a variety of instruments in the process of assessing the student because it considers all the three domains of learning namely: Cognitive, affective and psychomotor. The result of continuous assessment is usually used to advise the students and thus such results improve the student learning outcomes.

Continuous Assessment strategies are embedded within learning activities to avoid situations that appear threatening and cause panic. Assessment is done immediately the learning task is accomplished. The element of competitiveness amongst learners is reasonably reduced. Allocate students to sets or groups. This is done in grading to assign students to a particular set or group by looking at how they have been performing.

2.12 The challenges of Continuous assessment

Implementation of continuous assessment in schools has been fraught with some problems which include the fact that teachers are not adequately educated in continuous assessment implementation; stakeholders are unaware of the importance of continuous assessment as a quality control and assurance tool and the fact that it assists both teachers and students. According to research finding to Ethiopian context, Birhanu (2004) indicated that proper handling of student assessment in general and continuous assessment in particular as high school level in selected high school assessment in particular of high school level in Addis Ababa is poor and not up to the standard competed to the contemporary assessment system. High findings further indicate that the major problem in implementing continuous assessment include lack of awareness' about the technique and procedure lack of guidelines inadequate preparation of teachers on continuous assessment lack of technical support, unmanageable large class size lack of adequate learning materials, lack of adequate supervisors who can guide practitioners, lack of student motivation and learners negative attitude towards project and assignment. According to his study, these were found to be practical problem in implementing continuous assessment in high schools The above research findings or conducted in high school level and clearly show the problem of assessment in general and the poor implementation of continuous assessment in particular. And recommendations were also forwarded for better improvement of the teaching learning process in general and the assessment method in particular even though out those efforts were mode the problem seems to be continued at high schools were the implementation of CA is a recent phenomenon.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

For the successful completion of this study, a descriptive survey method was employed. The main purposes of descriptive method used in this research are to describe, explain, and validate findings that are challenges of implementation of continuous assessment in physical education practical exercise class and to determine the challenges of implementing continuous assessment in physical education in preparatory schools of Metekel Zone.

3.2 Research Design

This research is designed to assessing the challenge of implementing continuous assessment in practical exercise class of physical education to identify the problems which may arise from inappropriate using continuous assessment, in Metekel zone preparatory school. The research method for this study will be descriptive survey. According to Kothari (2004) stated the major purpose of descriptive survey design was the description of the state of affairs as it exists at present. As explained by Kothari, the main characteristics of descriptive survey enable the researchers to come up with what has happened or what is happening. Hence, descriptive survey is used in this study to describe and assess the challenge of implementing continuous assessment in practical exercises class of physical education and to identify the major problems with regard to continuous assessment.

3.3 Research Method

Descriptive research method does not fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both in the same study. The main purposes of descriptive method used in this research are to describe, explain, and validate findings that are challenges of implementation of continuous assessment in physical education practical exercise class in Metekel zone preparatory school.

Having this in mind, the researcher has used descriptive method of research in this study with the aim to see the issue under study both from quantitative and qualitative perspective. Further,

descriptive research methodology was used in this research to complement the weakness of one method by the strength of the other method or two use positive side both quantitative and qualitative research methodologies and thereby to describe the statement of affairs as they are at present and casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely. Quantitative research method was used to analyze a data which was quantitative in nature whereas, qualitative research was used to analyze those data which were not quantitative in nature.

3.4 Data Sources

In order to make the study reliable, primary and secondary sources of data was employed. With the objective to get first-hand information about the issues under study the researcher collected Primary data, from physical education teachers, school principals and preparatory school physical education teachers. Moreover, observations regarding the field class facilities, field class interaction and related materials in the school were made. Moreover, the researcher has obtained secondary data from different sources. In this regard, an assessment of documents related to the areas of the study was consulted in Metekel zone preparatory school and Metekel Zone education Bureau. These documents include mark list, teacher's portfolios and other important documents prepared by ministry of education. In addition, books, journals, articles, and research written by different scholars are also well analyzed and referred.

3.5 The Study Site and Study population

The study site and study population is Beneishangul Gumuz Region Metekel Zone Preparatory school, Ethiopia. Whereas most of the education status is poor and hence majority of the people are uneducated. The region contains three administrative Zones and two Woreda that are Assosa, Metekel, Kemashi Zone and Pawi and Tong Leyou Woreda. However, the region has 571 primary schools, 68 high schools and 19 preparatory schools Report of Beneishangul Gumuz education office (2016). Among, most or eleven (11) preparatory school is found in Metekel Zone. Teacher-student ratio in schools is unbalanced which show shortage of teachers. Therefore, the researcher study site is concerned in Metekel Zone preparatory school. Despite the relatively high education coverage, illiteracy rate in the region is high because institutional structure is a very recent development and reaches mostly young children. The major challenges of education

in the region are: low number and quality of teachers, shortage of books, low quality schools, and low enrollment of the indigenous people. Information from the regional bureau of education shows that the major problems related to poor school attendance are: household need of child labor for income generation, low value given to girls education by parents; practice of early marriage; problem of language communication with teachers; distance from schools (due to the scattered nature of settlements) and lack of transportation.

As indicated above most preparatory schools of Beneishangul Gumuz Region are found in Metekel Zone. Hence to make the study representative of the zone and so as to cover most preparatory in the region within the study, the area of study is Metekel zone preparatory school. Targeted population for the study which was consulted was physical education teachers, students, and directors in the 11 preparatory schools of Metekel Zone that is Berber preparatory school, Galessa preparatory school, Dibate preparatory school, Madura preparatory school, Pawi preparatory school, Bullen preparatory school, Dobie preparatory school, Pawi mender sehati preparatory school, Wonbera preparatory school, Guba preparatory school, and Mabuk preparatory school. These eleven Metekel Zone preparatory schools have total of 27 physical education teachers.

3.6 Participant and Sampling Techniques

In order to make the study reliable all 11 preparatory schools in the Zone schools was covered under the study. Because of the fact the number of physical education teacher working in each Metekel Zone preparatory school is limited in number that is two up to three per each preparatory school all physical education teachers are made the participant of the study by using questionnaire to be filled by them and by using observation to be filled by the researcher. Moreover, in order to strength information forwarded by the physical education teachers and department head of physical education in each preparatory schools of Metekel zone as well as the principal of each preparatory school of Metekel zone are involved in interview.

Finally, all this information gathered from physical education teachers, department head, and director of Metekel Zone preparatory school by using questioner, interview and direct observation are analyzed and interpreted by descriptive survey method.

3.7 Instrument of Data collections

Both quantitative and qualitative data would be collected using different data collecting instruments. Among these questionnaire, interview, observation and document analysis were employed for the study to collect data.

3.7.1 Questionnaire

Questionnaires were used to collect information from teachers. The questionnaire mainly contained close ended and open ended questions. Closed-ended questions which cover choose part was used to collect data from physical education teachers of Metekel preparatory school. Open-ended questions which require explanation by the respondents were also included in the questionnaire to give opportunity to respondents to explain what is in their mind.

3.7.2 Interview

Department head of physical education and directors of Metekel Zone preparatory school are participated within the study by using interview. Within the interview question asked by the researcher both close-ended and open-ended question are included.

Close ended question which are included within the interview question for respondent are those which are answered by short answer yes or no, whereas open-ended question of the interview are those which were prepared to for department head and school principal to say what is in their mind and what they feel on the challenge of implementing continuous assessment in practical exercise class in physical education.

3.7.3 Class Observation

The class observation is used to see, describe, investigate and assess the extent to which physical education teachers employ continuous assessment techniques in their practical exercise class strengthen the responses of the teachers under the questioner form.

