

**THE PRACTICE AND CHALLENGES OF CONTINUOUS
PRACTICAL ASSESSMENT IN PHYSICAL EDUCATION IN SOME
SELECTED SENIOR SECONDARY SCHOOLS OF NEKEMTE
ADMIMNISTRATIVE TOWN**

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This is to certify that a thesis Prepared by GemachuMelka, entitled; the Practice and Challenges of Continuous Practically Assessment in Physical Education in some Selected Senior secondary Schools in Nekemte Administrative Town and Submitted in Partial Fulfillment for the Degree of Masters of Education (Teaching Physical Education) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

The Practice And Challenges Of Continuous Practical Assessment In Physical Education
in Some Selected Senior Secondary Schools of Nekemte Administrative Town

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The purpose of this study was to investigate the current status of the practices and challenges of continuous practical assessment in physical education in three selected senior secondary schools. The study was conducted in Oromiya Regional State, East Wollega at Nekemte administrative town. To conduct the study descriptive survey design was employed. The total population for this study were 2014, from these 213 participants were selected by simple random sampling technique of the available students which were recently attending regular class. In addition, eight physical education teachers and three academic administrators of each school were involved. The data were collected by using closed and open-ended questionnaires, structured interview and field observation in practical class. Then, to obtain valid and appropriate information the data were analyzed by descriptive statistics and inferential statistics utilizing SPSS software and interpreted in words. The finding of the study revealed that the magnitude of practices and Challenges of continuous practical assessment in physical education in the study schools was very high, due to the seriousness of several internal and external challenges: - some of them were: time allotment, material limitation, lack of administrative support, large class size, over loaded, lack of external and internal supervision and the misunderstanding of physical education teachers and students assessment results, perceiving negatively. In addition to these, Socio-economic status, Cultural adaptations and religious norms are some of the major external factors that hindered the implementation of continuous practical assessment. On the other hand, physical education teachers have been using continuouspractical assessment results only for grading purposes. So, in order to minimize the problem and maximize the implementations of continuouspractical assessment the following recommendations were forwarded:-The MOE should take in to consideration to improve the already allotted period per a week, the school should provide the necessary physical education-materials,equipments, resources on time, the selected schools should standardize the class size in order to implementcontinuouspractical assessment effectively. In line with this, the corresponding sample schools should reduce the physical education teachers work load. And Nekemte town education office should assign the professional supervisors to the perspective schools so as to implement continuouspractical assessment. Finally, bothphysical education department and the academic body should create an awareness to raise the perception of learners' towards the significance of continuouspractical assessment inphysical education practical class efficiently.

Key words: - continuous assessment, practice and challenges, physical education

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LIST OF ACRONYMS

CA	Continuous Assessment
CPA	Continuous Practical Assessment
ETP	Education Training Policy
GCSE	General Certificate of Secondary Education
MOE	Ministry of Education
PE	Physical Education
PET	Physical Education Teachers
SPSS	Statistical Package for Social Science

CHAPTER ONE

1,1 INTRODUCTION

Teaching is a purposeful and a dynamic process, which requires effective and efficient use of instructional material and professional commitment. Many of the scholars in the field of education point out that without assessment it is difficult to identify or pin-point the student's achievement or their failure to achieve their learning. In teaching the theoretical part must be integrated with continuous practical assessment. Therefore, this study was conducted on the topic “the practice and challenges of continuous practical assessment in physical education in selected senior secondary schools of Nekemte administrative town” The chapter was structured conceptually as back ground of the study, statement of the problem, research questions, objective of the study, Significances of the study, delimitation of the study, Organization of the study and definition of key terms

1,2 Background of the Study

Education, in its technical sense, is any act or experience that has a formative effect on the character or physical ability of an individual. Education is the process by which one society deliberately transmits its accumulated knowledge, skills and values from one generation to another Amare Ademe, (2006.) Physical education is one part of education in general through which children though the use of movement experience. Physical education activities are valuable which be worthy of a fair share of the school time. Assessment is one of the major elements of educational activity. Moreover, Assessment can be defined as the process of gathering data and fashioning them into interpretable from the decision made. It involves collecting data with a view to making value judgment about the quality of a person, objects, groups or events. Assessment is not necessarily integral to all teachings, but it is integral to good or effective teaching and learning (.Piotrowski, S. 2005). Assessment is very vital in helping the learners because it is effective, to collect different strategies which are believed to make students become competent in their learning. Many of the scholars in the field of education point out that without assessment it is difficult to identify or pin-point the student's achievement or their failure to achieve their learning, due to this their learning is provided to be less rewarding. This described that, assessment is the process of collecting, interpreting and

synthesizing information to help teachers understand their pupils plan and monitor instruction and establish a conducted classroom atmosphere and also that assessment is the process of gathering and syntheses information to make decisions about learners and instruction. Assessment provides much more detailed information about the learning and achievement of individuals, specifically as they relate to the learning objectives of the lesson or the unit of work.

Sidentop ,D.(1991) identified three fundamental reasons for assessment: feedback, progress and motivation. Feedback provides information about pupil's progress, which allows teachers to evaluate the effectiveness of their teaching by assessing how well the learning objective has been achieved. Finally assessment is a key factor in encouraging pupils to strive to succeed and improve their skills, knowledge and understanding, and as such is an effective mechanism for future improvement and motivation.

In Ethiopian context, several researchers forwarded about CPA (continuous practical assessment). For instance, Hassen Abdu (1998) identified that, the formal and informal tools that can potentially serve teachers in practicing CPA. The formal assessment tools are like, giving mastery end of unit and chapter test examination. Furthermore, using final versions of writings, dances, plays and projects after students have used all the feedback from the drafts such as:- exhibitions, demonstrations, role-playing and dramas and also giving formal oral questions oral- presentations, and explanation of projects. On the contrary, the informal assessment tools are described as observing how pupils behave and solve assignments, reviewing home works and seat works to give feedback on how to improve, interviewing of conferencing with pupils to identify why they are making certain errors and listening during class discussions for misconceptions that need corrections.

The education and training policy MOE (ETP, 1994), give high emphasis for measurement and evaluation of student achievement at all levels. Continuous assessment in academic and practical subjects, including aptitude tests will be conducted to ascertain the formation of all round profile of students at all levels. In addition, as stated by Bekalu.A(2007:32) the different types of CA tools or techniques are tests, examinations, projects, class presentation, group reflection, portfolio assessment, term

papers, self-assessments, observations, peer-assessments, role-plays, field/ practical work, homework and the like.

Since I have been teaching PE for more than two decades at the study area, this and related problems were requested in my mind. As a result, have searched different documents in related topics, but, no one has attempted to conduct this title in the specific study place, i.e. How to implement CPA efficiently, and the better way of applying CPA professionally was my internal motivation and interest to do.

Therefore, the researcher strongly tried to pay due attention on the significant of CPA and its implementations of it in senior secondary schools. It is worthwhile, therefore, on the part of the investigator to look in to the practice and challenges of continuous practical assessment of physical education teachers faced in selected senior secondary schools at Nekemte administrative town

1,3 Statement of the Problem

Assessing students in the teaching learning process has several benefits. It can expose learners to experience creative reflections through which the teacher proves their understanding to forward relevant response to the questions he/she poses. Concerning this Anyanwn, S. (1981) defines as continuous assessment as practical judgment of the quality of individuals work or performance on a-day-today activity. Kassa (2005) stated that at the end of the course grade that is the sum of tests, quizzes, assignments and examinations. But this trend is changing as emphasis shifts towards how well are students learning and attempting the goal of education in general and PE (physical education) course in particular.

Students do not learn much just by listening to teachers and memorizing what was learned only for the purpose of passing the examination. Rather they need to learn the theoretical part integrated with the practical activity. On top of this, students' evaluation system needs to be through continuous assessments both at classroom level and practical classes. It is important to determine the relationship between what is intended and what is achieved helping for critical thinking and judgments. (Anglo, A. 1994). Recognizing the importance of continuous assessment the MOE introduced it at different levels of the

educational institutions. As stated in education and training policy the practical task of implementing the new curriculum at different educational levels (high school, preparatory schools, colleges and Universities) requires continuous assessment as part of the curriculum in general and instructional process in particular. To realize this, the role of teachers and student has paramount importance. This means that teachers and student should be well informed and have the awareness about the concept and procedures of practicing continuous assessment before they are made to implement it.

Moreover, as stated in the background of the study some of the factors have not been assessed yet. Therefore, the researcher strongly tried to pay due attention on the significant of CPA and its implementations of it in senior secondary schools. It is worthwhile, therefore, on the part of the investigator to look in to the practice and challenges of continuous practical assessment of physical education teachers faced in selected senior secondary schools at Nekemte administrative town. Thus, the quest to answer these questions motivated the researcher to undertake this research

1.4. Research Questions

1. What type of continuous practical assessment methods do physical education teachers use while teaching physical education?
- 2-What are the challenges of using continuous practical assessment in physical education?
- 3-What do teachers do during the implementation of continuous practical assessment?
- 4-What are the major factors that affect teachers and students to practice continuous practical assessment in physical education?

1.5. Objective of the study

1.5.1. General Objective

The purpose of this study is to investigate the current status of the practices and challenges of continuous practical assessment in PE practical class in three selected senior secondary schools in Nekemte administrative town.

1.5.2 Specific objective

The specific objectives of the study are to:-

- Identify the continuous practical assessment methods practiced by physical education teachers in the selected schools
- Investigate the practice and challenges of continuous practical assessment in selected Senior secondary schools of Nekemte administrative town
- Examine how continuous practical assessment in physical education in the schools is performed.
- Investigate factors that affect continuous practical assessment practice in physical education in the selected schools.

1.6. Significances of the study

It is believed that, unlike to the other academic subjects the theoretical aspects of PE class should be integrated with practical activities, so as to evaluate students' performance through CPA in practical classes. The problems and challenges that encounter the process of CPA require a deep investigation and intensive follow up. To this end, this study will be significant and believed to make the following contributions:-

1. Identifies the prevailing practice of CPA in practical classes of PE.
2. The findings help for awareness creation to students, teachers, school administrative and curriculum designers.
3. Give insight on how to solve the problems that hinder the effective implementation of continuous practical assessment in physical education.
4. It provides suggestions and valuable insights to school administrative how to support, monitor and follow up CPA in practical classes of PE.
5. The study might be give clue to initiate researchers who have an interest to conduct further and detailed study on the issue under taken

1.7. Delimitation of the study

The study was delimited to the practice and challenges of continuous practical assessment of PE in Oromiya Regional state with particular reference to Nekemte town in East Wollega zone. The researcher believes that it could have been better if the study had been

conducted in all senior secondary schools of Nekemte administrative town. However, to make it manageable the study does not assess all the senior secondary schools of Nekemte administrative town. Rather, it was conducted only in three selected senior secondary schools (Dalo, Derge and Kibawacha) focusing on the practice and challenges encountered in implementing continuous practical assessment in PE.

1.8. Organization of the study

The study is organized in the form of scientific research procedures and it consists of five chapters. The first chapter deals with the introduction part, background of the study, statement of the problem, research questions, objective of the study, significance of the study, delimitation of the study, organization of the study and operational definition of key terms. The second chapter treats review of the related literature. The third chapter focuses on the design and method of the study, sources of data and data gathering tools, sample size and sampling technique, procedures and method of data analysis. Chapter four deals with the presentation, background information of respondents, analysis and interpretation of the data collected. Finally, the major findings, summary, conclusions and recommendations were present in chapter five.

1.9. Definition of Key Terms.

Assessment: is concerned with observing learners and collecting information how they are progressing in their learning achievement.

Continuous assessment: done formally and informally on a regular and continuous basis it is integrated with instruction to improve learning help, shape, and direct teaching learning process.

Challenge: An act or statement that calls something in to question.

Evaluation: Refers to giving value to the measurement. It is the judgment of merit, sometimes based solely on measurement such as provided by test scores but more frequently involving the synthesis of various measurements, critical incidences, subjective impressions (value judgment and other kinds of evidences).

Feedback: Provides information about pupil's progress which allows teachers to evaluate the effectiveness of their teaching by assessing how well the learning objectives have been achieved.

Observation: is a technique for assessment of students' practical work where teachers watch the completion of a given task and assess the process and the products

Physical education: a planned sequential standard-based program of curricula and instructional designed to develop motor skills, knowledge, and behaviors of healthy active living physical fitness, sportsmanship, self efficiency and emotional intelligence.

Practice: The action rather than the theory of doing something or the doing of something repeatedly to improve one's skills.

CHAPTER TWO

2, Review of Literature

2.1 Introduction

This part provides a review of literature to broaden the prospective of the researcher and to form the theoretical and empirical aspects of the topic written by different scholars. Moreover, various relevant literatures and research findings related to the problem were reviewed to get background information that used for brief discussion and analysis of the data obtained from the respondents.

