



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

**CHALLENGES OF CONTINUOUS ASSESSMENT IN TEACHING
PHYSICAL EDUCATION: THE CASE OF DALOTA SECONDARY
SCHOOL**

BY
DIRIBATESFA

JANUARY, 2024
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**A THESIS SUBMITTED TO THE DEPARTMENT OF SCIENCE AND
MATHEMATICS EDUCATION IN PARTIAL FULFILLMENT FOR THE
REQUIREMENT OF THE DEGREE OF MASTERS OF SCIENCES IN
TEACHING PHYSICAL EDUCATION**

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ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION
MED THESIS EXAMINATION COMMITTEE’S DECLARATION

This is to certify that Thesis prepared by DiribaTesfa and entitled as “Challenges of Continuous Assessment in teaching physical education: The Case of Dalota Secondary School” and submitted to the Department of Science and Mathematics Education in partial fulfillment for the requirement of degree of Masters of Sciences in 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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Acronyms or Abbreviations used in this text

PE: Physical Education

HPE: Health and Physical Education

CA: Continuous Assessment

Declaration

I, the undersigned, declare that this thesis entitled “The Challenges of Continuous Assessment in Teaching Physical Education in Dalota secondary school.” is my original work, prepared under the guidance of both Fikadu Eshetu (PhD) and my previous advisor Shimallis (Prof). All sources of materials used for the thesis have been duly acknowledged. I confirmed that this thesis has not been submitted or presented for a degree in any other university.

Name: Diriba Tesfa

Date: _____

Signature: _____

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Abstract

This study aimed to explore the Challenges of Continuous Assessment in Teaching Physical Education in Dalota secondary school. Four basic questions were raised to achieve the objectives of the study. A descriptive survey research method was employed to answer these basic research questions. Students, HPE teachers, and school directors were the participants of this study. 160 students were selected by using the scientific method (mathematical formula) stated by Miller and Brewer (2003) from Dalota secondary school whereas 4 HPE teachers and 2 school principals were also selected by using purposive sampling method for this study. The main findings of this study were: scarcity of time on the implementation of CA in both practical and theoretical assessments, lack of sport facilities such as sport fields, large class size, lack of follow-up by school principals, lack of feedback system on the implementation of continuous assessment, lack of awareness on the advantages of continuous assessment in both practical and theoretical assessments were the main challenges of continuous assessment. Based on the research findings, the researcher tried to put a solution for this study by: giving sufficient time on the implementation of CA in practical assessment, filling the sport facilities for HPE teachers such as preparing sport fields, preparing the necessary materials, motivating PE teachers, enhancing students interest towards physical education class, , following-up of supervisors or school administrators, giving immediate feedback on implementation of continuous assessment for the students' etc were recommended in general.

Keywords: Physical education, Assessment, continuous assessment, implementation,

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education (training) is the method of facilitating the information, skills, values, morals, belief and so on. It also includes teaching, coaching, story-telling, discussion and directed analysis. It was also explained that education is involved with ways of teaching and learning in faculties or school like setting as against numerous non-formals and informal suggests that of socialization. Indeed, sustainable national development is impossible without education. So, education has its own role in social, economic and political issues (Elvis, 2008; Birhanu, 2004).

As it has been pointed out above, education is a key for everything such as in political, social, economic, formal, informal teaching-learning process. Assessment plays a great role in all directions either formal or informal education.

Assessment is a general term that includes the full range of procedure used to gain information about students learning (observation, rating of performance, or projects, paper and pencil tests) and the formation of value judgment concerning learning progress. It is a process that provides information about learning that can be used to diagnose learner strengths and needs (Linn & Miller, 2005; McTighe & Ferrara, 1994)

As we have understood from the above ideas, assessment is an umbrella term which consists of students' information or a performance during the teaching-learning process is on-going. It also identifies the strengths and drawbacks or needs of the learners in the given subjects. For example, Continuous Assessment (CA) is a part of assessment that implements in both practical and theoretical assessments in PE classes.

Supporting the above ideas, CA promotes the interaction between students and academics to pinpoint the performances of the students either their effectiveness or lowness of learners in order to determine the students want to reconsider the given subjects in a way they understand. Students also take feedback from the academics in order to improve their activities or performances. Within the slender sense, CA is also having importance instructional functions; they will be employed in order to assess student's attainment at the top of a course to assess diagnostically. Students tutorial action progress and or

learning difficulties measure to students power presumably for the aim of distribution them to completely different courses or teaching set evaluate the effectiveness of an academic program (Richard, 1999).

Furthermore, CA is also a scheme used by teachers to assist the achievement of objectives and skills by students through a period of time. It occurs as part of the daily interaction between teachers and students, showing valuable information about students learning such as in terms of knowledge, thinking and reasoning. CA is a system of enhancing international interests of students so as to determine learners' performances (Bolyard, 2003; Ali & Akube, 1988; Njabili, 1999).