3.7.4 Document Analysis

In addition to the above instrument of data collection, different related documents were used to gather data about challenge of implementing continuous assessment in physical education practical exercise class. In this regard, an assessment of documents related to the areas of the

study was consulted in Metekel zone preparatory school and Metekel Zone education bureau. These documents include mark list, teacher's portfolios and other important documents prepared by ministry of education. In addition, books, journals, articles, and research written by different scholar are also well analyzed and referred.

Therefore, reliable data obtained from eleven preparatory school essential documents like school plans for the implementation of continuous assessment, students mark list, teachers profile and other relevant document have organized.

3.8 Validity and Reliability

To ensure validity and reliability of the finding of the study different measure have been taken. Among, the questionnaires were reshaped in the manner it helps the researcher to assess the real challenges of continuous assessment in physical education practical exercise class in the site under the study. Beside, sufficient numbers of participant are included in study to make the study reliable and representative department (all physical education teachers, department head and school principal because physical education teachers in the school are very smalls in number). Moreover, in addition to answer given by the respondent direct observation was conducted by the researcher to observe the reality on the ground. Finally, with the objective to achieve validity and reliability of the finding of the study SPSS method is used to analysis and interpret the collected data with accuracy.

3.9 Procedures of Data Collection

Firstly, Permission of the school principal who is authorized to permit so as to collect data from the respondents was requested and secured accordingly. Then, the finalized questioner form was distributed to the respondents that are Metekel zone preparatory schools' physical education teacher upon ensuring their willingness and full consent to fill the questioner form. In addition, to instruction and explanation stipulated on the questioner, face to face Orientation was given to respondent upon the distribution and to the assistance data collectors on how to handle questions raised from the respondents. Therefore, the data collection was conducted through questionnaire. With regarded procedure for an interview, like the case of questioner Permission of the school principals who is authorized to permit so as to collect data from the respondents was secured and full and free consent of the respondent was requested and secured accordingly. And then, instruction, orientation and explanation were given to respondent in relation to an interview on the challenges of implementing continuous assessments in physical education practical exercise

class. As the last point but not least, observation of the practices in the ground was done in Metekel Zone preparatory school and various documents such as books, journal, research, article and other which are directly or indirectly relevant to the topic under the study were analyzed.

3.10 Method of Data Analysis

Raw Data that were collected via questioner, interview and observation were analyzed by using both quantitative and qualitative data analysis method. Quantitative data which was collected through questionnaire from teachers was organized, tabulated and described quantitatively using Descriptive statistics, Chi-square value (χ^2), percentage, and p-value. Whereas, those qualitative data which were collected from participants through interviews, open ended questions, and close ended question as well as documents which are used for the study analyzed narrated in words in order to supplement the information gathering through other instruments.

3.11 Ethical consideration

By showing the letter of cooperation from the department head the researcher contacted respondents and explain the purpose of this research clearly by giving dignity for their cooperation. So as to make collection of data legitimate the Permission of the school principals who is authorized to permit so as to collect data from the respondents using questioner and an interview was requested and secured accordingly. Moreover, the full and free consent of the respondent was requested and secured accordingly to be interviewed and fill the questioner. In addition, the researcher has informed the respondent has to give their answer freely as their information is remaining confidential. Then, the finalized questioner form was distributed to the Metekel zone preparatory schools' physical education teacher, department head of physical education in Metekel zone preparatory school as well as school principal are interviewed upon giving proper instruction, Orientation and explanation to them.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter, the results obtained from questionnaire, interview, classroom observation, and document analysis were analyzed. Various statistical methods were employed to present and analyze the structured item of the questionnaire quantitatively. To supplement and enrich the information that was drawn using questionnaire, the data from open ended questions, interviews, observation and document analysis were illustrated and described in words whereas the quantitative data analyzed by the support of descriptive statistics, chi-square value (χ^2), percentage, and p-value.. In order to get more information, observations and documents were referred. The first part of this chapter deals with the personal information of participants whereas the second part of this chapter deals with the analysis of the finding of the study in relation to the research questions.

4.2 Background of Participants

Biographic information of the respondents such as sex, age, teaching experience, teaching load per week, teaching qualification, number of student in class, training taken and did not taken about implementation of continuous assessment in service that would be participated in the study are indicated in the following table.

In general, the structured questionnaires were distributed to all of physical education teachers which is found in Metekele Zone preparatory school 27(100%) of the physical education teachers. in order to filled out and returned for the purpose of analysis. All the participants were into Metekele Zone preparatory school of physical education teachers.

Table 1: The socio demographic characteristic of the respected teachers' participants

Variance	Category	Frequency	Percent
Based on Sex	Male	22	81.49
	Female	5	18.51
	Total	27	100
Academic qualifications	B Ed	20	74.07
	M Sc	1	3.71
	Diploma	6	22.22
	Total	27	100
Took in service Training	Male	3	11.11
	Female	2	7.407
	Total	5	18.518
Didn't take any in service Training	Male	19	70.37
	Female	3	11.11
	Total	22	100
Teachers' Age	20-28	15	55.6
	>29	12	44.4
	Total	27	100
Teachers years' of experience	0-10years	15	55.6
	Greater than 11years	12	44.4
	Total	20	100
Teaching load Per weak	5-12hr	12	44.4
	Greater than 13hr	15	55.6
	Total	22	100
Number of student in each class	40-50	4	14.8
	51-60	6	22.23
	61-70	10	37.03
	Greater than 71	7	28.93
	Total	27	100

The Researcher used chi-square (χ^2) test because sample size n is less than 30

In the above table item one elaborated that in this research based on sex 22(81.48%) male and 5 (18.52%) female teachers were participated. When we conclude in the above table item one the gap between female and male are very high because of these the researcher does not use to compare and to use in analyses because of the high deference in number between them.

In the above table one in item two shows concerning in educational back ground of respondents 20 (74.07%) of them were Degree holders, 1 (3.71%) of the respondent were Masters of sciences Graduate, 6(22.22%) of the respondents was Diploma Graduate. These show that the majority of the respondents were qualified. When we conclude the above table the gaps between Bachelors of degree and Diploma are very high because of these the researcher does not use to compare and to use in analyses.

In the above table item three show the on-job training taken the respondent that means physical education teachers of Metekel which have participated or covered in the study by questioner.

Therefore, this shows that the training taken on Continuous assessment in service was, 3(11.12%) of the respondents take training from meal, 2(7.41%) of the respondents taken training and the resets 22(81.48%) of them was not taken training. These show that the majority of the teachers cannot take training on Continuous assessment in service. When we conclude the above table the gap between training taken and none training taken are very high because of these the researcher do not use to compeer and to use in analyses.

In table one item four show the age of respondents which have participated or covered in the study via questioner.

The frequency of respondent is 15 (55.6%) of them were between 20-28 years of age and 0-10 years experience, greater than 29 frequency 12 (44.4%) of the respondents and greater than 11years experience. When we conclude the above table the gap between the respondents age and experience are almost similar because of these the researcher use to compeer between them and to use in analyses.

In the above table item five indicated herein above show the teaching experience of respondent that means physical education teachers of Metekel zone which have participated or covered in the study questioner. The table shows that the experience of respondents' teacher indicts most of their teaching experience below 10 years. In fact, 15 (55.56%) of the teachers had experience between 0 to 10 years and 12(44.44%) of the teachers has experience beetwen11 to 21years. When we conclude the above table the number of experience and less experience are almost similar. Because of this the researcher uses to compeer between them and to use in analyses.