2.2. Assessment in Education

There is virtually universal agreement among writers and policy makers that sound assessment lays at the very heart of effective teaching and learning (Marth ,2001) In an educational context, Assessment can be defined as a process which involves an attempt to make Relevant, appropriate, and accurate judgments about pupils' achievements' (Capel&Piotrowski. 2001). These judgments are typically made by the teacher (teacher assessment), by pupils about their own performance (self-assessment) or one another's performance (peer assessment), or by an external examining body (e.g. as in General Certificate of secondary Education (GCSE) or Advanced (A) level physical education). The kind of judgments involved in educational assessment involves making comparisons of a pupil's achievement against pre-determined criteria (criterion referenced assessment); against the achievements of others (norm referenced assessment); or against the individual's own previous achievement in the same activity (positive assessment). These judgments provide evidence of the extent to which any intended learning is achieved. Such judgments are crucial to educational contexts, including physical education, where the development of pupils' learning is a defining characteristic. While learning can occur, in principle, without assessment, the progression of learning is likely to be more effective when outcomes are assessed and feedback given. The role of assessment in effective teaching and learning is explored in the following section.

(Capel, S.& Piotrowski,S..2001).and also the word “assessment” has taken on a variety of meanings within higher education. The term can refer to the process faculty use to grade student course assignments, to standardized testing imposed on institutions as part of increased pressure for external accountability, or to any activity designed to collect information on the success of a program, course, or University curriculum. These varied uses have, unfortunately, moved us away from a focus on the central role that assessment should play in educational institutions, the gathering of information to improve institutional practices. Therefore, Assessment is the systematic collection and analysis of information to improve student learning achievement. (www.umass.edu/cft)

2.2.1. The concept of classroom Assessment

Classroom assessment is both a teaching approach and a set of assessment techniques which refers to all the activities under taken by teaching and by their pupils in assessing themselves. It provides information which serves as feedback to modify teaching and learning activities (Hamilton, 2008, cited Selamneh, 2010) classroom assessment can also be defined as a process of gathering evidences of what pupils know, understand and are able to do Recently, educators advocates that assessment going on at the class room level should surpass high stake tests, because, the former since it operates in the context in which instruction is going on, is better, surfed to monitor and guide the teaching learning process so asto continuously improve teaching and learning (MOE, 1995, USAID/BEP, 2066 cited to Selamneh, 2010)In the emerging view, therefore, the main purpose of classroom assessment is guide pupils learning and teacher’s instruction. Because, it offers a mechanism how curriculum, instructional activities and assessment impact pupil’s effort and achievement and provides appropriate information about the progress and competence of pupils to stake holders (Hart, 1997, Hassen, 1998, USAIO, (BEP), 2006 cited to Selamneh,2010) Hence, it is recommended that is including the new approaches to assessment is a vital to improve instruction and help educational stake holder’s benefits from the process. Realizing this fact, (Hassen 1998, NOE 1995, cited to Selamnah 2010:9) pointed out that class room assessment has how become the most crucial frequent and pervasive issue in education system to determine the quality of learning how much pupils know, How efficiently they perform and what attitudes they

have developed for future learning. Classroom assessment as explained above is usually carried out by teachers to improve pupils learning and teacher's instruction on the basis of impressions gained through a variety of assessment techniques they employ. However, this part of educational assessment is the most difficult aspect of learning. Because judging a pupil's work with respect to the different educational domains is difficult since it is continuous process highly takes teacher's knowledge, skills, time and energy. (CCSRI, 2006: cited to Selamneh 2010:9)

2.2.2. Assessment in physical Education

Recent educational changes have spurred the need for assessment within the Physical Education Field. Although it has always been part of the instructional process, Plan, Teach, Evaluate. It has not received the attention of many physical educators until recently. In the past it was not necessary to use assessment techniques for several reasons. Educators were not required to provide information on student performance to anyone. Both practically of useful instruments and time needed to complete such assessments appeared totake away from the more relevant parts of teaching. In addition, professionals in the physical education field were not required to have defined learning outcomes for their students.

Today, with the increased emphasis on accountability, physical education teachers in New Hampshire must re-think the place ofassessment within their programs. The newly revised New Hampshire standard for Public School Approval addresses assessment in physical education as part of section. It states that: -In the area of physical education, the local school board shall require that each school physical education provides Sound assessment practices in physical education which match goals and objectives; that require evaluation, synthesis of knowledge and skills; emphasize higher-order thinking skills; clearly indicate what the student is asked to do; an appropriateness of skill level according to (the standards and the needs of the individual.). Moreover, criteria that are clear to students and teachers; engaging and relevant to students, does it link to ongoing instruction; provide feedback provide cost-effective benefits to students;, reflect real-world situations; and emphasize the use of available knowledge and skills in relevant problem (www.ed.state.nh.us).

In addition, assessment refers to the process of testing and evaluating students to determine progress towards program goals. It is an important part of any sound physical education program because it helps teachers to measure students' current levels of ability, progress, and their own teaching effectiveness (Rudner, and Schafer, 2002).

In general a quality assessment model in physical education involves:- Formally stating the instructional objectives (cognitive, psychomotor, affective); pre-assessing the students performance; measuring the achievement of objectives using valid and reliable tests during and after the delivery of appropriate instructional activities and evaluating student progress towards meeting the objectives (www.ed.state.nh.us).

In line to the above model, Siedentop,,D.(1991), suggested three assessment principles:- Establish appropriate instructional objectives using national state and local standards or guidelines; Select/use appropriate measures to determine student progress towards meeting instructional objectives and assessment can take many forms both formal and informal tools can be used and develop an evaluation scheme that reflects the attainment of instructional objectives, While grading the performance of the students. Furthermore, Siedentop, D. (1991), three assessment categories are suggested:-

1. Teacher process variables

These include teaching skills such as giving instructions questioning providing feedback, stopping his behaviors, and praising appropriate behavior. Teacher process variables also include strategies for organizing the class, managing behavior, helping students make transitions, and dealing with instructions in to the flow of an activity.

2. Student process variables:-

These variables begin to shift attention away from the teacher and toward the learner. Student's process variables relate to those actions performed by students that potentially contribute to or detract from learning. Examples of such variable include the amount of time it takes for students to move from one place to another. The level of his behavior in a period, the amount of appropriate learning time an individual's and student's pets in a 40 minute period, the number of skills attempts a squad gets during a volley ball lesson,

the percentage of time a class is on task during a lesson, and the amount of time students receiving information. These variables are linked directly to learning.

3. Student outcome variables:-

For student product variables compare with previous performances and the teacher can evaluate his teaching and work. It is motivational for both pupil and teacher. . (Bob Carroll, 2005) Such variables indicate student achievement changes learners that are considered to be evidence of learning and growth. Generally speaking these variables are typically more familiar to physical educators than the preceding two categories because they concise of increased skill, better game playing ability, and improved attitudes toward physical education. One more principle could be added to car rolls list assessment should always be practical Assessment procedures that are valued, reliable objective and involve clear criteria, but which are also massively time consuming or which take the teacher away from proper supervision of the lesson, are not advisable. The challenge for teachers of physical education is to find a system of assessment that fulfills the principals of good practice without preventing them carrying out their other responsibilities (Bailey,R. 2001).

2.2.3. Purposes of Assessment

Most teachers would concerns that the overriding purpose of assessment in PE should be to encourage improvement, progress, achievement, confidence and feelings of competence, and better attitudes to learning (.Grout, H. and Long,G, 2009). The problems start emerging in the interpretation of these purposes, and how they are translated into specific contexts (e.g. different teachers may have different views on what is “progresses in a specific gymnastics lesson). “Purpose is context bound depending on pupils” stage of learning and the “direction in which you would like pupils to progress”. In short, assessment can be used for a range of purposes and, therefore, choices need to be made in order to fit an appropriate assessment strategy for the purpose to which the assessment is to be put (Grout,H.&Long,G.2009)and also, Assessment fulfills a number of functions some researchers categories these functions under two main headings. These are formative and summative. The purpose of formative assessment; is to give pupils guidance as to how they can move on from their current stage of understanding or mastery. Typically formative assessment is given in the ongoing teaching situation. No

records are kept of the detail of this assessment. Formative assessment is also given in the comments written on a piece of homework or an examination script. The purpose of summative assessment: is to record attainment at a particular time, usually the end of a unit, term or year. Summative assessment records learning. This is often a formal process and records are kept of these marks or grades. Summative assessments often appear in pupils school reports. In both these cases assessment is in the interest of subsequent pupil learning (Capel,S.&Whithead,M.2010) **Diagnosis** Diagnostic assessment is the formal identification of strengths and weaknesses, and is usually done for correction purposes. Hence it is usually carried out in relation to children with special needs and often by educational psychologists or specialists.

The more common reference to diagnosis in the analysis and correction of techniques is included under the concept feedback. Here it is used in a more clinical sense. In PE, diagnostic assessment has been used to assess movement problems and with the mainstreaming of special needs pupils after Warnock there are more pupils with special needs in PE than previously. PE teachers need to be acutely aware of their difficulties and needs. The advent of the National Curriculum would suggest that special consideration will have to be given to these children and perhaps more diagnostic facilities or training for PE teachers need to be available.

The diagnosis of physical fitness needs has long been a use of fitness tests. The concern expressed about children's fitness levels would suggest a more widespread use of diagnosis, and testing for fitness. However, the limitations and inadequacies of the presently and easily controlled tests have been voiced. If these limitations can be overcome, perhaps through modern technology, then a more widespread use of fitness testing could be forecast. However, the need for quick and easy usage and low cost is essential if they are to be used widely in schools. Perhaps more community based and resource schemes would be the answer to the fitness needs of the community. (Carroll, B.2005) Motivation of pupils is the most pervasive and ubiquitous purpose, and we have already mentioned it under other headings. It can be the purpose behind the purpose so to speak, or at least a purpose which goes hand in hand with others.

Thus certification, selection, feedback, selection of school teams is also motivational and is used as a motivational force by teachers. Even the way accountability works in the form of GCSE National Curriculum testing and reporting to parents are all motivating to the teacher in some way and used by them to motivate pupils. The teacher is constantly working at motivating the pupil as it is the intervening factor between pupil abilities and pupil attainments. It must not be forgotten that assessment is a double edged word as far as motivation is concerned. If assessment is not positive, such as failure to get a qualification, gaining a low grade, negative feedback, diagnosis showing many weaknesses, failure to get into teams, it can be a demotivating force. So the assessment can quite easily fulfill the other purposes but fail to motivate. In PE the activities and sports themselves are often thought to be their own motivation. For many people this is so, though clearly, this is not the same for everyone. Furthermore, the development of abilities and performance in most activities is enhanced by and thrives on competition, the results and evaluation of which are used to compare and judge performances against others (norm reference) and standards (criterion) and to motivate to further success and learning. Sport competitions are particularly used in this way. However, competition can emphasize pupils' lack of abilities or success, particularly when comparisons are made with others.

Assessment and qualifications may also provide an additional source of motivation for those who are enthusiastic about PE activities, and may be the incentive needed for some pupils to achieve their best performances and fulfill their potential and increase their knowledge. However, it must also be remembered that motivation is an individual affair and that it must be related to the individual not to the activity as a whole. I forgot this when putting forward an argument against examinations, (Carroll, B.2005:31) Selection. The most obvious examples of this purpose are selection for school teams and selection for employment or further/higher education based on examination results. It is also used within PE curriculum time itself for internal groupings for teaching purposes. There are clearly times when it is preferable to have homogeneous groupings of ability/performance for teaching or playing/performing in the interests of all standards of pupils. Informal assessment is usually carried out to make the groupings. As Selection for school teams is the only purpose peculiar solely to PE. I have already indicated the

importance to the PE teacher of school teams. There have been many claims for their virtues, for example, standards and excellence, pupils reaching their potential, social objectives and leisure opportunities. Small primary schools did give opportunities for larger percentages of children to take part, but the larger secondary schools could not provide the same opportunities and many children who had represented the school at primary level were disappointed. School fixtures and competitions came under attack in and their importance declined. However, as indicated earlier, the prevailing market economy approach to schooling means that extra-curricular activities including school fixtures may play an important role in the public image of the school. In the past selection has caused problems because the emphasis was often on winning rather than participation, selecting the „best team rather on widening the participation rate. This emphasis changed to some extent in the 1980s with the attack on competition. However, many people would agree with that competition and selection are part of everyday life and pupils must be prepared for it. After all, they will meet them in work and leisure. (Carroll, B.2005) Feedback By feedback I am referring only to the classroom level, as the more general level of overall results has been dealt with under accountability. This is where as assessment is an integral part of teaching and learning and feedback is used to show the pupil how he/she is doing, learning and progressing. It is used by the teacher to see whether teaching points have been learnt and to move on to the next point. From the teachers point of view feedback is the most central and important purpose of formative assessment but usually gets the least public attention.