Similarly, the practical task of implementing the curriculum at school level requires CA as part of the curriculum in general and the instructional process in particular. This shows that enough attention is given towards the implementation of CA in Ethiopia, too. The teacher education system Overhaul (TESO) program of the country has also placed attention on the practice of CA. Therefore, CA has established its usefulness in Ethiopia as a major instrument (tools) of providing quality education thereby making the whole education system productive (MOE, 1994).

Furthermore, a student-teacher relationship supported individual interactions, students learn that the academics worth their achievements which their assessments outcomes have bearing on the instruction that they receive and matched communication between the teachers and students. CA also helps academics to assess the schedule as enforced in teaching-learning methods. It also allows evaluating the effectiveness of their teaching ways relative to the schedule and changes these ways as directed by their students (Capper, 1996).

Additionally, the successful usefulness or implementation of CA in the schools will focus on the students' attitudes to improve their results effectively and efficiently in order to maintain organizational structures (Mitko, 2004). Regarding to this, in Dalota Secondary School, there were various challenges on the implementation of CA in the whole subjects particularly in Physical Education (PE) classes. For instance, Health Physical Education (HPE) teachers did not implement CA in a similar way like other subjects in both practical and theoretical assessments in this school in general. The main problems or challenges of CA policy or strategies have always betrayed the objective and it aimed to reach in different Ethiopian schools. Thus, the primary objective of the present study was to explore the challenges of CA in teaching PE in Dalota Secondary School.

1.2 Statement of the Problem

Assessment is the process of making evaluations or judgments about a learner's performance on a particular task. It is also revealed as the full range of information collected and produced by teachers for enabling decisions about their learners (Harlan, 1994; Arends, 1997).

Similarly, assessments are created by a vast groups and individuals, consisting of teachers, administrators, universities, private companies, state departments of education that include a mixture of individuals and institutions. In addition, assessment is being actually in process or continuing actions of collecting documentation of evidence of what each learner practically understand, deduce and can do the given activities (Capper, 1996 & Brooks, 2002).

In education, the word assessment defined as the variety of instruments that instructors or educators use to assess, determine or judge, and establish the academic readiness, learning progress, skill acquisition, or educational needs of students. Educational assessment or evaluation is an organized process of documenting and using observational or empirical data on the wisdom (knowledge), skill, attitudes (a feeling or way of thinking that affects a person's behavior), and belief to improve programs and to enhance students' learning (Ayalew, 2009, Capper, 1996 & Brooks, 2002).

In Assessment too, CA is a measurement expertise and consciously developed to increase teaching-learning for all learners. CA is deliberately a diagnostic tool that is useful for both the students and teachers. It makes learners to know the areas in which they are having challenges and to focus their effort in those areas. Meanwhile, it permits teachers to observe the impact of the lesson on the student's understanding (Desalegne, 2004).

Similarly, Isaac (1996) stated that teachers use the data obtained via assessment so as to determine whether to make additional helping for learners measured under fitted or competent based on the criteria and cannot use it for evaluating the educational methods used. CA is to be more effective if there is an operational linkage between curriculum goals and instructional methods for theoretical rather than practical assessments processes. But in physical education, punctual practical assessment is more advantageous for students in the learning and teaching process. In Ethiopia, CA has more advantages when the teachers are expected to implement it properly in the school.

It is understood that from the researcher experience in teaching and pre-observation before the study begin, Dalota Secondary School of students had serious problems to implement CA in teaching PE. The students did not have a positive attitude toward learning physical education in the schools. In addition, as the researcher observed the students, almost all of the students took PE as bonus subjects as well as they

did not read this subject as the other subjects for tests, mid-exam and final exam. Based on this, the researcher motivated to conduct a research via this line. Therefore, having all these in considerations, the researcher tried to conduct a study on the title so as to reduce this limitation through this study. The present study, therefore, basically differs from the above research on exploring the Challenges of CA in teaching PE in Dalota Secondary School in the light of including the CA of high, medium and low achiever students from the schools. As a result, the researcher tried to fill these gaps and achieve the objectives of this study.

1.3 Objective of the Study

In this study, the researcher tried to state general and specific objectives in the following ways.

1.3.1 General Objective

The major objective of this research was to explore the Challenges of CA in Teaching PE in Dalota Secondary School.

1.3.2 Specific Objectives

- To pinpoint the major challenges of CA in teaching PE classes from Dalota Secondary School.
- To examine how assessment affects instructional programs in teaching PE.
- To identify the attitude of the students towards in CA during teaching PE classes.
- To list out the common advantages of CA in PE classes.

1.4 Research Questions

Based on the above research objectives, this thesis wanted to find the answers for the following research questions.