Generally, according to the respondents teaching load is one of that affect the implementation of continuous assessment in physical education practical exercise class Metekel zone preparatory school. If we seen the above table one in item six teaching load per weak practice, 4 (14.81%) of them were thought from 8-15 periods per week, 11(40.74%) of them were thought 17-18periode per week, 9(33.34%) of them were thought 19-23 periods per week and 3(11.12%) greater than 23 periods per week. This shows that 85% of the teachers were loaded and this condition could affect their work negatively because the majority of teachers thought more than 18 periods per week.

According to the above table one in item seven respondent the number of student in each class, the respondents were reflects as the following 4(14-82%) of them were 45-50 students in per class, 6(22.3%) of the students in per class in fact 51-60, 10(37.3%) of the students were 61-70 in per class and 7(25.92%) of the students was greater than 71 in per class. These show that the majority of the student in each class was very crowded (large class size) in class to student ratio.

4.2 Factors that affect the implement of continuous assessments

The respondents of the study were asked different questions pertinent to the challenges of implementing continuous assessment in physical education in practical exercise class. Their responses were organized in to tables furthermore, the frequency, chi-square, p-value, and Percentage counts between two group experienced and in experienced were computed for the purpose of analyzing and interpreting the findings as follows.

Table 2: Factors that affect the implementation of continuous assessments

Item	Experience	Alternative	F	%	χ^2	P
Do you use different method of continuous assessment in practical class continuously?	Less experience	Yes	7	46.7	3.854	0.043
		No	8	53.3		
		Total	15	100		
	More experience	Yes	9	75		
		No	3	25		
		Total	12	100		
Do you know what continuous assessment means in physical education practical exercise class is?	Less experience	Yes	7	46.7	2.217	0.137
		No	8	53.3		
		Total	15	100		
	More experience	Yes	9	75		
		NO	3	25		
		Total	12	100		
Do you know the tools and methods you use to implementing continuous assessment in physical education practical exercise class?	Less experience	Yes	10	66.7	6.064	0.016
		No	5	33.37		
		Total	15	100		
	More experience	Yes	10	88.3		
		NO	2	16.7		
		Total	12	100		
Do you feel that the courses you teach is sufficient the implement of continuous assessment in practical class?	Less experience	Yes	7	46.7	3.96	0.01
		No	8	53.33		
		Total	15	100		
	More experience	Yes	3	25		
		No	9	75		
		Total	12	100		

$\chi^2 = \text{chi-square} = 3.84, df = 1, p \leq 0.05 = \text{significance}, p > 0.05 = \text{none significance}, P = p\text{-value}$

In item one, Table 2 shows that physical education teachers question on do you used different method of continuous assessment in practical class continuously? From descriptive point of view experienced teacher and less experienced teachers chi-square (χ^2) is indicated 3.854, p-value is 0.043 on the using different method of continuous assessment in physical education practical exercise class. However, from empirical point of view, the chi-square value output compiled in Table 2, the p value is less than (0.05) level of significance which shows that there is statistically significant between the two groups of teachers about the using different method of continuous assessment in physical education practical exercise class. It means most of more experienced teacher used different method of continuous assessment in practical class continuously but lass experienced teachers do not used continuously, so experience have their contribution to implement continuous assessment.

In item two, the above table shows that the knowledge's of physical education teachers in continuous assessments according to the less experienced teachers' respondent and more experienced teachers. From descriptive point of view experienced teacher and less experienced teachers chi-square (χ^2) is indicated 2.214, p-value is 0.137 on the knowledge's of continuous assessment in physical education practical exercise class. However, from empirical point of view, the chi-square value output compiled in Table 2, the p value is greater than (0.05) level of significance which shows that there is no statistically significant difference between the two groups of teachers about the knowledge's of continuous assessment in physical education practical exercise class.

In item three, the above table shows that physical education teachers reflected by experienced and less experienced respondent answered the question on do you know the tools and methods used in implementing continuous assessment in practical exercise class? Hence, the output from the table showed as from descriptive point of view chi-square is 6.064, p-value is 0.016. However, from empirical point of view, the chi-square value output compiled in Table 2, the p value is less than (0.05) level of significance which shows that there is statistically significant between the two groups of teachers about the knowledge's how to use tool and method to implement continuous assessment in physical education practical exercise class. It means less experienced teacher and more experienced teacher have almost similar knowledge's how to use tool and method to implement continuous assessment in physical education practical exercise

class; and In item 4 the above table shows in question do you feel that the courses you teach are sufficient to implement continuous assessment in physical education practical exercise class? Again, from Table 2 in item 4 the output showed as, from descriptive point of view chi-square is 3.96, p-value is 0.01. However, from empirical point of view, the chi-square value output compiled in Table 2, the p value is less than (0.05) level of significance which shows that there is statistically significant between the two groups of teachers about they feel that the courses you teach are sufficient to implement continuous assessment in physical education practical exercise class.

It means both less experienced and more experienced teachers have different challenges to implement continuous assessment in physical education practical exercise class sufficiently.

Table 3: Factors that affect the implement of continuous assessments

Item	Experience	Alternati ve	Freq	%	χ^2	P- value
Do you believe that the attitude of students to ward practical exercise class is one of the challenges to implement continuous assessment?	Less experience	Yes	13	86.7	3.879	0.045
		No	2	13.3		
		Total	15	100		
	More experience	Yes	10	83.3		
		NO	2	16.7		
		Total	12	100		
Do you believe that the allotment of period per week for physical education is enough?	Less experience	Yes	6	40	1.899	0.164
		No	9	60		
		Total	15	100		
	More experience	Yes	8	66.7		
		NO	4	33.35		
		Total	12	100		
Do you include marks of practical continuous assessment in the final grading of students	Less experience	Yes	7	46.7	6.07	0.014
		No	8	53.3		
		Total	15	100		
	More experience	Yes	11	91.7		
		NO	1	8.3		
		Total	12	100		
Do you have cheek list to keep records of students' activities continuously in practical class?	Less experience	Yes	9	60	0.127	0.722
		No	6	40		
		Total	15	100		
	More experience	Yes	8	66.7		
		No	4	33		
		Total	12	100		

$\chi^2 = \text{chi-square} = 3.84, df = 1, p \leq 0.05 = \text{significance}, p > 0.05 = \text{none significance}, P = p\text{-value}$

In item one, the above table shows that physical education teachers question on do you believe that the attitude of students to ward practical exercise class is one of the challenges to implement continuous assessment? From descriptive point of view more experienced teacher and less experienced teachers chi-square is indicated 3.879, p-value is 0.045 on the using different method of continuous assessment in physical education practical exercise class.

However, from empirical point of view, the chi-square value output compiled in Table 3, the p value is less than (0.05) level of significance which shows that there is statistically significant between the two groups of teachers about the attitude of students to ward practical exercise class is one of the challenges to implement continuous assessment in physical education practical exercise class. It means both less experience and more experienced teachers believe that the attitude of students to ward practical exercise class is one of the challenges to implement continuous assessment.

In item two the above Table 3 shows that the question on do you believe that the allotment of period per week for physical education is enough? From descriptive point of view experienced teacher and less experienced teachers chi-square (χ^2) is indicated 1.899, p-value is 0.16 on the allotment of period per week in physical education practical class. However, from empirical point of view, the chi-square value output compiled in Table 3, the p value is greater than (0.05) level of significance which shows that there is no statistically significant difference between the two groups of teachers about the allotment of period per week in physical education practical exercise class; and in item three the above table shows that physical education teachers question on do you do you include marks of practical assessment in continuous assessment in the final grading of students?