In PE where the emphasis is on physical skills and practical performance, it is essential for the pupil to know the results and effectiveness of techniques and skills, often in the immediate situation, so times and distances are given in athletics and in swimming, technical and tactical points are made in games skills, and technical and compositional advice given in gymnastics and dance. The pupil can then work at the skill and can see him / her targets. To measuring pupils' achievement the purpose for which you are carrying out the assessment should determine the yardstick against which you measure achievement.

All assessment involves comparison and there are three types of comparison usually associated with assessment (Scalpel and Whitehead, 2010): Comparison with the attainment of others (Norm referenced assessment). Measurement against predetermined criteria (criterion-referenced assessment). Comparison with a previous attainment in the same activity or task (positive assessment) Student Learning: Assessment is a way for educators to measure progress, strengths, and areas of growth. Many teachers assess their students using a pre-test, mid-term, and post test to judge student learning. This may take place throughout a unit or the entire school year. Improvement of Teaching: Teachers use assessment to determine what is effective in their teaching practices; what is working and what needs improvement. A variety of assessment tools may be used in order to determine what types of instruction are most beneficial in meeting the needs of students. Communication: Assessment should serve as a means of communication between educators, Students, administrators, and parents. Parents and students often look at assessment to see What is being learned, How progress is being measured, and the TYPE of instruction being received. Educators and administrators use assessment to evaluate teaching practices and to determine if there are gaps in the curriculum. Program Evaluation: Assessment can prove a good measure of one's program, revealing Evidence of the effectiveness of that program, throughout the year, assessment can offer direction to the program and modifications can be made to increase both student and Instructional success. Program Support: Consistent assessment can be used to validate ones program. Data gained is objective and can show evidence of goals and objectives being met by both student and Teacher. With clear data presented, a strong measure of program support may follow

2.2.4 .Components of an Effective Assessment Measures

As stated by (Lynch, 2007) for an assessment measure to be effective, it needs to include:-

1. Validity–Does it measure what it claims to measure?

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

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

2. Reliability – Does it measure consistency?

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

3. Objectivity–Does the measurement yield highly similar results when administered by others?

For example, an assessment has high objectivity when two or more people can administer the same assessment to the same group and obtain approximately the same results.

4. Feasibility – Is the measure straight forward and easy to set up and administer?

The following administrative considerations may help one determine the feasibility of an assessment.

A) Cost: Does the assessment require expensive equipment that one does not have or cannot afford to purchase?

B) Time: Does the assessment take too much instructional time?

C)Ease of administration: Does one need assistance to administer the assessment?

If so, how will these people be trained? Are the instructions easy to follow? Is the assessment reasonable in the demands that are placed on those being assessed?

D)Scoring: If another person is needed to help administer the assessment?

Will it affect the objectivity of the scoring? (For example: A person is needed to pitch the ball to the hitter in a softball hitting assessment.)

5. Usefulness – Can the results be used for valid educational purposes such as self-appraisal, program planning, or reporting progress? For instance, a worksheet is given to a student so one can demonstrate knowledge of skills/games. The results could provide to the student an idea of how much is known about skills/games (self-appraisal), to

determine where in the lesson this information should be covered (program planning), and/or as part of calculating students grades (reporting progress).

2.2.5. Types of Assessment:-

2.2.5.1. Formative assessment:-

Formative Assessment is the ongoing assessment that takes place during the learning process, and involves describing progress, giving pupils constructive feedback and identifying pupil's future learning needs.

2.2.5.2. Summative Assessment:-

Summative Assessment is conducted at the end of a specified period such as a unit of work which identifies the standard of attainment achievement by an individual. Criteria referenced- assessment of whether or not an Assessment pupil can do a specific task or set of tasks. Norm referenced assessment of an individual's Assessment performance in relation to that of others in the group. Positive referenced comparing pupil's assessment current and previous performances. Internal assessment devised and carried out by the teacher apart of his or her own teaching programmer. External Assessment devised by external groups, such as examination boards and national Governing bodies. Informal assessment; - that takes place as part of the normal PE lesson. Formal Assessment– Assessment made following prior warning to allow pupils to prepare. (Osler, 2001)

2.2.6 Steps in the Assessment Process.

Regular assessment is crucial to the improvement of teaching. Some assessment can be made by the teacher while teaching, even without the aid of systematic observation. If teachers can be watch carefully for certain things that happen (or do not happen) during a teaching episode, they can at least get some information about how they are doing.

For teaching to improve dramatically in short periods of time, however, it needs to be more systematically assessed, as an end-class sequence, but a level of transition time that is too high. You may have provided good explanations and demonstrations, but the ability of your students may be too low. Baseline data will also help to set criteria for improvement. If your management time during baseline sessions is 37 percent of total class time, then setting an initial criterion of 25 percent is realistic. Eventually, you might

be able to manage well enough to achieve 10 to 15 percent, but that should come gradually. Achieve goals through specific strategies and regular measurement getting better at teaching is like getting better in sport you have to have some specific strategies, the opportunity to practice them, and some regular measurement of the degree to which you can execute them.

The various chapters in this text contain strategies for class management, discipline, instruction and supervision of practice. Wanting to improve is important. Having specific strategies to help you improve is important. Executing those strategies will actually bring about the improvement. For example, reducing management time might be achieved by establishing an entry activity teaching signals for attention and dispersal and playing a management “game” with the students executing these managerial strategies appropriately will reduce management time significantly. Maintain gains as new skills are attended to. Goal maintenance means that you maintain an adequate level of permanence in areas that have been achieved while you move on to new teaching goals. For example, can you maintain an adequate level of skill feedback interactions while you try to improve your behavioral interactions Maintenance are greatly helped when? Occasional observations are made to assess goals previously worked on.

Eventually, adequate levels of a number of teachings skills will become habit you will have developed in to a truly effective professional teacher. Take control of your own teaching. A final step in the assessment process occurs when you take responsibility for your own teaching. Full-time teachers do not have the help of a supervisory team. They are periodically evaluated by principals or supervisors but these evaluations are often poorly done and not useful for the maintenance or improvement of teaching skills. Teachers can use the process described here to maintain and continue to develop their teaching expertise. You can find ways to observe your teaching tape recorders, self-recording of events or time, even an occasional videotaping. Specific goal achievement can be assessed through reliable measurement. This is the epitome of good teaching holding you gymnasium. You might to during teaching practice in a teacher education program. What follows are important steps in the assessment process.

2.2.6.1. Discover what learning goals are being thought.

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

2.2.6.2 Forecast learning and teaching goals in behavioral terms.

If being a “fair player” is a goal, what student behavior will count as an instance of appropriate or inappropriate behavior relative to the goal? If a teacher wants to improve her or his enthusiasm, what will we observe as related to this phenomenon? If student leadership is an important social goal, how will we know when leadership has been shown? To answer these questions, we would have to forecast these goals in behavioral terms. The term behavioral refers to things that people do that can be observed directly by someone else. Some important behaviors how you feel about things, for example can only be observed by you and reported to someone else. Goals that are defined behaviorally are not only necessary for reliable, valid observation but are also helpful to teachers because they require them to define exactly what will teach their students.

2.2.6.3. Achieve specificity for teaching assessment.

The number of teaching goals assessed can be few or many, depending on the purpose of the assessment regardless of the number. However, each teaching goal needs to be stated specifically for it to be assessed fairly. Specifically is achieved in two ways :-

First, the target for the assessment should be specific. It is not enough to suggest, let’s focus on improving managements skills.” Instead, it is better to agree to try to “reduce management time,” “reduce the average length of managerial episodes,” reduce the number and length of transitional episodes,” or “spindles time in equipment changes,”

The second aspect of specificity is setting a criterion by which goal achievement will be judged, for example, reduce total managerial time to fewer than 10 minutes or reduce average transitional time to less than one minute. The criterion should be realistic, high enough to provide a challenge for improvement, yet low enough that it is achievable.

2.2.6.4 Use baseline data for setting goals and criteria.

To know how much you much you have improved, you have to know where you started in assessing and improving teaching, it is important that through information be developed about your current efforts what we shall call the “baseline” to which future

data can be compared. Baseline data can also be used to make comparisons about improvement. If possible, it is useful to have comparisons about improvement. If possible, it is useful to have more than one teaching session contribute to the establishment of a baseline. Baseline data reveal your strengths and weaknesses as well as what should be priorities for improving your teaching. You may have a low level of management time for beginning there is virtually universal agreement among writers and policy makers that sound assessment lays at the very heart of effective teaching and learning.

Assessment is not necessarily integral to all teaching but, it is integral to good or effective teaching and learning. (Capel and Piotrowski, 2000) Assessment in education is concerned with obtaining and interpreting information about pupil's skills, knowledge and understanding, and their learning needs it provides much more detailed information about the learning objectives of the lesson or the unit of work argues persuasively, assessment always involves making a judgment.

Assessment does not simply note what pupils have done in a lesson, but also makes some sort of quantitative statement as well Assessment should focus upon what pupils learn and how they learn it. This information becomes the basis for future planning and target setting, and provides teachers with valuable feedback to their own performance as teachers. Assessment is part of a cycle of planning, learning and assessment, in which inform future planning, which directs their teaching and, in turn affects pupil's performance.

2.2.7 Methods of Assessment.

2.2..7.1 Guidelines for selecting assessment methods:-

Each department will select and develop assessment methods that are appropriate to departmental goals and objectives, i.e., methods that will provide the most useful and relevant information for the purposes that faculty in the department have identified. Not all methods work for all departments or are appropriate to all reasons for assessing. However, there are some general guidelines for selecting assessment methods:

The evidence you collect depends on the questions you want to answer. In thinking about program assessment, four questions come to mind:

1. Does the program meet or exceed certain standards?
2. How does the program compare to others?
3. Does the program do a good job at what it sets out to do?
4. How can the program experience be improved?

Using these assessment questions to guide method of selection, this can help to define your data collection priorities. Using multiple methods of assessment for each learning outcome, many outcomes will be difficult to assess using only one measurement.

The advantages of using more than one methods of assessment include:-

- Multiple measures can assess different components of a complex task
- No need to try to design a complicated all-purpose method
- Greater accuracy and authority achieved when several methods of assessment produce similar findings
- provides opportunity to pursue further inquiry when methods contradict each other
- Include both direct and indirect measures.

Direct methods ask students to demonstrate their learning while indirect methods ask them to reflect on their learning. Direct methods include some objective tests, essays, presentations and classroom assignments.

Indirect methods include surveys and interviews. Include qualitative as well as quantitative measures. All assessment measures do not have to involve quantitative measurement.

A combination of qualitative and quantitative methods can offer the most effective way to assess goals and outcomes. Use an assessment method that matches your departmental culture. For example, in a department where qualitative inquiry is particularly valued, these types of methods should be incorporated into the plan. The data you collect must

have meaning and value to those who will be asked to make changes based on the findings.(<http://www.umass.edu/oapa>)

2.2.7.2. Consideration of assessment methods.

When considering assessment methods, it is particularly useful to think first about what qualities or abilities you are seeking in the learners. In this regard, Chris, (1999) provide eight broad categories of learning outcomes which are listed below.

1. Thinking critically and making judgments:- That is developing arguments, reflecting, evaluating, assessing, judging which includes:-essay, report, journal, letter of advice (about policy, public health matters), present a case for an interest group, prepare a committee briefing paper for a specific meeting, book review (or article) for a particular journal, write a newspaper article for a foreign newspaper and comment on an article's theoretical perspective.

2.Solving problems and developing plans:-Those are identifying problems, posing problems, defining problems, analyzing data, reviewing, designing experiments, planning, and applying information. These are:- Problem scenario, group work, work-based problem, prepare a committee of enquiry report, draft a research bid to a realistic brief, analyze a case conference paper and notes for a conference paper plus annotated bibliography.

3. Performing procedures and demonstrating techniques:-Which includes computation, taking readings, using equipment, procedures, following protocols, carrying out instructions and some of them are:-demonstration, role Play following laboratory, make a video (write script and produce/make a video), produce a poster, Lab report, prepare an illustrated manual on using the equipment, for a particular audience and observation of real or simulated professional practice

4. Managing and developing oneself:-Working co-operatively, working independently, learning independently, being self-directed, managing time, managing tasks and organizing the following Items:- Journal,portfolio andgroup work.

5. Accessing and managing information:-Researching, investigating, interpreting, organizing, reviewing and paraphrasing information, collecting data, searching and

managing information sources, observing and interpreting, that includes:-Annotated bibliography, dissertation, applied task and applied problem.