1. What are the major challenges of the implementation of CA in teaching PE classes?
2. How could the assessment become more effective in instructional programs during PE teaching?
3. What could be done to make students interested in PE lessons?
4. What are the common advantages of CA in PE classes?

1.5 Significances of the Study

This study may have the following significances. It may:

- increase the knowledge of HPE teachers on the implementation of CA in both practical and theoretical assessments in secondary schools.
- give a clue for the students how they will give more attention for learning PE subject.
- enhance students' motivation on the implementation or studying of practical and theoretical assessments in teaching PE classes.
- use as a springboard for other researchers who are going to make further studies.
- use as a reference tools for other researchers who wish to conduct various studies in this line.

1.6 Delimitation of the Study

The scope of this study was delimited to the Challenges of CA in Teaching Physical Education in Dalota Secondary School which is found in Oromia, Shaggar City, Galan Subcity. To make this study easier to control or deal with and to come to an end (to complete), the researcher tried to limit the topic in general. Dalota secondary School of grade ten students in 2015 E.C (2023G.C) was the scope of the study. The information was collected from students, HPE teachers, and school directors. Generally, 160 students, 4 HPE teachers, and 2 school directors were involved in this study.

1.7 Limitations of Study

It is clear that various researchers may face different limitations while they were conducting different studies. Based on this, during conducting this study, some teachers did not have willingness to be observed in classroom teaching, interruption of classes due to make-up classes as well as a few students did not complete the questionnaires on the given time. These problems faced the researcher during the study time. Despite the above-mentioned problems, the researcher tried to give awareness on the purpose of the study, and then motivated the respondents how they filled out all the given questionnaires in a positive way. Finally, the researcher made a lot of efforts to complete or submit this paper.

1.8 Organization of the Study

This study includes five chapters. Chapter one dealt with background of the study, statement of the problem, objective of the study, significances, delimitation and limitations. Chapter two discussed a review of related literature. Chapter three dealt with the methodology of the study. Chapter four stated results and discussion of the data whereas chapter five presented findings, conclusion, and recommendations of the study. Finally a list of reference materials and forms of questionnaires, interview and observation checklists were attached at the end of this paper.

1.9 Operational Definitions of Key Terms

Continuous Assessment: is a form of educational examination which evaluates the students` progress or performances in Physical Education.

Physical Education: is a part of education which takes place through activities, which involves the motor mechanism of human body which results in an individual`s formulating behavior patterns.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Definition of Assessment

The country's present teaching-learning methodology includes assessment as a key component. Regarding to the current continuous assessment, accountability and education are being developed. It is a technique for compiling and decoding knowledge to create claims about what learners know and can demonstrate that is related to category area training. Assessment happens when judgments are made regarding a learner's performance. It involves obtaining and organizing data about learners in order to make decisions and judgments about their learning (Capper, 1996).

2.2 Assessment Approaches

Assessment has the following approaches. These are:

2.2.1 Formal and Informal Assessment

Teachers may use both formal and informal analysis to gather data. Sometimes formal evaluation is standardized. This standardization enables the teacher to analyze student performance and offers a dispassionate means of evaluating student progress. The informal evaluation, also known as alternative evaluation, primarily relies on observational methods (Mitko, 2004).

2.2.2 Traditional Assessment

The phrase ancient assessment refers to ideas for obtaining information on student learning using methods including multiple-choice, fill in the blank, and matching questions, which are related to essays. These methods are incredibly useful for evaluating pupils' knowledge, concept and rules. They are also appropriate for evaluating students' knowledge of the concepts and procedures involved in a particular profession. Because factual knowledge is an essential component of applied technology, carefully crafted multi-choice and matching questions will enable teachers to swiftly gauge their students' grasp of the subject matter. However due to its association with a larger body of data, an effective evaluation examines factual data in a similar manner. The ability to comprehend and incorporate information about all faces if commerce into practical structure is essential for proficiency in applied technology (Mitko, 2004).

2.2.3 Alternative Assessment

Currently, teachers from all educational specialties are in responsibility of their students` academic success. Due to this level of accountability; lecturers, must record the progress of their students. Many education lecturers are includes “real-life” learning in their classes in addition to traditional assessment. These unique genuine assessments emphasize applying what has been taught in practical contexts. Utilizing assessment as a “learning experience” that is a component of the academic approach as opposed to something that is “done to” students will require the use of alternative assessment techniques. Alternative Assessment can also require time (Rink, 2006).

The instructor must strike a balance between practical issues affecting many students and a limited program time with reliable and valid data. Because they frequently target a lot of important “real-life” learning, these tests are becoming higher quality. The utilization of what is taught in practical contexts is the main focus of the authentic evaluation. Different evaluation methods are employed for each training domain and are most effective when assessment is used as a “learning experience” that is component of the instructional method. The majority of assessments heavily rely on the bureaucrat making a determination about some performance. This performance may involve a few physical prowesses (great ability or skill), a successful emotional or psychological behavior, or both (Mitko, 2004).