From descriptive point of view more experienced teacher and less experienced teachers chi-square is indicated 6.07, p-value is 0.014 on the including marks of practical assessment in continuous assessment in the final grading of students. However, from empirical point of view, the chi-square value output compiled in Table 3, the p value is less than (0.05) level of significance which shows that there is statistically significant between the two groups of teachers about the include marks of practical continuous assessment in the final grading of students.

It means both less experienced and more experienced teachers include marks of practical class assessment on continuous assessment in the final grading of students; and in item four shows that the question on do you have check list to keep records of students' activities continuously in practical class? From descriptive point of view experienced teacher and less experienced teachers chi-square (χ^2) is indicated 0.127, p-value is 0.727 on the allotment of period per week in physical education practical class. However, from empirical point of view, the chi-square value output compiled in Table 3, the p value is greater than (0.05) level of significance which shows that there is no statistically significant difference between the two groups of teachers about the check list to keep records of students' activities continuously in practical class.

Table 4: Plan, assessing student performance and guidelines to implement CA.

Item	Experience	Alternative	Freq	%	χ^2	P
Do you use continuous assessment plan in your lessons in practical class?	Less experience	Yes	5	33.3	6.08	0.004
		No	10	66.67		
		Total	15	100		
	More experience	Yes	8	66.7		
		NO	4	33.3		
		Total	12	100		
In assessing your student performance is there any guiding principle supplied by the school?	Less experience	Yes	5	33.3	0.22	0.637
		No	10	66.7		
		Total	15	100		
	More experience	Yes	3	25		
		NO	9	75		
		Total	12	100		
Are there any guidelines for that are used in continuous assessment of practical class in your school?	Less experience	Yes	7	46.7	0.068	0.795
		No	8	53.3		
		Total	15	100		
	More experience	Yes	5	41.7		
		NO	7	58.3		
		Total	12	100		

$\chi^2 = \text{chi-square} = 3.84, df = 1, p \leq 0.05 = \text{significance}, p > 0.05 = \text{none significance}, P = p\text{-value}$

In item one Table 4 shows that the physical education teachers question on do you use continuous assessment plan in your lessons in practical exercise class? From descriptive point of view more experienced teacher and less experienced teachers chi-square is indicated 6.08, p-value is 0.004 on the using different method of continuous assessment in physical education practical exercise class. However, from empirical point of view, the chi-square value output compiled in Table 4, the p value is less than (0.05) level of significance which shows that there is

statistically significant between the two groups of teachers about using continuous assessment plan in their lessons in practical exercise class. It means that more experienced teacher have used continuous assessment plan in their lessons but less experienced teacher not used in practical exercise class to implementing continuous assessment.

In item two the above Table 4 shows that the question in assessing your student performance is there any guiding principle supplied by the school? From descriptive point of view experienced teacher and less experienced teachers chi-square (χ^2) is indicated 0.22, p-value is 0.637 on the assessing their student performance is there any guiding principle supplied by the school. However, from empirical point of view, the chi-square value output compiled in table 4, the p value is greater than (0.05) level of significance which shows that there is no statistically significant difference between the two groups of teachers about the assessing their student performance is there any guiding principle supplied by the school and again, In item three on Table 4 shows that the physical education teachers question on are there any guidelines or direct for that are used in continuous assessment of practical class in your school?

From descriptive point of view experienced teacher and less experienced teachers chi-square (χ^2) is indicated 0.068, p-value is 0.795 on any guidelines or direct for that are used in continuous assessment of practical class in your school. However, from empirical point of view, the chi-square value output compiled in Table 4, the p value is greater than (0.05) level of significance which shows that there is no statistically significant difference between the two groups of teachers about any guidelines or direct for that are used in continuous assessment of practical class in your school.

Table 5: Respondents' view concerning challenges encountered in the implementation of CA

Item	Alternative	Experience				χ^2	P
What is your awareness and knowledge to implement continuous assessment in physical education practical exercise class continuously?		Less experience	%	More experience	%	6.003	0.050
	High	2	14.3	4	33.3		
	Medium	3	21.4	6	50		
	Low	9	64.3	2	16.7		
	Total	15	100	12	100		
The shortage of teaching materials and equipment is the challenge to implement continuous assessment in physical education practical class.	High	9	64.3	9	75	0.995	0.608
	Medium	4	28.6	3	25		
	Low	1	7.1	0	0		
	Total	15	100	12	100		
The burden of teachers is one of the factors that affect the implement continuous assessment	High	10	71	7	58.3	12.39	0.002
	Medium	5	29	3	25		
	Low	0	0	2	16.7		
	Total	15	100	12	100		
How often do you assess your student in physical education practical exercise class?	Thermal ly	9	64.3	9	75	4.005	0.03
	Monthly	5	35.7	3	25		
	weekly	0	0	0	0		
	Total	15	100	12	100		
Which one is the most challenge to implement continuous assessment in physical education practical class?	Large class size	6	40	6	50	6.007	0.050
	Attitude of student	4	28.6	2	16.7		
	Lack of awareness	5	35.7	4	33.33		
	Total	15	100	12	100		

$\chi^2 = \text{chi-square} = 3.84, df = 1, p \leq 0.05 = \text{significance}, p > 0.05 = \text{none significance}, P = p\text{-value}$

In item one Table 5 shows that the physical education teachers question on what is your awareness and knowledge to implement continuous assessment in physical education practical class continuously. From descriptive point of view more experienced teacher and less experienced teachers chi-square is indicated 6.003, p-value is 0.050 on the awareness and knowledge to implement continuous assessment in physical education practical class continuously. However, from empirical point of view, the chi-square value output compiled in Table 5, the p value is equal to (0.05) level of significance which shows that there is statistically significant between the two groups of teachers about the awareness and knowledge to implement continuous assessment in physical education practical exercise class continuously. It means that most of less experience and more experienced teacher have similar awareness and knowledge to implement continuous assessment in physical education practical exercise class continuously; and.

In item two, the above table shows that the physical education teachers question on are the shortage of teaching materials and equipment is the challenge to implement continuous assessment in physical education practical class? From descriptive point of view experienced teacher and less experienced teachers chi-square (χ^2) is indicated 0.0995, p-value is 0.608 on the shortage of teaching materials and equipment is the challenge to implement continuous assessment in physical education practical class. However, from empirical point of view, the chi-square value output compiled in Table 5, the p value is greater than (0.05) level of significance which shows that there is no statistically significant difference between the two groups of teachers about the shortage of teaching materials and equipment is the challenge to implement continuous assessment in physical education practical class; moreover in item three, Table 5 shows that the physical education teachers question on the burden of teachers is one of the factors that affect the implement continuous assessment.

From descriptive point of view more experienced teacher and less experienced teachers chi-square is indicated 4.005, p-value is 0.003 on how often do you assess your student in physical education practical exercise class. However, from empirical point of view, the chi-square value output compiled in Table 5, the p value is less than (0.05) level of significance which shows that there is statistically significant between the two groups of teachers about the burden of teachers is one of the factors that affect the implement continuous assessment . It means that most of

beginners and experienced teacher reflect the burden of teachers is one of the factors that affect the implement continuous assessment in physical education practical exercise class.

In item four, Table 5 shows that the physical education teachers question on how often do you assess your student in physical education practical exercise class? From descriptive point of view more experienced teacher and less experienced teachers chi-square is indicated 4.005, p-value is 0.003 on how often do you assess your student in physical education practical exercise class. However, from empirical point of view, the chi-square value output compiled in Table 5, the p value is less than (0.05) level of significance it shows that there is statistically significant between the two groups of teachers about how often do you assess your student in physical education practical exercise class. It means that beginners and experienced teacher have different challenges of implementing continuous assessment in physical education practical exercise class, which means most of less experience and more experienced teachers assess their student in semester.