6. Demonstrating knowledge and understanding:-Recalling, describing, reporting, recounting, recognizing, identifying, relating &interrelating. These includes:-Written and oral examination, essay type, reports, comment on the accuracy of a set of records, produce an A - Z of write an answer to a client's question and short answer questions that is True/False/ Multiple Choice Questions (paper-based or computer-aided-assessment).

7. Designing, creating and performing:-Imagining, visualizing, designing, producing, creating, innovating and performing which includes the following items:-portfolio, performance, presentation, hypothetical and projects.

8. Communicating:-These are one way and two-way communication, communication within a group, verbal, written, and non-verbal communication. That is,arguing, describing, advocating, interviewing, negotiating, presenting, and using specific written forms and thewritten presentation that includes, essay, report, reflective paper etc. These can be performed through:- oral presentation, group work, discussion/debate/role play, participate in a court of enquiry, presentation to camera, and observation of real or simulated professional practice.

2.2.7.3. Cognitive Assessment.

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. Here are a couple of Examples: The first, ask students to work in groups of 2 or 3 and create an article for the school newspaper that would provide instruction about a motor skill to the reader.

Students can be asked to seek outside sources of information, and provide illustrations or photographs that would be helpful in clarifying their instruction.

The second, students are asked to create a form, checklist or rubric that they could use to assess the qualitative performance of a peer. Critical components of the motor skill would be included and weighted. Students would explain the use of their evaluation and the support for their weightings in a short instruction to accompany the evaluation form.

2.2.7. 4. Skill and Fitness Assessment

Currently the most widely-used assessments in PE 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. 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 (e.g. correct grip, sideways position, keeping the racquet head up, etc.).

While the student might not be ready to play the game of tennis, improvement would be evident. For physical educators, a measure of learning and conversely teaching effectiveness would become available. In today's session you will be presented with some simple quantitative and qualitative methods for assessing the learning juggling and cycling skills. An example of a quantitative method might be to see if you can

continuously juggle 3 scarves for 30 seconds using the Cascade pattern, without stepping outside of a hula hoop. A qualitative method for assessing your scarf juggling would be to record if you are indeed tossing the scarves with your palms down, tossing the scarves above your opposite shoulder, catching downwards, and keeping a smooth regular rhythm. One of the challenges we face in PE is providing learners with measures to show that they are improving in situations where improvement may not be indicated with quantitative assessment. For example, I suspect few participants in today's session can ride a unicycle.

The obvious quantitative assessment of your learning would be to set a distance (e.g. ride across a badminton court unaided), and measure your success accordingly. Unfortunately, learning this skill will probably take a lot longer than one instructional session. It may take several sessions. The challenge for us as teachers is to find ways to indicate to you that you are improving even though you still cannot actually ride the unicycle without assistance. By breaking down this complex skill into many smaller parts, and visibly recording your achievement of these parts on a chart, we are able to record and illustrate that learning is indeed occurring. You can use a chart, notebook, cards, or a Personal Digital Assistant such as the now defunct Newton. Each method has certain benefits and limitations. The good news is that you now have data to show:

1. That your students are learning and consequently that you are teaching.
2. What your students already know and what they should be practicing-useful information for teachers and students.
3. Which students are progressing and which students need assistance?
4. The value of your PE program to Principals, parents, and school boards. Contrast this situation to one in which the PE teacher has no data other than fitness scores, and cannot produce any valid measures of student learning. In an era of program elimination, PE teachers are unwise to assume that neither they nor their subject matter could ever be replaced!

2.2.8. Continuous Assessment Methods.

Continuous Assessment is a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behavior takes account, in a systematic

way of all his performances during a given period of schooling; such assessment involves the use of variety of modes of evaluation for the purpose of guiding and improving learning and performances of the student. (Anyanwu,S.1981) Continuous assessment refers to making observations and collecting information periodically to find out what a student knows, understands and can do. Specific tasks are given to the learners based on what has been taught. Teachers observe the learners doing these tasks and make a judgment about how well they are doing. Continuous assessment is ongoing and helps the teacher to find out what the learners have learned. Some other terms that are similar to continuous assessment are: classroom based assessment, running records, and teacher grading. (Plessis, J.& Prouty,D.2003)

2.2.8.1. Reasons for using continuous assessment.

1. To find out what students know and can do

Continuous assessment is done by the class room teacher to find out what a student knows, understand, and can do. The assessments a teacher uses and helps the teacher get a better understanding of the learning needs of the children. The teacher uses continuous assessment to find out if the learners are learning what has been taught. Continuous assessment is done on an ongoing basis instead of at the end of the semester or year. So that teachers can find out which learners are not learning and help them learn. When assessment is done only at the end of a semester by giving a test or exam then it is not continuous assessment. Assessment done only at the end of the year is too late to help the learner.

2. To gain confidence in what we say our student's know and can do.

By assessing learners continuously in different ways, a teacher can be confident in her knowledge of what the learners know and can do. If a teacher has only one assessment of learners, this will not be enough to tell her what the learner knows and can do. A number of different assessments will give the teacher a better picture of the knowledge and skills of the learners.

3. To provide all children with opportunities to show what they know

Continuous assessment provides all children with opportunities to show what they know. In addition, each child has many different qualities. Using only one type of assessment may not improve educational quality. Continuous Assessment: A Practical Guide for Teachers gives learners a chance to show what they know. All learners get a chance to show what they know when teachers use continuous assessment because there are different types of assessment activities. When a teacher uses continuous assessment, learners are asked to show what they know in different ways.

4. To promote learning for understand.

Because continuous assessment is ongoing, a teacher can catch learners 'mistakes and misunderstandings before it is too late. The teacher can find new ways to teach learners who are not learning. Continuous assessment activities focus on student understanding rather than their ability to memorize. Continuous assessment activities that are designed to ask learners to think, express their thoughts, and demonstrate their skills help learners to get a deeper understanding than if they were simply memorizing information for a test.

5. To improve teaching.

Good continuous assessment activities tell the teacher whether what they taught was effective. If learners are learning what is expected, it will show in the assessment. If the assessment shows that the learners are not doing well on a particular topic or skill, then this tells the teacher she must find a new way of re teaching the lesson or topic.

6. To help determine what kind of remediation and enrichment activities to provide, and to identify which students need assistance.

Continuous assessment can tell a teacher which students are falling behind in their understanding of particular topic. Looking at the assessment activity of a learner can help a teacher to find out where the learners are struggling and what problems they are having. The teacher can then design new learning experiences for those learners. Better learners who are able to learn new information more quickly than the other students may need additional lessons or activities to keep them engaged in learning.

7. To let the students know how well they are progressing in their own learning.

Learners benefit from receiving ongoing feedback about their learning from their teachers. Continuous assessment activities help learners to know if they are learning or not. This knowledge can help learners know what to focus on which improves their learning efforts.

8. To let parents know how their children are progressing.-

Parents want to know how well their children are doing in school. Reports based on continuous assessment by the teacher help parents to know about

9. To evaluate no lead to overall evaluation

Efforts to determine whether, a student should pass to the next grade or not is a difficult task. Relying on an exam to tell us what students know and can do may not provide us with a well-developed and accurate picture of the learner. With well-designed and ongoing continuous assessment carried out throughout the year, the teacher has a strong basis from which to evaluate a learners' overall progress. (Plessis, J.&etal, 2003)

2.2.8.2 Characteristics of Continuous Assessment

A more complete view of continuous assessment requires that a teacher understanding information about students learning and should be used continuously during the teaching process to improve teaching and learning therefore, according to Jamaican Ministry of Education Youth and Culture (2004), cited inSelamneh,Z. 2011) is effective classroom assessment mode there are four features of continuous assessment.

1. continuous assessment encourages the use of multiple work

Assessment often occurs for different purposes and is not limited to the end of year.

2. Continuous assessment allows for timely feedback to the major stalk holders in the system.

When a continuous assessment mode is used, the teacher can regularly mom for and report on the progress that students are making towards the attainment targets and objective set out in the official curriculum If a teacher does not recognize student's

learning errors until the end of the term or the end of the year, it is usually too late for any corrective measures to be taken.

The nature of the feedback a student receives as well as its time lines can significantly impact on how a student responds to it. Feedback benefits students, teachers, parents and critical persons during the teaching learning process.

3. CPA model makes it easier to use a variety of assessment methods.

For example, a teacher can use class discussion, oral questioning, a projects, class work, assignments, and students observation to help him gather the different types of information he need to plan, teach, decide and report. The validity of your decisions is greatly improved when you use a variety of assessment methods for gathering and interpreting student's information.

4. Continuous assessment gives opportunities

For Celebration Including students in the assessment process through self evaluation and peer evaluations and asking for reflection on what they have learned motivates them. In this manner, each student can be challenged to show evidence of his/her mastery of the objectives (Jamaica Ministry of Education, Youth and Culture (2004), cited in Selamneh 2010) explains the following characteristics of continuous assessment.

A. It is ongoing process gathering information about students learning progress

B.It uses a verity of techniques to make decisions, about what to teach, how to teach, and how well students have learned

C. It provides timely feedback to students about they need to do so improve their learning it is aligned with curriculum goods and objectives (USAID Basic Education Program (2006), as cited Selamneh, 2010)

2.2.8.3. Advantages and Drawbacks of Continuous Assessment

2.2.8.3.1. Advantages of Continuous Assessment

A. For learners Research fire lings in Namibia national institutions for educational development documents in (2003), concluded that the following uses of continuous

assessment in developing ability of learners. Reflect on and use a variety of learning strategies and enhance lifelong learning. These are:-

- Solve problems and make responsible decisions using criteria and creative thinking
- Work with others as a member of a team (group) organizationcommunity
- Deal with information creativity
- Communicate effectively using visual, mathematical and language skills
- Use Science and technology critically showing reasonability towards the environment and health of others. Participate as a responsible citizen locally, nationally and globally.
- Make wise and safe choices for health the living
- Explore education and learner opportunities
- Appreciate the links between mental conceptions of knowledge and manual tasks informed by such knowledge.
- Act in a way that reflected justice, democratic values, and respects
- For human dignity (Dene 2010, cited in Selmenh 210:26)

B.For Teachers Derje, (2010) as cited in Selmenh (2010: 22) concluded the use of continuous assessment for teachers in the classroom by the following nine points.

1. To find out what students know and can do
2. To gain confidence in what we say our students know and can do
3. To provide all children with opportunities to show what they know
4. To promote learning for understanding
5. To improve teaching
6. To determine what kind of remediation and enrichment activities has to be provided and to Identify with students need assistance.
7. To let parents know how well they are progressing in their own learning
8. To let parents know how their children are progressing
9. To lead to over all evaluation

2.2.8.3.2. Draw backs of Continuous Assessment

Even though continuous assessment is a preferred way of assessing learners for some scholars. It is not without some drawbacks which are discussed in some details below learners who are assessed continuously may feel that they are always under surveillance for every mistake they commit (Nitla, 2005, cited in Selamnh 2010) this may have a negative impact on the learner's performance. Continuous assessment may also bring profound negative effect if it is not well planned and properly protected regarding this stated those unless continuous assessment is carefully and coordinated, there is a very real danger that students may be grossly over assessed a particular of certain times of the year, when several lectures are asking simultaneously for assignments to be handed in continuous assessment they can, if not properly managed, adversely and their tutors with the latter being regarded with suspicion and (in some extreme cases) enmity and occasionally even introducing malpractice as in improving parities for seeking lip. In order to enhance the effectiveness of continuous assessment, it is important to minimize the drawback. Point out those teachers need to have a well developed knowledge and skills to be creative in their implementation of continuous assessment. Teachers should also have a well organized plan of assessment to maximize the success of continuous assessment, and all the problems listed above can overcome by carefully planning and good practice (Ellington and Ear, 1997. cited t in Selmeneh 2010)

2.2.8.4. Factors affecting assessment of PE Class room

Perception of students on assessment studying how students perceive assessment is significant for it can be a powerfully source for the problems that are intervened in to the assessment process. Furthermore, exploring the intentions of students today may provide some insights on how assessment of students achievement can be improved (Crossman, 2004, cited in.Zenaw, 2010) Hughes (1998), in Cross man (2004), and William and Narris (1985) cited in zenaw (2010) point out that in sights in to student perceptions contribute greater legitimacy to student knowledge, encourage partnership with learners and address suggestions that teachers tend to be unilateral decision makers. Factors affecting perceptions of student on assessment, many factors can affect the perceptions of students about assessment applied in P.E classroom. The following are some of that can affect students perception about assessment practices employed in an educational

institutions. Previous Assessment Histories Nisbelt and Ross (1980), in Crossman (2004) cited in Zenaw,(2010) stated the perceptions could be influenced by motivations such as fear which results from past painful experiences and create a kind of assessment avoidance behavior or the development defense mechanisms attributing failure to assessment irrelevance. More over students perceptions may also be the fact that they enroll in a course where assessment was unknown to them or where they had no previous experience of success. However, (Cross man. 2004, cited in Zenaw, 2010) claims that because of the existence of many factors that can influence students of perception of assessment it is difficult to assume causal link between assessment events and student perceptions. Assessment relevance (Crossman, 2004 cited in Zenaw,2010) asserts that great attention should be paid to perception of relevance in assessment design.