2.3 Assessment Techniques, Tools and Methods

Continuous assessment should be conducted using assessment methods and techniques, as stated by the department of education. Teachers need to be well versed in the benefits that each method brings. Use should be made of a variety of approaches, useful tools, and procedures that are commensurate to the needs of the learners. The methods, instruments and procedures chosen should offer a variety of chances for students to display knowledge, skills, values and attitudes. There are several different assessment methods that are used to monitor student performance or achievement. The associate degree evaluation toot that is selected should be in line with the assessment`s known goal (DoE, 1997).

Additionally, DoE (1998b) shows that the technique chosen by the teacher also heavily depends on the subject of the assessment. In their assessment policy, the department of education discusses the following assessment methods, tools and procedures.

2.3.1 Evaluation (Assessment) Techniques

The methods that the educator wants to evaluate the students are referred to as assessment approaches. Those are: self assessment, peer assessment and cluster assessments.

Self assessment: in self assessment, one is required to take ownership of their own learning. When a learner compares his own performance to the desired results, it can determine what needs to be neutralized in order to improve his own performance.

Peer assessment: is a technique that uses students to judge one another's success in relation to clearly defined outcomes. This will involve either individual tasks where students evaluate one another or cluster tasks where students evaluate one another's performance on a cluster task (Terrance, 1995).

Group Assessment: Group evaluation will be utilized for a task where a large group of students collaborate to achieve a common goal. This frequently occurs when teams within a category rate each other's performance on a particular assignment using the same criteria (Lazarus, 1997).

2.3.2. Assessment Resources

In addition to being an acceptable instrument for the assessment technique, an assessment tool is also a tool that educators use to evaluate students. A few of the assessment instruments suggested in a facilitator's guide are included: Observational records, Grids or rubrics for evaluation, Class schedules and Journals (Lazarus, 1997; Terrance, 1995).

Observational records: The pedagogue notes his observation of a few students on observation sheets, which are frequently used as a method for associate degree assessment. The teacher evaluates the student in light of a standard. The specific abilities, behaviors, patterns and accomplishments displayed by the learner should be linked to the results of the training program and become immediately clear.

Assessment Grids /rubrics: a collection of criteria is used in a rubric to ensure that all relevant aspects of a task are evaluated. A grid like structure will be assigned a rubric. It will only be a list of what has been evaluated, who evaluates and what evaluation techniques are employed? (Legrance & Reddy, 1998).

2.3.3 Assessing (Evaluating) Methods

A technique is another particular method the educator use to give students opportunities to demonstrate their performance. Even the method the learner uses to show evidence of achievement should be included (Artel & Spandel, 1991:72). Among other things, assessment methodologies exemplify. Interviews, conferences, written assignments, oral questions and answers, portfolios, and performance evaluations are some of the evaluation methods. The following behavior of education provides an explanation for various assessment methods (Legrance & Reddy, 1998).

Interviews: These will take place either between a learner and a teacher or between a learner and another learner. Both formal and informal discussions will be a part of interviews. For instance, on a scientific investigation or analytical endeavor, Conferencing is when a group of students effectively communicate about a few projects. A common binding interest is to attain a specific, targeted result. With this approach, thirty consultants or coaches are educators. They are in charge of overseeing the meeting and directing the communications. The pedagogue must prepare thoroughly and carefully before a meeting (Vander & MacDonald, 1997).

Assignment Writing: Written assignments should be evaluated using a set of standards or a grading rubric. This might be presented to the students so they can assess their performance and learn how to raise their performance levels in the future.

Oral queries and answers: Wherever students listen intently is where this occurs. Move along with the pedagogue or other role players and give thoughtful answers. Peacock (1990:128) offers the following inquiries: Open complete queries, questions that inspire strength, problem finding queries and application queries.

Portfolios: A portfolio is a collection of a learner's work, such as essays, journals, and assignments. The student can see this in action. The progress of the learner in relation to expected outcomes is monitored by the parent educator and other interested parties (Artel & Spondel, 1991:87).

Performance evaluation: Performance evaluation emphasizes both the process and the product. The learner should suppose and assume. Issues that must be resolved in order to deliver a performance or product that is acceptable are evaluated. This method can even be used to gauge how well a learner is progressing toward reaching the desired results (Vander crust & MacDonald, 1997).