In item five, Table 5 shows that the physical education teachers question on which one is the most challenge to implement continuous assessment in physical education practical class? From descriptive point of view more experienced teacher and less experienced teachers chi-square (χ^2) is indicated 6.007, p-value is 0.050 on the most challenge to implement continuous assessment in physical education practical class.

However, from empirical point of view, the chi-square value output compiled in Table 5, the p value is less than or equal to (0.05) level of significance which shows that there is statistically significant between the two groups of teachers about the most challenge to implement continuous assessment in physical education practical class. It means that beginners and experienced teacher have different challenges to implementing continuous assessment in physical education practical exercise class such as large class size, lack of awareness and attitudes of students.

In general, the result of the above shows different problems to implement continuous assessment.

Table 6: The attitude of student, playing field, performance, skill and knowledge.

Item	Experience	Alternative	F	%	χ^2	P-value
Is there sufficient playing field in your school to implement continuous assessment in physical education practical class?	Less experience	Yes	9	60	4.049	0.009
		No	6	40		
		Total	15	100		
	More experience	Yes	7	58.3		
		No	5	41.7		
		Total	12	100		
Do you use continuous assessment to improve the student's performance, skill and knowledge?	Less experience	Yes	8	53.5	0.491	0.484
		No	7	46.7		
		Total	15	100		
	More experience	Yes	8	66.7		
		No	4	33.3		
		Total	12	100		
Have you positive attitude to implement continuous assessment in physical education practical class?	Less experience	Yes	5	33.3	3.86	0.005
		No	10	66.7		
		Total	15	100		
	More experience	Yes	9	75		
		No	3	25		
		Total	12	100		

$\chi^2 = \text{chi-square} = 3.84, df = 1, p \leq 0.05 = \text{significance}, p > 0.05 = \text{none significance}, P = p\text{-value}$

In item one, Table 6 shows that the physical education teachers question on is there sufficient playing field in your school to implement continuous assessment in physical education practical class? From descriptive point of view more experienced teacher and less experienced teachers chi-square is indicated 4.049, p-value is 0.009 on is there sufficient playing field in your school to implement continuous assessment in physical education practical class. However, from empirical point of view, the chi-square value output compiled in Table 6, the p value is less than (0.05) level of significance which shows that there is statistically significant between the two groups of teachers about the sufficient playing field in school to implement continuous assessment in physical education practical exercise class. It means both less experience and less experience teachers reflect that sufficient playing field in their school; and in item two, Table 6 shows that the physical education teachers question on do you use continuous assessment to improve the student's performance, skill and knowledge?

From descriptive point of view experienced teacher and less experienced teachers chi-square (χ^2) is indicated 0.484, p-value is 0.484 on using continuous assessment to improve the student's performance, skill and knowledge. However, from empirical point of view, the chi-square value

output compiled in Table 6, the p value is greater than (0.05) level of significance which shows that there is no statistically significant difference between the two groups of teachers about the usage continuous assessment to improve the student's performance, skill and knowledge.

In item three, Table 6 shows that the physical education teachers question on have you positive attitude to implement continuous assessment in physical education practical class? From descriptive point of view more experienced teacher and less experienced teachers chi-square (χ^2) is indicated 3.86, p-value is 0.005 on the attitude to implement continuous assessment in physical education practical class. However, from empirical point of view, the chi-square value output compiled in Table 6, the p value is less than (0.05) level of significance which shows that there is statistically significant between the two groups of teachers about on the attitude to implement continuous assessment in practical exercise class. It means that the attitude of teachers is one of the problems to implement continuous assessment.

Practical class observation

Class room observation helps us to see the implement continuous assessment method of teachers and the challenges of implementing continuous assessment direct face to face in the field of practical exercise class to strengthen the study.

Table 7: Respondents' views with regard to practical class observation

Item	Experience	Alternative	F	%	χ^2	P
Used appropriate continuous assessment plan in physical education practical exercise class?	Less experience	Yes	6	40	3.899	0.02
		No	9	60		
		Total	15	100		
	More experience	Yes	8	66.7		
		No	4	33.3		
		Total	12	100		
Did you use a variety of continuous assessment materials in practical exercise class of physical education?	Less experience	Yes	5	33.3	0.767	0.381
		No	10	66.7		
		Total	15	100		
	More experience	Yes	6	50		
		No	6	50		
		Total	12	100		
Continuous assessment related to lesson objective of physical education?	Less experience	Yes	5	33.3	3.967	0.011
		No	10	66.7		
		Total	15	100		
	More experience	Yes	8	66.7		
		NO	4	33.3		
		Total	12	100		
Give information about continuous assessment in practical exercise class?	Less experience	Yes	4	26.6	2.967	0.085
		No	11	73.3		
		Total	15	100		
	More experience	Yes	8	66.7		
		NO	4	33.3		
		Total	12	100		
Encourage students to assess their own work	Less experience	Yes	6	40	0.127	0.722
		No	9	60		
		Total	15	100		
	More experience	Yes	4	33.3		
		NO	8	66.7		
		Total	12	100		

$\chi^2 = \text{chi-square} = 3.84, df = 1, p \leq 0.05 = \text{significance}, p > 0.05 = \text{none significance}, P = p\text{-value}$

In Table 7, item one shows that the physical education teachers question on used appropriate continuous assessment plan in physical education practical exercise class? From descriptive point of view more experienced teacher and less experienced teachers chi-square (χ^2) is indicated

3.899, p-value is 0.001 on used appropriate continuous assessment plan in practical exercise class. However, from empirical point of view, the chi-square value output compiled in Table 7, the p value is less than (0.05) level of significance which shows that there is statistically significant between the two groups of teachers about using appropriate continuous assessment plan in physical education practical exercise class. It means that more experienced teachers used appropriate continuous assessment plan than less experienced teacher.

In item two, Table 7 shows that the physical education teachers question on used variety of continuous assessment materials in practical exercise class of physical education? From descriptive point of view experienced teacher and less experienced teachers chi-square (χ^2) is indicated 0.769, p-value is 0.381 on used variety of continuous assessment materials in practical exercise class of physical education. However, from empirical point of view, the chi-square value output compiled in Table 7, the p value is greater than (0.05) level of significance which shows that there is no statistically significant difference between the two groups of teachers about the using variety of continuous assessment materials in practical exercise class of physical education; and

In item three, Table 7 shows that the physical education teachers question on Continuous assessment related to lesson objective of physical education? From descriptive point of view more experienced teacher and less experienced teachers chi-square is indicated 3.967, p-value is 0.01 on Continuous assessment related to lesson objective. However, from empirical point of view, the chi-square value output compiled in Table 7, the p value is less than (0.05) level of significance which shows that there is statistically significant between the two groups of teachers about Continuous assessment related to lesson objective of physical education. It means more experienced teachers Continuous assessment related to lesson of objective than less experienced teachers.

In item four, Table 7 shows that the physical education teachers question on give information about continuous assessment in practical exercise class? From descriptive point of view experienced teacher and less experienced teachers chi-square (χ^2) is indicated 2.967, p-value is 0.085 on give information about continuous assessment in practical exercise class. However, from empirical point of view, the chi-square value output compiled in Table 7, the p value is greater than (0.05) level of significance which shows that there is no statistically significant

difference between the two groups of teachers about the give information about continuous assessment in practical exercise class.