In Crossman's opinion assessments that make good connections with the outside world of work appear to have a positive influence on student learning. Lack of relevance in assessment may be equated with “jumping through hoops in time wasting activities that endowed experiences with transient quality (Crossman, 2004, cited in Zenaw, 2010)

.Hence, the relevance of assessment needs to be clear to students. Students can interpret relevance of assessment of assessment in different ways, for some assessments are relevant when they are applicable to other contents or when they are applicable to other contents or when they prepare student in dealing with real situations. Some others consider assessment as irrelevant if they are not graded. Confirm that students perceive alternative assessment as particularly relevant. Moreover, students perceive assessment, which are totally prescribed by the academic, negatively where as those assessment that are set through negotiation are perceived positively (Crossman, 2004, cited in Zenaw, 2010)

Students Teacher relationship observation of teachers practices of assessment influenced students perceptions of assessment and their intentions for personal future practice. It is also seen that in consistencies between theory and practice has a negative influence on the perception of students about assessment claimed that feedback is found to be useful in finding out what the students think of their teacher. If there is unsatisfactory relationship b/n the teacher and the students and if there is no appropriate feedback about the

performance of students formation of negative perception is likely to occur. In general, according to whether for good or bad, student's relationship with teachers is found to be important factors in the perception of assessment perceptions. Assessment Anxiety.

The existence of any kind of assessment is likely to be threatening to most students. However, examinations, oral presentations and laboratory assessments cause higher levels of anxiety than other forms of assessment (Crossman, 2004 cited in Zenaw 2010). Crossman (2004) points out that most students preferred courses without examinations especially in situations where examinations are graded for certification. Large class size. Teachers are often faced with the problem of teaching fundamental skills to large classes in small spaces and in adequate facilities sometimes the situation becomes so untenable that teachers assess and on desirable activities and resort to informal play, with undesirable results. In related way in large class, assessing student performance is so difficult, particularly when we used the subjective method of assessment. (Daughtry, 1979, cited in Zenaw)

CHAPTER THREE

3, Research Design and Methodology

3.1. Introduction

This study is designed to investigate the current status of the practice and challenges of CPA in PE in practical classes with particular reference to three selected senior secondary schools in Nekemte administrative town, so as to recommend solutions to the problems based on the major findings of the study. Therefore, to achieve this purpose, a descriptive survey design with both qualitative and quantitative method was employed with the assumption that it could help to exhibit the current status of the problem. This chapter, deals with method of the study, research design, source of data, sampling technique and sample size, data gathering instrument, data analyses procedures and pilot test.

3.2. Method of the Study.

The method of a research emerges out from the nature of the problems and the purpose of the study. McMillan and Schumacher (1993) described research method as a systematic and purposeful way of collecting and analyzing data. For the purpose of this study a descriptive survey approach was preferred. Because, it is helpful to obtain relevant and reliable information about the issue under study, and enable us to describe the existing situation.

In support of the above idea, Best and Kahn (2002) reveal that descriptive survey method is used to collect data from a relatively large sample for the purpose of describing the nature of the existing conditions or determining the relationship that exist between specific events.

3.3. Research Design

As already mentioned on the objective, this study focused on the practice and challenges of continuous practical assessment in physical education in three selected senior secondary schools, (Dalo, Derge and Kibawacha) in Nekemte administrative town. Therefore, this research was designed to reflect the challenges encountered in PE, while

conducting continuous practical assessment and its implementation. In line with this, data were gathered through quantitative and qualitative methods from the respondents pertaining to the current status of the issue under study. Descriptive survey was designed on the assumption that, it could help to get a great variety of the data related to the problem under investigation.

Since the purpose of descriptive survey research is to examine a phenomenon that is occurring at specific places and time, the researcher preferred this design because it attempts to describe, explain, and interpret conditions of the present situations. At the end, the quantitative data were analyzed and interpreted by statistical tools, while, the qualitative data was described in words.

3.4. The source of Data and sampling Techniques

3.4.1. Data Source

For this study, the sources of data were the respondents that were selected from the three sample schools. To this end, physical education teachers, students, and school administrators, were taken as source of data, based on the assumption that they were expected to be the right source of information pertaining to the practice and challenges of continuous practical assessment in physical education in their schools setting.

3.4.2. Sample size and sampling techniques

As it was mentioned in the introductory section, the study was conducted in three selected senior secondary schools in Nekemte administrative town; and the target populations of this study were physical education teachers, students, and school administrators of the selected schools. As the statistical data of Nekemte city Administration Bureau shows, there are six senior secondary schools in the town. To make the study easy and manageable, only three senior secondary schools (50%) of the school were selected randomly as a sample. Accordingly, (Dalo, Derge and Kibawacha) senior secondary schools were sampled as shown in table 1 below.

On the other hand, since, the sample populations of students from the three schools were large in number; they were selected by probability sampling technique through simple

random method; because simple random method provides an independent and equal chance to all population members to be included in the sample. In support to this, Creswell (2005), suggested that in a simple random sampling method, every individual has equal probability of being selected and the selection of one individual does not affect the selection of another individual. As Creswell (2005) suggests that in survey research method the appropriate and manageable sample taken from the target population is commonly 10%, accordingly, the total target populations of students from the three selected schools were 2014. Therefore, 202 students were taken as sample. Whereas, regarding to the PE teachers and school administrators, since they are less in number the whole were taken as they are by available sampling technique.

Table-1. The total population and sample size of three selected senior secondary schools

Name of the school	Participants	Total population			Sample size		
		Male	Female	Total			
					Male	Female	Total
Darge Senior Secondary School	Students	503	424	927	43	35	78
	PE teachers	4	-	4	4	-	4
	<i>Vice-directors</i>	1	-	1	1	-	1
Dalo Secondary Schools	Students	306	244	550	37	26	63
	PE teachers	1	1	2	1	1	2
	<i>Vice-directors</i>	1	-	1	1	-	1
Kibawacha Secondary .School	Students	284	242	526	32	29	61
	PE teachers	1	1	2	1	1	2
	<i>Vice-directors</i>	1	-	1	1	-	1
	Total	1102	912	2014	121	92	213

As it can be seen on the above table 1, from 6 senior secondary schools, three groups of respondents were selected (Students, Physical education teachers and school principals) Accordingly, from the total number of students (2014) only 202 students, were selected through simple random sampling technique,. Whereas, regarding to Physical education teachers (8), and school principals (3), since they are less in number the whole were taken as they are by available sampling techniques.

3.5.Data gathering Instrument

In order to gather relevant and reliable data from the respondents, three kinds of data collecting tools were employed. Namely:- questionnaire, interviews and field observation that helps to obtain the required and reliable data. Of these, the questionnaire was prepared with 12 items with likert scale.

3.5.1. Questionnaire

Regarding this; Best and Kahn(1989) stated that a questionnaire enables a researcher to collect data from large groups of individuals within a given time frame; and it is also easy to administer to a number of subjects in one place at a time. Before, the actual data collection was begun; the instruments have been piloted to some selected PE staff teachers and students to examine how extent they understood. After the necessary modification was made and the instruments were delivered to the corresponding target groups within one month as proposed by researcher to administer carefully and efficiently at the designed place. Thus, similar type of questions (items)1-12 were prepared for both teachers and students as a main data collecting tools to gather reliable information from respondents. Questionnaire was able to use to gathered data from PE teachers and students. The questionnaire was designed as both open ended and close ended items by using likert-scale manner. Before the questionnaire was disseminated the researcher planned to conduct pilot test on randomly selected students out of the actual respondents and schools (in BiftuNekemte Senior secondary school). The open ended items were formulated in such a way that they let the respondents to freely express their ideas and opinions (

3.5.2. Interview

In order to get additional information to understand the reason why and how things happened and the way they are happening, a semi-structured interview guidelines (a written list of question)were prepared and conducted to school administrators in face-to-face interaction. Some literature indicated that, Schafer (2002) Interview has three forms: these are structured, semi-structured, and unstructured for large institutions like schools, colleges and Universities. For this study the structured interview was taken as additional sources of data, because it helps to set a predetermined questions and recording techniques.

3.5.3. Field observation

Field observation was another data collecting instruments. It could be conducted during physical education lesson in the practical classes, while the PE teachers were implementing the CPA practical part of the lesson. The field observation would be developed on the bases of the basic question related to the research topic.

3.6. Data analyses procedures

To analyze the collected data statistical method using SPSS software was employed. Moreover, both quantitative and qualitative techniques were also used. The data gathered through close-ended questionnaire were analyzed and interpreted by using statistics quantitatively with the help of SPSS software. While, the open ended, interview and observation items were analyzed and interpreted qualitatively in words.

3.7. Pilot Test.

Before the dissemination of the actual questionnaire the researcher planned to conduct the pilot study. This is important as it helps the researcher to refine the data collection plan with respect to both the content of the data and the procedure to be followed. The pilot test was done to test and improve the tools before they were disseminated to the actual respondents, to identify unexpected problems and judge the feasibility of the overall research plan and then make necessary modification such as changing inappropriate strategies to the more effective and feasible one. Therefore, the pilot test for this study was disseminated to 30 students and for 6 PE teachers in BiftuNekemte Senior secondary

school in January 15/2016. The final results indicate that most students unable to understand the questionnaire written in English language. Hence, for the actual respondents the researcher translate the English language to the local language (Afan Oromo)(Appendix-A).

3.8. Validity and Reliability of Instrument

3.8.1.Validity

Regarding to the Validity of the study the researcher was construct the measurement or test strategy which measures the necessary trait. Before the actual data collection would start. The instruments were gave full information to the subject so as to get valuable comments and criticisms on the strengths and weakness of the instrument. Based on the comments obtained, necessary modifications were made.

3.8.2. Reliability

Reliability of the study was done before the actual questionnaire disseminated. During data collection the researcher would use the best measurement or assessment technique in order to obtain stable and consistent score. More over the ratability of the study were checked by using the retest method

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CHAPTER FOUR

4, Presentation, Analysis and Interpretation of Data

4.1. Introduction

This chapter deals with the description, analysis and interpretation of the results obtained through questionnaire, structured interview, and practical class observation based on the basic questions posed in chapter one. Thus interpretation and discussion were carried out based on the principles and theories discussed in the literature review. To analyze and interpreted the quantitative data statistical methods were employed. At the same time, the designed open-ended items and interview questions were delivered and collected from sample respondents qualitatively then, analyzed and described in words.

4.2. Characteristics Information of the Respondents.

Table.2. shows the general characteristics of respondents (teachers, students and directors by sex, age, qualification, teaching experience and teaching load per week. As it was indicated in table below, *Table.2*, all PE teachers were experienced; BA/BED degree holder and qualified professionals, Therefore, the variation in sex, age, experience and educational status did not have any variation in opinion of the respondents on the issue under consideration

Table 2. Characteristics information of the respondents

No	Items		Teachers	Directors	Students
1	Sex	M	6	3	112
		F	2	-	90
		T	8	3	202
2	Age	Below 20	-	-	130
		20-24	1	-	72
		25-29	2	-	-
		30-34	3	-	-
		35 and above	2	3	-
3	Qualification	BA/BED	8	2	Grade 9 and 10
		MA	-	1	
4	Service year	1-5 years	2	-	-
		6-10 years	1	-	-
		11-15 years	3	2	-
		16 and above years	2	1	-
5	Teaching load per week	10-14	3	-	-
		15-19	5		-
		20 and above	-		-

4.3. Presentation and Analysis of Data

Different attempts were made to gather information from Students and PE teachers on the practice and challenges that encounter during the implementation of continuous practical assessment in PE. Accordingly, respondents were requested to give their views concerning CPA. Based on this, twelve items were presented to assess their views related to CPA. Up on this, quantitative data was gathered through **close-ended** questionnaire from students and PE teachers were categorically organized and structured in order to make manageable and ready for analysis by using SPSS software, as displayed in the following table below.