2.4 Principles of Assessment

According to Alausa (2003), assessment is a continuous process in teaching and learning. When underpinned by good operational principles, this procedure, like other processes, is at its simplest. These guidelines provide the tutor with a structure whenever the method of assessment is used. They consist of

i. Choosing what will be evaluated: Once the assessment's goal(s) have or has been accomplished, a coach would like to see an RN assessment tool. Evaluation performs best when the applied scientist tries to improve and has distinct, explicitly stated functions. The educational values you propose to evaluate on agency in terms of what and the manner aboard anywhere are established critically by you as a coach. The methods or tools for evaluation should be chosen according to the purpose they are intended to fulfill. A coach considers the suitability of the approach or instrument for the intended purpose before

choosing it because each evaluation technique is appropriate in some situations and incorrect in others (Ibid).

ii. A variety of assessment methods are required for triangulation roles in comprehensive assessment: No one assessment method or instrument is sufficient for tracking learners' progress toward all of the important learning objectives. Assessment must pay close attention to the results, but also to the experiences that led to those results. Since learning is multimodal, integrated, and discovered through performance over time, assessment only occurs once. Understanding the strengths, weaknesses, and appropriateness of evaluation methodologies and tools is necessary for proper application. As students, you should utilize accurate and proper assessment results that are tuned in to such instrument faults; use the most appropriate tool for certain learning outcomes. All measurement instruments/tools are susceptible to at least one or a few different types of errors (Ibid).

iii. Good assessment procedures encourage moral behavior in the classroom: Each employee and student is accountable for acting ethically in the classroom. A thoughtful evaluation approach will inform students about proper classroom behavior and reduce academic misbehavior. Students can obtain quick feedback on their learning thanks to assessment observations. High-quality feedback is clear and helpful, allowing students to make wise decisions about how to alter certain areas of their academic performance to meet the course objectives. As a result of receiving such feedback, students should be able to better comprehend their degree of proficiency with the required abilities, the understanding that was instilled in the assessment activity, and how their performance in each domain can be enhanced in subsequent learning activities (Ibid).

iv. Assessment methods should be reliable, consistent, and valid: Knowing that expert judgment may be a significant and affordable component within the indications of achievement; students should try to ensure that assessment procedures are legitimate and dependable. It is also inexpensive that such judgment is frequently the topic of criticism and discussion.

Once members from the entire tutorial community area unit are involved, assessment promotes wider progress. Assessment may be a way to carry out the campus-wide obligation to support teacher beginning learning. As a teacher, you should enlist experts from other fields whose knowledge will enhance the understanding of appropriate learning standards and goals. Treat evaluation as a collaborative effort by all stakeholders interested in its progress (Alausa, 2003; Hawkins, 1998; Parker, 1998).

2.5 Assessment methods in Physical Education

In order to collect data and give students a variety of learning experiences, educators use a variety of assessments. A few of the testing philosophies were used in schools. Every kind has an italicized indication of the approach (formal or informal). The most prevalent type of assessment used in education is observation. When evaluating student performance, the instructor may find that empirical knowledge is a useful method of assessment. Additionally, one of the most beneficial self- and peer-assessment exercises is this one. When the students are given a set of standards to gauge their own performance or that of others, they begin to understand the significance of what is being taught to them and develop their ability to concentrate. Analytical evaluation, formative evaluation, diagnostic evaluation, summative evaluation, referencing the norm, reference using criteria, self-assessment, peer assessment (Hawkins, 1998; Parker, 1998).

2.5.1 Analytical Evaluation

Hawkins (1998) defines the term "appraising" as determining a thing's value. At the beginning of a new set of activities, evaluative assessment may be used. Occasionally at the beginning of the New Year. This type of evaluation aims to change the enable to ascertain how much knowledge learners already possess and, consequently, the abilities they require. When developing a syllabus and conducting an analysis of teaching and learning, the pedagogue can use the information about a learner's accomplishments that is obtained from both types of assessments (Parker, 1998). This type of analysis helps to inform the teacher of the student's prior knowledge, which can serve as a foundation on which to impose new knowledge.

2.5.2 Formative Assessment

Formative assessment, which happens throughout the teaching process, strives to tell the teacher on each student's level of training expertise (Jacobs & Gawe, 1996). This suggests that the purpose of formative assessment is to help students advance and flourish. Formative assessment includes approach monitoring and learning process support design. It continuously develops upon learning activities, leading the learner and subsequently the pedagogue through helpful criticism (DoE, 1998b). According to Raggatt (1994), formative assessment will motivate students by allowing them to use their own experiences as relevant sources of information for assignments and learning, as well as by providing feedback from the teacher that may help students gain self-esteem and confidence in their progress. When formative assessment is used, the learner's successes are acknowledged, monitored and

the appropriate next steps are prepared as a result. In other words, this type of evaluation enables the teacher to identify the learner's strength and weakness, address them and attempt remedial work.