In item five, Table 7 shows that the physical education teachers question on encourage students to assess their own work in physical education. From descriptive point of view experienced teacher and less experienced teachers chi-square (χ^2) is indicated 0.127, p-value is 0.722 on encourage students to assess their own work. However, from empirical point of view, the chi-square value output compiled in Table 7, the p value is greater than (0.05) level of significance which shows that there is no statistically significant difference between the two groups of teachers about the encourage students to assess their own work in physical education practical exercise class.

Table 8: Respondent views about the effect of student ratio, Arrangement of class and motivation to teaching

Item	Experience	Alternative	F	%	χ^2	P
Student teachers ratio is suitable for continuous assessment?	Less experience	Yes	7	46.7	6.07	0.014
		No	8	53.3		
		Total	15	100		
	More experience	Yes	11	91.7		
		No	1	8.3		
		Total	12	100		
Arrangement of class size is suitable for continuous assessment?	Less experience	Yes	9	60	4.549	0.001
		No	6	40		
		Total	15	100		
	More experience	Yes	7	58.3		
		No	5	41.7		
		Total	12	100		
Are you motivated to teaching practical class?	Less experience	Yes	8	53.3	0.068	0.79
		No	7	46.7		
		Total	15	100		
	More experience	Yes	7	58.5		
		No	5	41.7		
		Total	12	100		

$\chi^2 = \text{chi-square} = 3.84, df = 1, p \leq 0.05 = \text{significance}, p > 0.05 = \text{none significance}, P = p\text{-value}$

In item one, Table 8 shows that the physical education teachers question on Student teachers ratio is suitable for continuous assessment? From descriptive point of view more experienced teacher and less experienced teachers chi-square is indicated 6.07, p-value is 0.014 on Student teachers ratio is suitable for continuous assessment. However, from empirical point of view, the chi-square value output compiled in Table 8, the p value is less than (0.05) level of significance

which shows that there is statistically significant between the two groups of teachers about Student teachers ratio is suitable for continuous assessment. It means more experienced teachers reflect student teachers ratio is not suitable for continuous assessment thane less experience.

In item two, Table 8 shows that the physical education teachers question on arrangement of class size is suitable for continuous assessment? From descriptive point of view experienced teacher and less experienced teachers chi-square (χ^2) is indicated 4.549, p-value is 0.001 on arrangement of class size. However, from empirical point of view, the chi-square value output compiled in Table 8, the p value is less than (0.05) level of significance which shows that there is statistically significant between the two groups of teachers about arrangement of class size. It means both more experienced and less experienced teachers reflect the arrangement of class size is not suitable.

In item three, Table 8 shows that the physical education teachers question on is motivate the student to teaching practical class? From descriptive point of view experienced teacher and less experienced teachers chi-square (χ^2) is indicated 0.068, p-value is 0.79 on is motivated to teaching practical class. However, from empirical point of view, the chi-square value output compiled in Table 8, the p value is greater than (0.05) level of significance which shows that there is no statistically significant difference between the two groups of teachers about the motivation of their student to thought practical exercise class.

However; when we summarize about class observation most of experienced teachers used appropriate continuous assessment plan in practical exercise class but most of less experienced teaches does not used appropriate continuous assessment plan in practical exercise class. However, both experienced and less experienced have a number of problem to use variety of continuous assessment materials and equipment in practical exercise class in lack of suffusion materials and equipment; and Most of experienced teachers lesson related to the objective as well as most of less experienced teachers continuous assessment lesson related to the objective.

Moreover, most of more experienced and less experienced encourage their student to assess their own work in practical exercise class. But they have a number of problems like large class size, lack of sufficient equipment, more experienced teachers and less experienced teacher are motivated their students to teaching practical exercise class. It means most of teachers motivated their students and some of them do not motivated their students.

4.3 Results of interview and open ended

The researcher conducted interview with one of the preparatory school principal represent P-1 concerning factors affecting the implementation of continuous assessment. Likewise the physical education department heads represent DH-1.

The results from interview, Berber preparatory school physical education department head and school principal discussed below.

One of the interviewed department head from in Berber preparatory school (DH_1) said

“ The student’s attitude towards continuous assessments in physical education practical exercise is one of that affect the implementation of continuous assessments and teachers' Awareness and Willingness in continuous assessments is also one factors’’ Date 08/01/16.

One of the interviewed school principal called in Berber preparatory school principal (P-1) said

“The major factors that affect the implementation of continuous assessment are the teachers' awareness, teachers willingness in continuous assessments are the major factors that to implement continuous assessment and the contribution of Continuous assessment in teaching learning process encountered that means they have contribution to measure the student performance, student skills and student knowledge day to day’’ Date 08/01/16.

On the other interviewed Galessa preparatory school principal (P-1). On him side added the following:“According to our school we support physical education teachers to encourage the implementation of Continuous Assessment in practical exercise, we believe that continuous assessment have positive effect on students result and think about the implementation of continuous assessment in physical education practical exercise’’ Date 15/01/16.

In the other hand Galessa preparatory school physical education department head(DH-1) said that “most of time does not school provide guidelines to implement continuous assessment in physical education practical exercise class , formats and the necessary material to facilitate to implement continuous assessment’’ Date 15/01/16.

Similarly, many of the interviewed persons like Dibate preparatory school department head and school principal, Bullen preparatory school department head and school principal, Dobi preparatory school department head and school principal, Pawi mender sebate preparatory school department head and school principal, Mandura preparatory school department head and school principal, shared the opinion of Berber and Galessa preparatory school department head and

school principal, as it is about the perception of implement continuous assessment in physical education practical class.

One of the interviewed department head called in Wonbera preparatory school department head and school principal, said!

“Wonbera preparatory school principal(P-1), Said that we have give more attention to implementation continuous assessment in physical education practical exercise class because there are a number of athletes in our woreda like Alemaze Ayana 10,000 runners in the world from Wonbera .There for the student’s have good attitude towards practical exercise class” but “ Wonbera preparatory school department head, school provide guidelines, formats and the necessary material to facilitate the implementation continuous assessment in physical education practical exercise class is not Sufficient he said”. 22/01/16.

Similarly, many of the interviewed persons like department head and school Principal called in Pawi preparatory school department head and Manbuk preparatory school department head and school principal, shared the opinion of Bullen, Galessa, Dibate, Berber and Dobi preparatory school department head and school principal, underlined in the implementation continuous assessment in physical education practical exercise class have a number of challenges like “the major factors that affect the implementation of continuous assessment are the teachers' awareness, teachers willingness in continuous assessments are the major factors that to implement continuous assessment and the contribution of Continuous assessment in teaching learning process encountered that means they have contribution to measure the student performance, student skills and student knowledge day to day”.

One of the interviewed school principal called in Guba preparatory school department head (DH-1) and school principal (P-1) said

“ Generally, the respondent reflect the following challenge such as: Large class size, teaching load per week, Shortage of sufficient equipments and materials, Period given per week for physical education class, Shortage of qualified teachers, Lack of in service training about continuous assessment, teachers to student ratio, lack of awareness and willingness to implement continuous assessment”.14/02/16

The researcher summarized the above interview result as the following:

- The researcher conducted interview with one of the preparatory school principal (P-1) concerning factors affecting the implementation of continuous assessment and he said: There are many factors that affect the implementation of continuous assessment in physical education practical class such as; Large class size, teaching load per week, Shortage of sufficient equipments and materials, Period given per week for physical education class, Shortage of qualified teachers, Lack of in service training about continuous assessment, teachers to student ratio, lack of awareness and willingness to implement continuous assessment.
- Likewise the physical education department head (DH-1) asserted: The major factors that affect the implementation of continuous assessment are the teachers' awareness, teachers willingness , student's attitude towards continuous assessments, Lack of in service training about continuous assessment, teachers to student ratio, most of time does not school provide guidelines to implement continuous assessment in physical education practical exercise class , teaching load per week, formats and the necessary material to facilitate to implement continuous assessment. These shows that the series challenge to implement proper continuous assessment.