Table-3.Respondents response regarding continuous practical assessment

No	Items related to continuous assessment in physical education	Respondents group	No	Mean	t-test for equality of mean		
					T	df	p-value
1	The ratio of the students per class is easily manageable	Students	202	1.35	0.12	126	0.9
		Teachers	8	1.38			
		Total	210	1.35			
2	Students have great interest to learn physical education in practical class	Students	202	4.29	0.52	126	0.6
		Teachers	8	4.21			
		Total	210	4.28			
3	Time allocated for physical education per a week is sufficient	Students	202	1.44	0.31	126	0.7
		Teachers	8	1.5			
		Total	210	1.45			
4	Schools have enough recourse to assess students' performance in physical education. Practical class	Students	202	1.63	2.15	126	0.30
		Teachers	8	1.12			
		Total	210	1.6			
5	Physical education teachers evaluate students' performance during practical class effectively.	Students	202	1.68	1.23	126	0.22
		Teachers	8	1.38			
		Total	210	1.66			
6	Physical education teachers continuously assess students performance in practical class activity using different type of CPA	Students	202	1.60	0.59	126	0.55
		Teachers	8	1.75			
		Total	210	1.61			
7	The school support the subject teachers implement continuous practical assessment.	Students	202	1.51	0.37	126	0.9
		Teachers	8	1.5			
		Total	210	1.51			
8	The school assigned qualified teachers physical education subject.	Students	202	4.58	0.23	126	0.8
		Teachers	8	4.62			
		Total	210	4.50			
9	Skilled and experienced teachers in physical education are available	Students	202	4.37	0.34	126	0.008
		Teachers	8	4.38			
		Total	210	4.37			
10	There are decisive factors such as environmental cultural, religious, health, and the likes that affect practical continuous assessment in physical education class.	Students	202	4.22	0.071	126	0.9
		Teachers	8	4.25			
		Total	210	4.23			
11	Teachers facilitate conducive teaching-learning environment in practical assessment in physical education	Students	202	1.60	12.5	126	0.001
		Teachers	8	4.75			
		Total	210	1.8			
12	Teachers provide feedback to the students in order to empower their skills	Students	202	1.67	9.3	126	0.001
		Teachers	8	4.5			
		Total	210	1.84			

Key: 1= strongly disagree, 2=disagree,3=undecided, 4=agree, 5=strongly agree.

As it was seen on the above table,2, the comparison of the largest groups of respondents of students (202) with the smallest groups of respondents of physical education teachers (8) there were no significant variation on their average mean results Therefore, both groups of respondents the students (202) and teachers (8) have no statistically significant difference in their opinions about the issue under consideration

4.4. Interpretation of Data Analysis

According to **table.2**. Concerned with the easy of management of the ratio of the students per class, accordingly, the respondents were asked the extent to which the ratio of the students per class is easily manageable. The mean score of score of students and teachers revealed that 1.35 and 1.38 respectively. In addition as the total mean shows that the two groups showed that the two groups rated at 1.35, which implies low in average. The rating off the respondents where showed that there is high level of disagreement on easy management of students per class. This is due to large number of students with in each class which in turn affects the application of continuous practical assessment of physical education. On the other hand, the significance differences at alpha (0.05) which shows ($t=0.12$, $atdf=126$ and $P\text{-value}(0.9)$ is greater than alpha 0.05. Hence, the t-test result indicates that there was no statistically significance differences between the responses of respondent's .Therefore both teachers and students have common understanding regarding the easy management the ratio of students per class in the schools under study.

As shown on the above table 2. Regarding the rating of most respondents revealed that there is high level of agreement on students have great interest to learn physical education in practical class with mean score of students 4.29 and teachers with mean score of 4.12. This showed that the participation of learners towards learning practical physical education was found to be relatively high. In line with this at-test of significance was computed to see if there was significance difference in the perception of the two groups of respondents regarding the issues under consideration. In conformity with this the computed t-test for equality of mean with 126 d at calculated t-value of 0.52 the obtained p-value is 0.6 which is greater than 0.05. Hence the null hypothesis is accepted. Therefore, the respondents have no statistically significant difference in their opinions about the interest to learn practical physical education.

As it is depicted out on **item3 and 4 in table.2**, respondents have showed disagreement to the item with total mean value of (for item-3)1.45 and (for item,4)1.6 respectively. Thus, majority of the respondents revealed that the time given or period allocated for physical education per-week is insufficient and the schools do not have enough resource to assess student's performance in physical education practical class. Similarly, the computed t-test of item 3 and 4 for equality of mean with 126df the obtained p-value is 0.7 and 0.3 respectively which is greater than 0.05. Hence the null hypothesis is accepted. Therefore, the respondents have no statistically significance difference in the opinions about the issues under consideration.

As can be observed in **table.2**, concerned with to what extent physical education teacher evaluate student's performance during practical class effectively. To this item the mean score of students and teachers revealed that 1.6 and 1.38 respectively with the total mean of the two groups rated as 1.66 which implies low in average. Thus, rating of the majority of respondents were showed that there is disagreement on physical education teachers evaluate students' performance during practical class effectively. It is safe to say that physical education teachers do not evaluate student performance effectively during practical class, on the other hand, the calculated t-test of the item at (df=126) t-value=1.23, p-value= 0.22 greater ($>$) α level. Therefore the respondents have no statistically any significant difference in their opinion about the issue under consideration. That is both students and teachers perceive that physical education teachers were not evaluate learners performance effectively during practical session.

As indicated in **table.2**, that deals, whether teachers assess continuous practical class activity or not by using different type? Accordingly, the mean score of the students' teachers' revealed that 1.75 and 1.60 respectively with total mean of the two groups rated as 1.61 which implies low in average. Hence, the ratings of the majority of respondents were showed that there is disagreement on PE teachers assessing continuously in practical class activity by using various method CPA efficiently. So, it is also safe and sound to say that PE-teachers do not continuously assess students' performance in practical class using different types of CPA. On the other hand, the calculated t-test of the item at (df=126,) t-value=0.59, p-value 0.55 greater ($>$) α level. Therefore, the respondents

have no significant difference in their views about the issue under study; that is both students and teachers confirmed that physical education teachers did not assess learners' performance effectively during practical session utilizing several type.

As shown in **table.2**, regarding to the school supports given to subject teachers in implementing continuous practical assessment. As shown above in the same table item-7 the rating of most respondents revealed that there is high level of disagreement on the support of the school to subject teachers in implementing continuous practical assessment with mean score of students 1.51 and teacher with mean score of 1.5. This showed that the support given to physical education teachers in implementing continuous practical assessment by the school was found to be relatively low. In line with a t- test of significance was computed to see if there was significance difference in the perception of the two groups of respondents regarding the issue under consideration. In conformity with the computed t-test for equality of means 126df at calculated t-value of 0.37 the obtained p-value is 0.9 which is greater than 0.05. Hence, null hypothesis is accepted. Therefore, the respondents have no statistically significant difference in their opinion about the support given to subject teachers by the school to implement continuous practical class.

As noticed from **table.2**-To this end, the numerical analysis of most respondents response discovered that whether the school assigned qualified teachers or not. The mean score of the students and teachers showed 4.58 and 4.62 respectively, in addition the total mean shows that the two group rated at 4.50 which shows high in average the rating of the respondents were that there is high level of agreements on the assigning of qualified teachers due to scarcity of relevant qualified PE teachers in these schools. Obviously this supports the implementation CPA. On the other hand, the significant difference computed at alpha (0.05) which shows (t=0.23 at df=126 and p-value 0.8) thus p-value (0.8) is greater than alpha 0.05 hence the t-test for equality of mean indicated that there was no statistically significant difference between the response of respondents. Therefore, both teachers and students have common concern regarding the issue under study.

As it can be seen in **table. 2**- Concerning with the availability of skilled and experienced teachers in physical education in the schools. Accordingly most respondents response

was indicate as high level of agreements that there are skilled and experienced teachers in physical education in the schools. This is showed with the mean value of 4.37 and 4.38 by students and teachers respectively. So it is possible to say that the school assigned qualified teachers in physical education subject in the school under study. However, from computed t-test one easily understand that there is statistical significance difference between the response of the students and teachers at $df=126$ $t\text{-value}=0.38$ and $p\text{-value } 0.008$ which is *less than α level*). Therefore the respondents have statistically significant difference in their opinion about the availability of skilled and experienced teacher.

Intable .2 a connection with the decisive factors that affect continuous practical assessment. In line with this item both respondents response showed that, there is high level of agreement on the factor affecting practical continuous assessment in PE class with mean score of 4.22 and 4.25 of students and teachers respectively. This indicated that environment, culture religious and health are relevant factors by computing t-test to show their significance level of the two groups' views .Response regarding the issue under consideration. In assuring with a computed t- test for equality of mean with 126df at calculated t-value 0.071, the obtained p-value is 0.9 which is greater than 0.05. The null hypothesis is accepted therefore the respondents have no statistically significant difference in their outlook of decisive factors affecting CPA.

As it is displayed out on **Item-11 and 12** the two groups of respondents have displayed their disagreements to both items with total mean value of 1.8 and 1.84 respectively. Thus the majority of respondents were showed that there is disagreement on facilitating conducive environment and providing feedback to the learners in order to empower learners. In addition, the computed t-test of the both items at ($df=126$, $t\text{-value}=12.5$ and 9.3 respectively) with $p\text{-value } 0.001$ and 0.001 which is *less than α (0.05)* Therefore the respondents have statistically significant difference in their views about facilitating conducive environment and providing feedback to the learners to empower their skills due to lack of school resource, time constraints and class size.

4.5. The Response of PE- Teachers to Open-Ended Questions

Different attempts were made to gather information from the different respondents (from administrative, PE teachers and students). In this regard, physical education teachers were

requested to give their opinions and views related to problems faced and what solutions they recommended to the problems through open-ended questions

To this end, five items were presented to assess their views regarding to:-

- 1. The different types of continuous practical assessments in PE and the major challenges that faced PE teachers while performing in practical class.*
- 2. The extent to which the school administrative helps teachers to implement continuous practical assessments in PE.*
- 3. Those factors that affect the practice of continuous practical assessments in PE.*
- 4. The basic role of PE teachers while facilitating and implementing continuous practical assessments in practical class.*
- 5. The solutions recommended from his/her work-experience to succeed the implementation of continuous practical assessments in PE.*

As it was observed on the above, regarding the different types of continuous practical assessments in Practical class. Even though there are different types of continuous practical assessment in PE Such as, individual, pair and peer (group) practical assessment, almost all of them did not practice the different methods of continuous practical assessment.

On the other hand, the major challenges that faced PE teachers while performing continuous practical assessment in PE were; lack of students' interest, particularly academically talented and a few female students, less attention by administrative group, lack of adequate PE equipments and facilities high pressure of work load on PE teachers, that makes them to fed up and develop a hostility (antagonism) to the subject. The above challenges hindered them to employ a variety of methods and techniques to scale up the learners' interest and skills to the subject. Furthermore, time allocation, which is only one period or 40 minutes were given per week to assess 70-75 students per class.

Concerning about the extent to which the school administrative help teachers to implement continuous practical assessments in PE. Students' evaluation system of PE, unlike to the other subjects, it is performed both at classroom level (theoretical part) and integrated with practical task (field exercise). These require motivated PE teachers and

committed administrative. However, the response of respondents and the reality on the ground revealed that, the degree to motivate, to follow up, to support, to monitor and to make conducive environment for the practical activity of PE is very poor as compared to the other academic subjects that appeared in their matriculation. This misunderstanding leads to the students to give less attention to PE subject and results failure on students' learning achievement.

With respect to the factors that affects the practice and the implementation of continuous practical assessments in PE. As the respondents displayed that, lack of giving equal attention for both PE subject and other academic subjects, for instance, the exam time schedule usually arranged either before or after the formal time schedule of the academic calendar. In addition, some administrative groups perceive that PE is considered as only an entertainment subject in which students and teachers refresh themselves. Beyond this other external factors, such as:-Religious views particularly in female "Muslim" students who do not want to wear sport clothes except 'Sheria' dresses. On the other hands the unbalanced skill and ability among different students, lack of awareness of students about the concepts of continuous practical assessments. In addition, lack of sport materials, equipments and training Court/field for the practice of practical activity. Since, PE is both an academic and practical subject it requires to wear light and short sport wears, equipped sport materials and conducive sport field ; otherwise the students will not competent in their learning and effective in their future career

In relation to the basic role of PE teachers, while facilitating and implementing continuous practical assessments in practical class. The success of any activity requires proper planning, relevant preparation of mental, psychological and physical readiness. Accordingly the respondents 'response revealed that, Majority of the PE teachers prepare daily lesson plan in accordance with their text book, appropriate handling of students' result, categorizing learners with respect to their skills and ability. In addition, they were providing necessary encouragement and treatments for disabled students. However, the practical observation check list confirmed that most of them were performed their practical assessment without plan which is irrelevant to the topic. Most students were not mentally, psychologically and physically ready to take the continuous practical

assessment. This can be described that majority of the students do not put on sport clothes and shoes. Moreover, they were not performing warming up (conditioning) to do the practical activity.