2.5.3 Diagnostic Assessment

A diagnostic assessment seeks to identify and treat specific learning issues that some students have. This is accomplished by identifying the nature and cause of these leaning issues. The pedagogue will speak with the learner's parents, other educators, or former instructors to discover more about his learning challenges. Once the learning disabilities have been identified and evaluated. The teacher makes an effort to offer the necessary corrective assistance and direction (Parker, 1998).

2.5.4 Summative Assessment

Summative assessments are those that occur at the conclusion of learning activities and are typically well-documented, according to Jacobs and Grove (1996). This can also refer to a substantial test or check given at the end of the academic year. Summative evaluation seeks to determine how much of the subject material a student will retain. Historically, summative testing was used to promote students to the next grade. Summative assessments include a number of assessment tasks completed concurrently that result in a comprehensive report on the learner's performance. It should be viewed as constructive criticism for both the teacher and the students. The outcome should be submitted to the subsequent drafting board (Freiberg, 1996).

2.5.5 Norm/ regular referencing

According to Manna (1995) a norm could be a standard or yardstick that denotes that the educator evaluates a learner's aptitude by comparing it to that of other students. Historically, sophisticated averages were used for norm reference. The performance of each student is calculated and compared to that of all other students in that particular category. Normal reference doesn't reveal what the learner has already learned or what hasn't been learned but still has to be.

2.5.6 Reference by criteria

When a learner's performance is evaluated in light of a predetermined set of criteria, this is known as criterion reference. The learner is only evaluated in the case of OBE and is done so in accordance with standards drawn from the precise results (DoE, 1997c). According to Wolf (1995), criteria are used as points of reference in criteria referencing. Assessment criteria include comparisons to other things and square measure reference points. The slimmer is only evaluated using these criteria because the components that serve as reference points are already established. Examples of such requirements

include being on time, maintaining composure, being responsible, cooperating, showing respect, showing leadership, being clean, and having a proper demeanor.

2.5.7 Self-assessment

Learning how to be dependable and responsible is one of assessment's goals. Self-assessment is the pertinent assessment kind that should be used to reach this objective. Teaching students how to evaluate their own work must be mandated. This observation inspires students to take more ownership of their own work. It is expected of educators to involve students in selecting the evaluation criteria to be utilized. However, once the criteria are chosen; educators need to be even more vigilant. The evaluation standards should be in line with what the teacher intends for his students to learn throughout a class (Vogel, 1997).

According to Jacobs and Gawe (1996), the benefits of self-assessment include fostering a critical mindset toward one's own work, providing an honest assessment of one's own progress, encouraging one to take on more responsibility for one's own learning, and enabling teachers to give students feedback that is much more focused.

2.5.8 Peer Assessment

The term peer refers to a person who is superior to another in ability or benefit. A peer is also someone who is either the same age as you are or in a similar situation. Peer assessment is the process by which students evaluate one another's work. This will be a private exercise where students will evaluate one another or how another student performed in a cluster task. Teachers must show students how to do peer evaluation. It can be a sincere attempt to involve students in assessment. Given that only one person is involved the assessment might be relatively straight forward. Activities for pairs and groups are created to accommodate peer and self evaluation. Students are motivated to help one another during peer activities (Hawkins, 1998; Argali, 2001).

2.6 Continuous Assessment

CA is the evaluation of students' work on a regular basis rather than just by their final practical work, assignments, and practical work completed throughout the course may form all elements of the final assessment, which may be supported by marks, grades, or profiles (Crystal, 1994). When students are under duress, CA is the path to extraordinary progress. It may be an approach to gathering information and interpreting it that recognizes the need to make judgments about students based on what they are

able to display and what they have learned in the classroom. Accordingly, starting with the definition's top point, CA might be a technique used to correlate student performance with the applicability of all learning domains developed during the teaching-learning process. Information about students can be gathered through assessment. It requires data interpretation in order to have unbiased decision-making grounds with the right students repositioning (Crystal, 1994 & Copper, 1996).

Alausa (2003) stated one benefit of CA as putting lecturers in the center of all performance-assessment processes, which promotes active teacher participation in the overall assessment or grading of students.

According to him, this new assessment methodology is used to determine a student's progress throughout the grade or level, to provide information that won't help a student's development, and to adjust improvements that need to be made to the teaching and learning process. Although the assessment policy's adjustment was intended to raise the bar for instruction, learning, and assessment, it also made faculty aware of the difficulties in implementing instructional alteration. The thesis of this study is that change results in fresh knowledge and concepts, which in turn lead to problems. Realigning current values, practices, and results is necessary for the adjustment of assessment policy (Morrison, 1998). In a similar vein, Alausa (2003) discussed a variety of obstacles to the proper use of CA, which calls for realigning values, practices, and outcomes in faculties. Lack of administrative and construction skills, CA-related attitudes, and record-keeping deficiencies are a few of the difficulties that units dealing with educators face. Alausa (2003) also makes the case that lecturers need to offer more assessments, which could result in a lot more marking for the professors, for CA implementation to be successful. The instructors will have a lot of work to do; more demands placed on their time, and increased responsibility because they will be expected to continuously monitor students to see if they are making progress towards the desired results.