The researcher of this study also approved this fact during class room observation.

4.4 Discussion of Result

Research Question 1: what are the major challenges to applying continuous assessment in physical education practical exercise class in Metekel zone preparatory school? According to the researcher result the finding in question number one the challenge to implementation of continuous assessment in physical education practical exercise class is highly influenced by the experience of teachers, large number of students in each class, Shortage of time, Lack of awareness or knowledge, Barden of the teachers, Readiness of students, Attitude of teachers to implement continuous assessment are the major challenges to applying continuous assessment in physical education practical exercise class in Metekel zone preparatory school .

Research Question 2: Are the challenges of implementation of continuous assessment in practical class clearly seen on academic achievement, skill improvement of Physical education practical exercise class? According to the study most less experienced and some more experienced physical education teachers do not use various assessment methods to check the students' knowledge and skills; they didn't practice continuous assessment continuously but used some times ;and Most of physical education teachers did not take short training in service about continuous assessment in the schools; Most less experienced and more experienced physical education teachers reflected student to teacher's ratio is not suitable for implementing continuous assessment to seen students' skill improvement, academic achievement continuously day to day; and the shortage of teaching materials(equipment).All of the above are the factors that affect the implementation of continuous assessment in practical class clearly to seen the students academic achievement, knowledge and skill improvement in practical exercise class.

Research Question 3: What are the major factors that influence teachers in assessing their students' performance in physical education practical exercise class? The short age guideline about continuous assessment, experienced teachers in the school, knowledge and awareness of teachers about continuous assessment, Large number of students in each class, teaching load per week, Shortage of sufficient equipments and materials, Period allotment per week for physical education class, Lack of in service training about continuous assessment, teachers to student ratio and willingness of teachers to implement continuous assessment.

Research Question 4: what type of continuous assessment techniques use physical education teachers to implement continuous assessment in practical exercise class in the zone preparatory school? As the study indicates most of most of less experienced teachers and some experienced physical education teachers does not continuously assess their students in practical exercise class; and most less experienced and more experienced physical education teacher to assessing student performance no any guiding principle supplied by the school or concerned body. Most less experienced teachers did not include a variety of continuous assessment tools in their plan and did not use in the practical class activities; some of less experienced teachers and more experienced physical education teacher have not check list to keep records of students' activities continuously in physical education practical exercise class; Most less experienced physical education teacher not use continuous assessment plan in their lessons. Moreover, some less experienced and more experienced physical education teacher assess their students in semester, monthly and weekly in practical exercise class, and some of them do not used appropriate continuous assessment method in practical exercise class. This indicated that they have a number of challenges to implement continuous assessment to using different techniques'.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This Chapter outlines the summary, conclusion and recommendations of the study based on the research findings. However, the implementation of continuous assessment in practical exercise class of physical education encountered different challenges. Therefore, with the objective to identify and determine the challenges that has affected the implementation of continuous assessment in physical education practical exercise classes in the Zone preparatory school, the study was conducted by using descriptive survey method. Accordingly, based on the study the researcher has found out various challenges to implementation of continuous assessment in physical education practical exercise class of Metekel Zone preparatory schools.

5.2 Summary

The main purpose of this study was to investigate the challenges of implementing continuous assessments in physical education practical exercise class in Metekel Zone preparatory school. For the achievement of these objectives the following basic questions were raised.

1. What are the major challenges to applying continuous assessment in physical education practical exercise class in Metekel zone preparatory school?
2. Are the challenges of implementation of continuous assessment in practical class clearly seen on academic achievement, skill improvement of Physical education practical exercise class?
3. What are the major factors that affect teachers in assessing their students' performance in physical education practical exercise class?
4. What type of continuous assessment techniques use physical education teachers to implement continuous assessment practical exercise class?

In order to answer the above questions, descriptive research method was employed. The data relevant to the study were collected through questionnaire, interview, classroom observation and document analysis. In analyzing the collected data, quantitative method were analyzed using descriptive statistics, chi-square value (χ^2), percentage, and p-value. Whereas, those qualitative data which collected from participant through interviews open ended questions and close ended

question as well as documents which are used for the study analyzed narrated in words in order to supplement the information gathering through other instruments.

From the data analysis, the following major findings were obtained:

1. The study indicated that less teaching experience of the teacher and absence of sufficient on-job (on-service) training given to the teachers to implement continuous assessment in practical exercise class which resulted in lack of sufficient awareness and understanding of teacher about continuous assessment, its purpose, as well as about the tools and method that are used to implement continuous assessment;
2. The study disclosed that the presence of huge number of students in single class hindered the proper implementation of continuous assessment in physical education practical class;
3. Negligence, misunderstanding and negative attitude of the teacher toward implementation of continuous assessment and its purpose;
4. Most of the teachers did not use mark checklist to continuously assess their students, most teachers do not used different continuous assessment tools and methods and do not assess their students daily, weekly or monthly continuously but only on the semester basis.
5. Absence of guideline and guiding principles which help the teacher to implement continuous assessment as well as absence plan on implementation of continuous assessment;
6. Shortage of time and teaching materials (equipment) to implement continuous assessment;
7. Negative attitude of students on continuous assessment and Lack of readiness among the student toward implementation of continues assessment which results in less achievement of students;
8. Absence of sufficient number of teacher as compared to students (unbalanced student-teacher ratio) which result in high teaching load of the teacher.

5.3 Conclusion

Based on the major findings of the study, the following conclusions were drawn

Generally, the history of assessment shows a long line of structural changes designed to inject quality control into education. It is one of the area emphases of assessment in the teaching learning process. Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by students. It occurs frequently during the academic year and is part of regular teachers-student's interactions.

Continuous assessment is a comprehensive term, which refers particularly to enquiring into the learner's competence, knowledge, attitude and skill through various student profile using different assessment methods to improve learning. It is also making observation periodically to find out what a student knows, understands and can do.

Continuous assessment can also be seen as a means of carrying an assessment formally and informally within the classroom, yet at the same time make valid judgments about a given students' progress within a particular subject area. Teachers 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. Continuous assessment is the process of obtaining information about how much the student knows. In Continuous assessment teachers are given the responsibility to find out what students in their classes know, understand and are able to do.

Through Continuous assessment process teacher gain the information or evidence that they need to appropriately grade student learning in the affective, physical, and cognitive domains of physical education. In an educational system that is often focused on student assessment to determine the strength or weakness of its programs, assessment provides physical education teachers an opportunity to demonstrate accountability, credibility and support for these programs .When assessing student learning, it is important to gather multiple sources of information that directly measure or examine the target behavior, focus on quality of performance. Physical education teachers can incorporate a variety of assessments or one assessment format into their class instruction and program.

However, Assessing the skills and academic performance of physical education class in continuous assessment in practical exercise class have a number of challenging such as: Large class size, teaching load per week, Shortage of sufficient equipments and materials, Period

allotment per week for physical education class, Shortage of qualified teachers, Lack of in service training about continuous assessment, teachers to student ratio, lack of awareness and willingness to implement continuous assessment, negative attitude of students, absence of guideline, lack of experience, most of physical education teachers do not use varies assessments method. Therefore, the researcher objective is to identify and determine the challenges that have affected the implementation of continuous assessment in physical education practical exercise classes in Metekel Zone preparatory school the study was conducted using descriptive survey method.