With respect to the solutions to the problems, several problems and challenges were identified by the respondents. However, the respondents were suggested the following recommendations for the successful implementation of continuous practical assessments of PE in practical classes. The solutions recommended by the respondents were as follows:-According to the vision of the new education training policy of the country is producing mentally and physically health productive forces. Thus, to make it fruitful the school administrative should be aware to give equal attention to all subjects weather it is appeared or not in the matriculation. Moreover, to change the attitudes of some teachers and students towards PE, the school administrative should support by fulfilling PE materials and sport facilities to engage the school community to participate in different PE activities. Finally, they recommended that PE teachers should be committed to play great roles to aware and motivate their students about the significance of PE in general and continuous practical assessments in particular.

4.6. Interview result of the school principals

4.6.1. Structured Interview provided to school principals

- 1-What do you think the major factors that hindered or changes that practical assessment of physical education in your school?*
- 2-What do you think about the perception of continuous assessment on most of the schoolteacher's in general and physical education teachers in particular?*
- 3-Does the school provide the necessary material to facilitate continuous practical assessment implementation in physical education?*

The response obtained from the school administrative(vice-directors) regarding to the question that related to the major factors that challenges or hinders the practical assessment of physical education in the school as follows.

Some of the students, particularly academically talented and female students are not interested to attend the practical assessment in PE class. The reason behind seems that the poor perception and attitudes of some students, teachers, families and school management members. They perceive that the result obtained from continuous practical assessments of PE do not have any contribution to complete their matriculation as well as for the future career.

In addition to the above challenges, they also mention that, the large class size is also one factor that hindered to practice the practical classes of PE; because there were no sufficient materials that equivalent to the number of students present in the class and helps to follow and support each student during the practical assessment of PE.

The other challenges reported by the respondents were the in appropriateness of the school sport court. In most capital cities school compounds are surrounded by many shops, private houses, shades and etc. As a result of these new school buildings were built on the court of the school.

Moreover, the time allocated to teach and to assess the students' practical work only 40 minutes were allowed per week. It was very difficult to complete the portion of the text as well as to follow and support 70 to 75 students within 40 minutes.

Furthermore, challenges reflected by the respondents were the socio-economic background and Religious outlook (wearing of "sheria" dresses) of the students and the families. In this case the living standards of the surrounding population are at poor level. Though, some students unable to buy and wear sport wears and it is impossible to perform the practical activity of PE with the normal and regular clothes.

The response related to the perception of school teachers in general and PE teachers in particular about continuous practical assessment. As everybody knows to perform any practical activity the positive perception of individuals or groups are decisive factors. In addition, to practice a continuous practical assessment it requires a positive attitude and commitment of teachers. However, because of large class size, insufficient time allocation for PE and limited school resource, and most PE teachers have negative attitude as well as thought for a continuous practical assessment of PE.

The third question that was raised about the provision of the necessary materials and facilities that helps to facilitate the implementation of a continuous practical assessment in PE. The response of the candidates confirmed that the school has provided limited sport materials such as balls and net only. However, according to the designed syllabus of PE for grade 9 and 10 the practical activity requires shot put, Discus, Javelin (for athletics activity) Mattress, parallel bar, Horse (for Gymnastics activity). Therefore, the provision of the necessary materials and facilities by the schools to perform the implementation of a continuous practical assessment in PE was very limited within the selected schools for this study.

4,7 Discussion and Result of Practical Observation.

The researcher designed a practical class observation, in order to know the various interpersonal interactions between the PE teacher and his/her students, the interaction among the students themselves, the ratio of the resource to the number of students, the correlation of teachers' plan to the topic and what is performed by the students, the conduciveness of the environment to the practical class; such as the court. Mental and physical readiness of the students, the use of time properly, proper handling of the students' result, the application of different types of assessment methods, the approaches and treatment of disabled students and the general approaches of the teacher to that of practical assessment.

The practical observation was conducted on three selected secondary schools (Derge, Dalo&KibaWacha), on four different PE teachers for three times consecutively in three weeks. Finally, the researcher observed the implementation of practical assessment in PE and obtains the following information.

As it can be seen from the response of the respondents, the observation of the researcher confirms that there is no appropriately arranged court in all the three selected schools. This revealed that it is very difficult to practice a proper practical assessment.

Regarding to the role of PE teachers in table.3 from the four observed teachers 2(50%) of them were performed their practical assessment according to the students text book and

their daily lesson plan. Whereas, 2(50%) of them were performed their practical assessment without plan and the topic did not related to the text.

Concerning to the large class size, all the schools under this observation have large class size (on average 75 students per class) and the material resources for Continuous practical activity class were not matched to the number of students. For instance, in all schools under this observation provide only one ball to 75 students to do their activity. Under this condition, it is very hard to evaluate 75 students with one ball in 40minutes.

With respect to the conduciveness of practical class environments, in all observed schools were not conducive for practical assessment of PE. Because, these schools do not have fence that separate the school compound from its surrounding environment. As a result everything enters easily and disturbs what is done on the court.

In relation to the mental and physical readiness of the students to practice a continuous practical assessment; most students were not ready to perform the practical assessment in which majority of the students do not wearing sport clothes and shoes. Moreover, they were not performing warming up (conditioning exercise) to do the practical activity.

As it was observed from the practical class, some of the observed teachers 2(50%) were did not handle (register) students' mark on the properly formatted (designed) permanent mark list. The rest 2 (50%) were correctly register students' mark on a proper mark list.

Regarding on the use of the appropriate timefor continuous practical assessment. The researcher observed that 1(25%) was used his time effectively and properly whereas, 3(75%) of them did not used their time properly to the planed practical assessment class.

Concerning, to the use of different methods of continuous practical assessment by PE-teachers. In this regard all the observed PE teachers did not used the different methods of continuous practical assessment. Such as, peer/group/ or individual practical assessment.

With respect to the consistency of continuous practical assessment to the daily lesson plan, 1(25%) of the teacher daily lesson plan and what was done in practice did not matched. For instance, the lesson topic seen on the plan was about the practical activity of athletics, while the students perform a practical activity on foot ball.

About the approaches of teachers to the students, how to handle and treat disabled students during the practical class of PE. The practical class observation confirmed that all the observed teachers 4(100%) did not consider disabled students during their practical assessment. But in reality, every PE teachers should be help and treat disabled students at practical classes accordingly.

4.8. The Major Findings deduced from the three groups of Respondents

To accomplish this study different information was gathered through close and open-ended questionnaire and structured interviews which were delivered to teachers, students and schooladministration. Moreover, practical class observation was conducted while a continuous practical assessment was going on in each selected schools. To this end, the following major problems were highly significant to practice and implement the continuous practical assessment in PE:-

- 1. In appropriate time allotment:-**The respondents were under lined that, it was very difficult to complete the CPA of PE practical class and to evaluate students' performance through practical class in one period per week.
- 2. Material limitation and lack of administrative support:-** The scarcity of materials resources and PE equipments highly affects the continuous practical assessment for effective implementation of CPA.
- 3. Large class size: -** The school document and the response of the respondents have confirmed that, for this study three selected schools the total number of students per class were ≥ 70 . Therefore, it was very difficult to practice, assess and perform the continuous practical assessment in PE in such number of students within 40 minutes per week.
- 4. Over loaded:-** The number of period allowed per week is only one period. Because of this a single teacher can teach up to 18 classes. Hence, a burden of work load on the PE teachers forced them not to perform different type of continuous practical assessment class effectively.
- 5. Lack of internal and external supervision:-** As it can be seen from the practical assessment class observation, most PE teachers did not provide due attention for

the practical assessment class. Because, completely there was no supervision given to the practical class. In those selected schools supervision and monitoring was done only for the other subjects than PE practical classes.

- 6. The Religious norms, cultural adaptations and socio-economical status on the application of CPA:-**These were other issues that challenged the implementation of continuous practical assessment effectively in practical classes. Widely, these problems were seen particularly in female Muslims by putting on “Sheria” dresses and most low level families who did not afford to buy sport clothes. Above all some students and their families perceived that PE assessment results did not have any contribution to pass GCSE and to the future career of learners

CHAPTER FIVE

5. Summary, Conclusions and Recommendation

5.1. Introduction

This chapter summarizes the major findings of the study and draws conclusions on the basis of the major findings. At the end, recommendations that are considered to be helpful to address the problems and the solutions were forwarded.

5.2 Summary

The study was carried out on three Senior Secondary Schools, found at Oromiya regional state, with particular reference to Nekemte Administrative town. The main purpose of this study is to investigate the practice and challenges of continuous practical assessment in PE practical class in three selected senior secondary schools (Derge, Dalo and Kiba Wacha).

To conduct the study questionnaire, interview and practical observation were employed as data gathering tools, and the collected data were analyzed by qualitative and quantitative methods. In the study, **213**, Respondents (*112, Male, and 90 female; Students; 6 Male 2female Teachers and, 3 Male Vice-directors respectively*) were selected as a source of information by simple random available sampling techniques to respond the questionnaire. Out of **210**, questionnaires dispatched to three groups, *luckily* all papers were properly filled, returned and analyzed as well as interpreted briefly. The data obtained were optimally and safely analyzed using various statistical tools employing descriptive and inferential statistics like; *Meant-test df-value and P-value effectively*.

In order to achieve the objective of the study, four basic questions were raised and set addressing the areas where the problem assumed to be the most and the subjects in which the problem of CPA in PE practical class was highly challenged.

1. *What type of continuous practical assessment methods do physical education teachers use while teaching PE?*

2. *What are the challenges of using continuous practical assessment in physical education?*
3. *What do teachers do during the implementation of continuous practical assessment?*
4. *What are the major factors that affect teachers and students practice related to continuous practical assessment in physical education?*

The finding of the study revealed that, the magnitude of practices and Challenges of continuous practical assessment in PE of those selected senior secondary schools was very high, due to the seriousness of several internal and external challenges.

Finally, on the bases of the analyzed data the following major findings of the study were summarized and presented as follows.

- The findings of the study confirm that, there is no appropriately arranged court in all the three selected schools. This revealed that it is very difficult to practice a proper practical assessment.
- From the practical observation 50%) of teachers were performed their practical assessment according to the students text book and their daily lesson plan. Whereas, 2(50%) of them were performed their practical assessment without plan and the topic did not related to the text.
- It can be observed that, all the schools under this observation have large class size (on average 75 students per class) and the material resources for Continuous practical activity class were not matched to the number of students.
- In connection with the conduciveness of school environment, in all observed schools the practical class environments were not conducive for practical assessment of PE.
- It was found that, most students were not ready to perform the practical assessment in which majority of the students do not wearing sport clothes and shoes. Moreover, they were not performing warming up (conditioning exercise) to do the practical activity.

- (50%) were did not handle (register) students' mark on the properly formatted (designed) permanent mark list. The rest 2 (50%) were correctly register students' mark on a proper mark list.
- The practical observation revealed confirmed that, 25%) was used his time effectively and properly whereas, 3(75%) of them did not used their time properly to the planed practical assessment class.
- It was shown that, all the observed PE teachers did not used the different methods of continuous practical assessment. Such as, peer/group/ or individual practical assessment.
- With respect to PE teachers role during the practical activity, almost (25%) of teachers' daily lesson plan and what was done in practice did not matched
- The practical class observation confirmed that all the observed teachers 4(100%) did not consider disabled students during their practical assessment. But in reality, every PE teachers should be help and treat disabled students at practical classes accordingly.

5.3. Conclusion

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

The collected data indicated that in those selected senior secondary schools most PE teachers did not perform different type of CPA techniques in practical class. Due, to inappropriate time-allotment in the syllabus and large class size has highly influenced the PE teachers to perform various ways of CPA type. In the study it was found that there were several external and internal challenges that hindered not to utilize this current approach (CPA) in PE practical class. These were:-material limitation, lack of administrative support, large class size, over work load, deficiency of external and internal supervision. In addition, to these, effects of the Scio-economic status, Cultural adaptations and Religious norms on the implementation of CPA in PE practical class were very high. Furthermore, the study has also indicated that, deliberately most PE teachers were using different CPA-type results only for grading purpose. This revealed that the misinterpretation of the conceptual misunderstanding and the negative attitude developed from the phrase '*Continuous Practical Assessment*', itself. Finally, the

practical class observation also confirmed that all the observed teachers did not consider disabled students during their CPA activity

5.4. Recommendations

Based on the above findings, in order to minimize the problem and maximize the implementation of CPA the following recommendations were forwarded.