2.7 Aspects of a Successful Continuous Assessment

According to Kothari (2004), the following metrics could be used to determine effective CA. These are the following:

1 Validity- There must be agreement between the performances, skill, or behavior the assessment is meant to measure and the behavior the assessment is meant to promote. For instance, one should be confident that a look at will do so if it is intended to last a very long time. It is crucial to remember that validity is only applicable to a certain usage and cluster. Assessments from associate in nursing programs could be legitimate for one cohort but invalid for another.

2 Reliability - Regardless of how many times it is administered, a reliable evaluation should yield the same outcome. For example, if the same group of students were given the same examination on a different day, it should produce results that are roughly equal to those obtained when the assessment was given to the group of students at some indeterminate time in the future.

3 Objectivity - As an illustration, a test will have extremely sound judgment if it is given to a cluster of people in an identical way by one person or many people, yielding findings that are nearly same.

4 Feasibility- One could check the assessment's viability by looking at the body issues listed below.

A. Cost: Will the test require expensive equipment that one doesn't have or cannot afford to buy?

B. Time: Will the evaluation consume an excessive amount of class time?

C. Straight forward administration: Would you like assistance distributing the test? If so, can these people still be trained? Do the instructions seem to be easy to follow? Is the evaluation reasonable in light of the demands imposed on the subjects of the evaluation?

D. Scoring: Can the use of a second person to help administer the assessment influence the scoring's fairness? (In a very softball striking evaluation, for instance, someone must throw the ball to the hitter.

E Usefulness: as an illustration a worksheet is supplied to a pupil, thus one will show data about abilities/games. The findings may help the student determine how much of the skills or games they have played have been grasped (self-assessment), determine where in the class this information should be covered (program planning), and/or determine how to report progress or calculate grades for challenging students (Kothari, 2004).

2.8 The Goals of Continuous Assessment

Such information can help those who want to use this assessment approach to give it the proper consideration and boost their effort, which will help them understand the purpose of CA and its significance (Desalegn, 2004). From a menstruation experience standpoint, CA is specifically created to improve teaching and learning for all students, not to exclude students from academic opportunities. Both students and teachers can benefit from using CA as a diagnostic tool. While allowing instructors to see how the lesson has affected the students' learning, it also changes students' perceptions of the areas in which they are struggling and encourages them to focus their efforts there. Strong evidence supports this assertion. Teachers will alter their teaching strategies to include the creation of remedial activities for students who are not performing at the expected grade level as well as enrichment activities for students who are at or above the expected grade levels. As a result, CA supports a cycle of self-analysis

and pupil specific activities by each student and lecturers.

Another crucial function of CA is to evaluate how the program is being implemented in the relevant category. It enables instructors to evaluate how well their methods of instruction align with the curriculum and to change them in response to student demand (Desalegn, 2004). Additionally, other students discussed the purpose of assessment in a variety of contexts. These highlights are the following (Nitro, 1996).

1 Boost instruction

Teachers use assessment to determine whether or not their lessons were successful. The assessment will demonstrate if the learner has learned the material in the area unit as planned. A different approach to teaching the lesson or topic should be considered by the lecturers in order to improve instruction if the assessment reveals that the students don't appear to be performing well on a certain topic or talent (Ibid).

2 Feedback for the instructor and students in the schools

It is improbable that simply testing pupils and reporting the findings will have an impact on their performance. Assessment results should include an evaluation of each student's correct and wrong performance as well as the ability to correct students' errors (Ibid).

3 Boost learning among students

The first thing that instructors and students must learn is what the expectations are for what the students are studying and what they are expected to know or be able to do. The teacher will give students study tips to help them learn the remaining content after receiving feedback from the evaluation on what the students already understand, have learned, or don't comprehend (Ibid).

4 Inspire students

any level of student needs to be motivated via the teaching and learning process, and the required follow-up system needs to be established and put into practice because assessment is so crucial.

5 Assign grades

Although teachers frequently evaluate their students' development informally, it is vital for them to officially document their analysis of students' progress through grades (Mitko, 1996). Assigning grades to students is one of the most fundamental reasons for delivering assessments. Due to the strong connection between assessment and instruction, smart assessment cannot exist independently of smart teaching.

6 Educating as a practice

Self-tests, grouping students into certain clusters and ranking students for specific purposes typically lecturers will all be effective learning activities if properly designed and implemented. Students may be grouped according to ability, students may be assigned to special expertise or honors, or the instructor may use content evaluation to help them make their decisions (Nitro, 1996).