5.4 Recommendations

Based on the above findings the researcher has forwarded the following relevant recommendations to be applied by concerned body such as minister of education, regional education bureau, zone education bureau, woreda education bureau and school management body (as the case may be) to solve challenges of implementing continuous assessment in Metekel Zone preparatory school physical education practical exercise class:

1. To enhance the level of awareness, understanding and knowledge of physical education teachers in the implementation of continuous assessment in practical exercise class, there should be on-job training in the form of workshops, seminar and in service programs by Ministry of education, regional education bureau, zone education bureau, woreda education bureau and school management body. Moreover, to make outmost effort to improve academic qualification and teaching experience of teacher on implementation of continues assessment in practical exercise class.
2. To develop continuous assessment guidelines and guiding principles and update workbooks should be assigned to each continuous assessment, their timing and different types of assessment methods that are relevant to assess practical skills, knowledge and social development of the students by minister of education, regional education bureau, zone education bureau, woreda education bureau and school management body.
3. To make an outmost effort of reduce the large number of students in each class so that the class size will be suitable to implementing continuous assessment. Moreover, to increase number of physical education teacher and to balance unbalanced teachers-student's ratio which result in huge teaching load of teachers.

4. To forward training for the students as well the teacher so as change their negative attitude toward continuous assessment and to increase their understanding about continuous assessment.
5. To reconsider by Ministry of Education and is advised to increase period allotted per week for physical education subject in preparatory school in order to implement continuous assessment effectively (the period allotted is one per week).
6. To solve Shortage of materials and equipment to implement continuous assessment in physical education sufficient budget should be allocated to purchase relevant materials and equipment's.

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Appendix A

Addis Ababa University

Department of science and mathematics

Dear Teacher's

QUESTIONNAIRE: - investigating the challenge of implementations continuous assessment in practical classes of physical education in Metekel zones preparatory school.

At present I am conducting a research towards my fulfillment in M Ed degree at the Addis Ababa University. The research is concerned with the investigating the challenge of implementation of continuous assessment in practical classes of physical education in Beneishangul-Gumuz, Metekel zone preparatory school. 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!

INSTRUCTION TO RESPONDENTS

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 given box.

Please give appropriate response based on your experience.

SECTION ONE: PERSONAL BIOGRAPHICAL INFORMATION

1. Name of the School _____

2. Gender A. Male ☐ B. Female ☐

3. Age category

Age group 20-25Years ☐ 26-30 Years ☐ 31-35 Years ☐ 36-40 Years ☐

4. Academic qualification(s): A. BA ☐ C. MA ☐ B. BEd ☐ D. MSc ☐
E. Diploma ☐

5. Total number in teaching experience:

Number of: years 0-5 ☐ Years 6-10 ☐ Years 11-15 ☐ Years 16-20 ☐ More than 20 Years ☐

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

7. The number of students you teach per classroom: A. 40-50 ☐ B. 50 ☐ C. 60-70 ☐
D. More than 70 ☐

8. Did you take Higher-diploma Program training course? A. Yes ☐ B. No ☐

SECTION TWO:

1. Do you assess your student in practical class continuously?

A. Yes

B. No

2. Do you know what continuous assessment means in physical education practical exercise class is? A, yes B, No

3. Do you know the tools and methods you use implementing continuous assessment in physical education practical exercise class?

A, Yes

B, No

4. Do you feel that the courses you teach is sufficient the implement of continuous assessment in practical class?

A, yes

B, No

5. Is their large class size is one of the factors that affect the implementation of continuous assessments?

A. Yes

B. No

6. Do you believe that the attitude of students to ward practical exercise class is one of the challenges to implement continuous assessment?

A. Yes

B. NO

7. Do you believe that the allotment of period per week for physical education is enough?

A. No

B. Yes

8. Do you include marks of practical continuous assessment in the final grading of students?

A, Yes

B, No

9. Do you have cheek list to keep records of students' activities continuously in practical class?

A. Yes

B. No

10. Are there any guidelines or direct for that are used in continuous assessment of practical class in your school?

A, Yes

B, No

11. Do you use different method of continuous assessment in practical class?

A, Yes

B, No

12. Do you use continuous assessment plan for your lessons in practical class?

A, Yes

B, No

13. In assessing your student performance is there any guiding principle supplied by the school?

A, Yes

B, No

14. Is there sufficient playing field at your school to implement continuous assessment in physical education practical class?

A. Yes

B. No

15. Do you assess your student daily in physical education practical exercise class?

A. Yes

B. No

16. Do you assess your student weekly in physical education practical exercise class?

A. Yes

B. No

17. Do you assess your student monthly in physical education practical exercise class?

A. Yes

B. No

18. Do you assess your student termally (in semester ones) in physical education practical exercise class?

A. Yes

B. No

19. Do you use continuous assessment to improve the student's performance, skill and knowledge?

A. Yes

B. No

20. Do you use continuous assessment to realizing learning objectives?

A. Yes

B. No

21. Do you use continuous assessment to enhancing learning objectives?

A. Yes

B. No

22. Do you use continuous assessment to filtering students?

A. Yes

B. No

23. Is the readiness of students influence the implementation of continuous assessment?

A. Yes

B. No

24. Have you positive attitude to implement continuous assessment in physical education practical class?

A. Yes

B. No

25. What is your awareness and knowledge to implement continuous assessment in physical education practical class continuously?

A. Very high B. High C. Medium D. Low

26. The shortage of teaching materials and equipment is the challenge to implement continuous assessment in physical education practical class.

A. Very high B. High C. Medium D. Low

27. The burden of teachers is one of the factors that affect the implement continuous assessment

A. Very high B. High C. Medium D. Low

28. Which one is the most challenge to implement continuous assessment in physical education practical class?

A. Large class size B. Attitude of student C. Lack of awareness and Knowledge

29. What is your willingness to implement continuous assessment in physical education practical class?

A. Very high B. High C. Medium D. Low

30. What are the major problems have you faced in using continuous assessment in practical class?

31. What are the impacts of those problems on teaching and learning?

32. Do you believe continuous assessment in practical class is important for teaching learning process of physical education? ____

Thank you again!

Appendix B

Addis Ababa University

Department of science and mathematics

Semi structured interview for department head, principal of the school, and for school Management:

A. Sex_____ B. Age_____ C. Qualification_____ D. Service years_____

E. School Name_____

1. What is students' attitude towards continuous assessments in physical education practical exercise class?

2. What are teachers' Awareness and Willingness 'about continuous assessments in physical education practical exercise class?

3. What are the major factors that affect the implementation of Continuous Assessment in physical education practical exercise class?

4. What is the contribution of Continuous Assessment in teaching learning process?

5. Do you support physical education teachers to encourage the implementation of Continuous Assessment in physical education practical classes?

6. Do you believe that continuous assessment has positive effect on students and Teachers in preparatory school? A. Yes B. No

a) If ‘‘YES’’ what are the positive effects of continuous assessment?

7. What do you think about the implementation of continuous assessment in your preparatory School Teacher’s and Physical education Teacher’s in particular?

8. Does the School provide guidelines, formats and the necessary material to facilitate continuous assessment implementation in Physical education practical exercise classes? What are they?_____

Declaration

This thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for the thesis are acknowledged.

Name: Kefyalew Deresso

Date: _____

Signature: _____

This thesis has been submitted for examination with my approval as university advisor.

Advisor Name: Dr Mekebib Alemu

Date: _____

Signature: _____