- From the analyzed data, it was found that the implementation of CPA in practical class in those selected senior secondary schools were very difficult to accommodate 70-75 students per class due to inappropriate time allotment. So, for the effective implementation of CPA in practical class the MOE should take in to consideration to improve the already allotted period per a week on the syllabus
- The scarcity (limitation) of materials resources and lack of administrative support highly affects the continuous practical assessment for effective implementation of CPA. Hence, school principals school management and Nekemte Administrative Education office should provide the necessary PE-materials', equipments, resources on time.
- The outcome of the study found that due to large class size and insufficient allocation of time most PE teachers were not evaluating their learners, using CPA methods. So that, school principals and school management should determine the number of students per class, according to the standard of MOE, from 45 – 50 students per class for the effective implementation of CPA.
- The study found that most PE teachers were not evaluating learners practically and efficiently to measure students' continuous performance because of over load on PE. Hence, Nekemte Administrative Education office should work cooperatively with the schools, as much as possible to reduce the over load on physical education teachers.
- As it can be observed from the practical assessment class observation due to lack of internal and external supervision, most PE teachers were not given due attention to the practical assessment class. Therefore, school principals and Nekemte Administrative Education office should carried out monitoring and supervision like that was done on the other academic subjects.

- Most PE teachers were using CPA results only for grading purpose and most students assumed that CPA results were used only to promote to the next grade. In addition, The Socio-economic Statuses, Cultural Adaptations and Religious Norms also have its own negative impact on the implementation of CPA. Therefore, school academic principals and Nekemte Administrative Education office should do on it, to raise the awareness of PE teachers, learners on the significance of PE practical class in order to perform CPA efficiently.

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APPENDIX-A

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SCIENCE AND MATHEMATICS
EDUCATION**

Students' questionnaire

General direction

Dear students,

The purpose of this questionnaire is to collect relevant data pertaining to the *practices and challenges of continuous practical assessment in physical education in some selected senior secondary school of Nekemte administrative town*. The feedback obtained from the collected data helps to prepare a study that leads me to fulfill the requirements for 2nd degree physical education. Thus, you are kindly requested to cooperate and share your real opinion, experience, and suggestions freely and frankly. The information you provide in this questionnaire will be kept confidentially and will be utilized only to know the practices and challenges of continuous practical assessment in physical education. So, your genuine and honest response to the questionnaire is highly valuable for the achievement of the objectives of this study. All your responses will be secured, so that, you will not be accountable to the study.

Thank you in advance for your cooperation!

Direction-I-Below in the right side the tables there are patterns which are represented by number -1-5 so that depending on your possible response, please put symbol “X” under the number you are going to select

Key:-

5=strongly Agree, 4=Agree, 3= Undecided, 2=Disagree, 1=strongly disagree

No	Survey in regarding Continuous Practical Assessment	5	4	3	2	1
1	The students ratio per class in according to the standard of Ministry of Education					
2	All students have great interest to learn physical education in practical class					
3	Time allocated for physical education per a week is sufficient					
4	The schools have enough resources to assess students’ performance in physical education. Practical class					
5	Physical education teachers evaluate students’ performance during practical class effectively.					
6	Physical education teachers continuously assess students performance in practical class activity					
7	The school support the subject teachers implement.					
8	The school assigned qualified teachers physical education					
9	Skilled and experienced teachers in physical education are available					
10	There are decisive factors such as environmental cultural, religious, health and the likes that affect practical continuous assessment in physical education class.					
11	Teachers facilitate conducive teaching-learning environment in practical assessment in physical education					
12	Teachers provide feedback to the students in order to empower their skills					

(Appendex-A)

Dabalee -A (Afaan oromo version from Appendix-A)

Yuuniversiitii Addis Ababa Kolleejjii Baranootaa Qorannoo Amalawaa,

Muummee baranoota Herregaa fi Saayinsii

Bara gaaffii barattootaa

Barattootaa,

Kaayyoon bar gaaffii kanaa Bulchinsa Magaalaa Naqamteettii, Manneen Barnootaa fi latamanitti Barumsa Guddinaa fi Jabenyaa Qaamaa keessatti, madaalli walliti fufuinsaa dirreratti taasifamuu ilaalchisee odeeffannoo rawwii madaalli kanafii gufuu wan madaalli kana irratti mul'ataniin wal qabatu funaanuuf kan qopha'ee dha Duubdeebiin odeeffannoo funaanamu kanarraa argamus Barumsa Guddinaa fi Jabenyaa Qaamaatiin digirii 2ffaa guuttachuuf qorannoon gaggeessaa jiruuf baay'ee na gargaara. Kanaafuu dhugaa irratti hundaa'uun ilaalchaa, muuxannoo fi yaada qabdu iftoominaa fi walabummaannaaf qooduun akka naatoomsitu kabajaan si gaafadha. Bargaaffii kana keessatti odeeffannoo ati kennitu amanamummaan isaa eegamuun barumsaa Guddinaaf fi Jabina Qaamaa keessatti madaaliin walitti fufuinsaa dirree irratti taasifamu akkanatti akka rawwatamuu fi gutawwan raawwi irrattii mul'atan beekuuf qofa dhimmaitti ba'ama.

Kanaafuu, bara gaaffii kanaaf deebiiati haqaa famanamummaan kennitu kaayyoo qorannoo kanaa sirriitti galamaan ga'uuf gatii olaanaa qaba. Deebiiati kennitu hundi icctiin kan eegamu yemmuu ta'u qorannichaan walqabatee itti gaafatamummaa hin qabdu.

Waannaatoomsiteefgalataaguddaaaragadhu !

Kuta -I - Odeeffannoodhuunfaa

Qajeelfamaa -I- Gaaffileearmaangadiihaalagaafatamteendebisi.

1. Maqaamanabaranootaa _____
2. Kuta _____
3. Salaa : Dhiira D
4. Umurii : 16-17 18-19 20=21

Qaajeelfamaa -II- Gabateearmaangadiikeessatiigamamirgaatiindhimmootttilakkoofsa
1-5 tiinbakkabu’amaniidhihaatannijiru.
Kanaafuuyaadawwandhihaataniifdeebiita’ajettekanyaadulakkofsafilattejalattimallatto
o “ X” barreessuunagarsiisi

Lak k	Sakkattainsamadaalliwalittifufinsaadireerraailaalatan	5	4	3	2	1	Yaada
1	Baay’innibarattotaadareetokkeessattiargamaniisalphattito’acuuf mijaatadha						
2	BarattoonniBarumsaGuddinaa fi JabinaQaamaadirreerrattibarachuuffedhiiguddaaqabu						
3	BarumsaGuddinaa fi JabinaQaamaabarsiisuuftorbanittiyeerooramadameefgahaadha						
4	Mannibaranootaa, BarumsaGuddinaaf fi JabinaQaamaakeessattiga’umsabarattootaadirrerrattimadaaluufme eshaleegaragarangahaata’eeqaba						
5	BarsiistonniGuddinaaf fi JabenyaaQaamaaga’umsabarattotaasirritikanmadaalanyeroodirreer rattibarsiisanidha						
6	BarsiistonniGuddinaa fi Jabinaqaamaashaakaladirreerrattitaasifamuunga’umsabarrattootaac imsuufgosootaaddaaddatifayadamuunwalittifufiinsaanimadaalu?						
7	Mannibaranootaa, barsiistonniGuddunaafiJabinaQaamaamadaalliwalittifufinsaadirre errattitaasifamuuhojiirraakkaoolchaniifdeggersanitaasisaaf						
8	MannibaranootaagosabarumsaaGuddinaa fi JabinaQaamaatiifbarsiisotaga’umsaqabanniramada.						
9	BarumsaGuddinaafiJabinaQaamaairrattibarsiistonidandeettii fi muuxannooqabanniargamu						

10	DareebarumsaaGuddinaafiJabinaQaamaakeessattimadaallinwalitti fufuinsaadirreerrattitaasifamuyeroohojiirraooludhimmootimurteess aadhiibbaageessisankanneenakkanaannoo , aadaa, amantiifayyaa fi kanneen kana fakkaataanijiru						
11	BarumsaGuddinaaafiJabinaQaamaakeessattiyeromadaallinwalitti fufiinsadirreerrattigaggeeffamubarsiistonnihaalamijaataniumu						
12	Barsiistonniakkabarattoonnidandeettiisaaniiguddisataniifduubdeeb iinikennufi						

Furtuu :5= Baay’eeirrattiwaliigala 4=Irrattinwaligala 3= murteessuuhindanda’u

2= Irrattiwaliihingalu 1= Gonkumaairrattiwaliihingalu

APPENDIX-A

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION
Teachers' questionnaire

General direction

Dear teacher ,

The purpose of this questionnaire is to collect relevant data pertaining to the *practices and challenges of continuous practical assessment in physical education in some selected senior secondary school of Nekemte administrative town*. The feedback obtained from the collected data helps to prepare a study that leads me to fulfill the requirements for 2nd degree physical education .Thus, you are kindly requested to cooperate and share your real opinion, experience, and suggestions freely and frankly. The information you provide in this questionnaire will be kept confidentially and will be utilize only to know the practices and challenges of continuous practical assessment in physical education. So, your genuine and honest response to the questionnaire is highly valuable for the achievement of the objectives of this study. All your responses will be secured, so that, you will not be accountable to the study.

Thank you in advance for your cooperation!

Direction -I-Below in the right side the table there are patterns which are represented by number -1-5 so that depending on your possible response, please put symbol “X” under the number you are going to select

Key:-

5=strongly Agree 4=Agree 3= undecided 2=Disagree 1=Strongly disagree

No	Survey in regarding Continuous Practical Assessment	5	4	3	2	1
1	The students ratio per class in according to the standard of Ministry of Education					
2	All students have great interest to learn physical education in practical class					
3	Time allocated for physical education per a week is sufficient					
4	The schools have enough resources to assess students' performance in physical education. Practical class					
5	Physical education teachers evaluate students' performance during practical class effectively.					
6	Physical education teachers continuously assess students performance in practical class activity using different type of CPA					
7	The school support the subject teachers implement.					
8	The school assigned qualified teachers physical education					
9	Skilled and experienced teachers in physical education are available					
10	There are decisive factors such as environmental cultural, religious, health and the likes that affect practical continuous assessment in physical education class.					
11	Teachers facilitate conducive teaching-learning environment in practical assessment in physical education					
12	Teachers provide feedback to the students in order to empower their skills					

APPENDIX-B

DIRECTION-II- OPEN ENDED QUESTIONAR FOR TEACHERS

1. What are the major problems that you have faced while using continuous practical assessment to assess your students learning properly in physical education?

2. To what extent the school administrative help teachers its implementing continuous practical assessment of physical education for students?

3- Would you describe if there are any another factors that affect continuous assessment of physical education in practical class?

4- Can you mention the challenges that you have faced through your teaching experience in implementing continuous practical assessment in physical education?

5- From your experience, what do you recommend for the successful implementation of continuous practical assessment of physical education practical class.

APPENDIX-C

Addis Ababa University collage of educational and behavioral science and mathematics education

I- Structured interview for administration of the school

General information

1-Sex _____

2-Age _____

3-Qulification _____

4-Service year _____

1-What do you think the major factors that hindered or changes that practical assessment of physical education in your school? _____

2-What do you think about the perception of continuous assessment on most of the school teachers in general and physical education teachers in particular ? _____

3-Does the school provide the necessary material to facilitate continuous practical assessment implementation in physical education? If yes what are they? _____

APPENDIX-D

Addis Ababa University collage of educational and behavioral science and Mathematics education

Part-I-practical class **observation check-list** for the implementation of continuous practical class

General Information

1. Name of the school _____
2. Grade _____
3. Name of the teachers _____
4. Date _____

Teachers' information

1. Sex _____
2. Age _____
3. Qulification _____
4. Experience _____

Practical field observation check list

No	Items for observation	Fully performed	Partially performed	Not at all
1	Appropriate arrangement of court			
2	Appropriate continuous practical assessment planning			
3	Students material ratio			
4	Students class size			
5	Class environment is conducive for continuous practical assessment in physical education			
6	The teacher make the students physically ready to participate in continuous practical assessment			
7	The physical education teachers received the assessment result properly			
8	Teachers used appropriate time for continuous practical assessment			

9	Teachers used different type of continuous practical assessment method			
10	Continuous practical assessment are related to the lesson			
11	The teachers treat disable students in practical class of physical education.			

DECLARATION

I, the undersigned, declare that this thesis is my own original work and has not been presented for a degree in any other University and that all the sources of materials I have used for the thesis have been duly acknowledged.

Name: GemechuMelka

Signature_____

Date of submission _____

This thesis has been done under my supervision and submitted for examination with my approval as a University advisor.

Name: Solomon Areaya (PhD)

Signature _____

Date of approval_____