7 All children should be given the chance to express what they understand

As testing gives all children the chance to express what they understand. Every child also possesses a variety of additional traits. Students may not get the chance to demonstrate their understanding if they are given only one type of assessment. Once instructors use it, every pupil has the chance to express what they understand when an instructor employs CA the learner's area unit is requested to demonstrate their understanding in a variety of ways due to the numerous sorts of assessment activities for each unit. To help people understand how their children are developing, people want to know how well their children are doing in school. People can comprehend their child's progress more frequently than just at the end of the school year thanks to reports that the teacher supports with CA (Nitro, 1996; Mitko, 1996).

8 To prompt analysis on the whole

With well-designed and up-to-date CA administered throughout the year, the teacher has a solid basis from which to assess a learner's overall progress. Efforts to determine a student ought to pass from grade to grade hoping on the associate test to inform the US what students understand and might do may not provide the US with a well-developed and accurate image of the learned (Mitko,1996).

2.9 Merits of Continuous Assessment in PE

CA offer the following benefits when utilized properly: enables gathering information for decision-making on a few diverse students characters. Compared to tests, this data is much more trustworthy. Continue keeping track on the advancement of the students. This creates a picture of a student's performance over an extended period of time that is representative. The student can monitor their development. Gives information so that professors and tutors can assess their own efficacy. It gives the instructor the option to evaluate their performance, giving them the chance to improve their teaching methods and raise the bar for academic standards and excellence (Kothari, 2004 & Capper, 1996).

To prevent situations that appear dangerous and elicit fear, CAS techniques are woven into educational activities. A task for training is finished immediately after assessment. In all fairness, there was a decrease in student aggression. Student groups or teams are formed. Assigning children to a particular set or cluster based on their playing needs is frequently a taxing process for graders. For the

purpose of effective implementation to compare educational materials, without satisfying the requirements for the current level, the learner cannot go on to the next learning activity. It enhances learning rewards. The student body is interested in knowing how it is doing with the teaching methodology. To let parents and guardians know how their kids are doing in school and to provide them advice based on it. Assessing a student's potential for a specific course or job by predicting their quality. This enables professors and tutors to identify students' potential abilities and aptitudes, which then allows them to forecast their likelihood of success in the future, whether or not it is at school or elsewhere. The CA results serve as a foundation for guidance, oversight, oversight, and mentorship. The CA technique supports the creation of action analysis, portfolios on teaching, learning, and observation, as well as reflective journals and other forms of documentation (Ibid).

2.10 Practical and theoretical difficulties with continuous assessment in PE

In order to execute the many pieces of information effectively, primary school teachers and PTC tutors face numerous obstacles (Copper, 1996). Several of these include: The CA area unit's attitudes from teachers' connected tutors are much more of a burden than a component of their monitoring. The school/school directors, teachers, and tutors must be persuaded of the advantages of CA in order for them to make an effort to set aside the necessary resources. Effective CA is hampered by crowded classrooms, high student enrollment, and inappropriate learning materials. Lacking or having insufficient skills for creating and implementing appropriate tools, teachers, tutors, and directors. The psychological feature domain is the only focus of CA techniques. Analyzing CA reports, records, results, and records and making use of CA outcomes.

2.11 Challenges of Continuous Assessment in PE

There are problems with CA that are attributed to it by Capper (1996). One of these problems is that the academic marks given for comparable trails of scholars don't seem to be consistent. This is in contrast to CA's effectiveness in measuring all aspects of learning domains, up instruction, serving as a method to produce immediate feedback, and providing a measure that is reliable and free from cheating. This is frequently due to the fact that many of the CA's instruments require the subjective judgment of academics. In addition, some academics may not be utilizing CA within the category as effectively as they may be since they have not had enough training in evaluation. As Alausa (2003), referenced in Addebowalo and Alausa (2008) outlined, persistent marking, regular monitoring of students to gauge their effectiveness, and maintaining a wealth of student records are among the common necessities for an extended range of paper pencils. These could entail a lot of work for the teacher, more time demands,

and increased accountability. The fact that well-off students are given an unfair advantage over less fortunate students because they have greater access to resources is another aspect of CA that he looks at from the perspective of the learners. CA is defined as too many materials from too many instructors at the same time. Academics need to be prepared professionally and effectively to manage inside the system, according to Addebawalo and Alao's (2008) findings on the underlined issues. If the teacher is not sufficiently prepared to function within the system. It will lead to a bent to create scores in the name of CA. Additionally, Capper (1996) pointed out that one of the benefits of the centrally developed CA system is that academics should be encouraged to adopt a positive attitude toward the application of CA. He also noted that academics who lack proper training may find it difficult to judge students according to the printed targets. CA recognizes academics as experts with integrity and experience in assessing students' skills in Physical Education; however, it appears that academics are making decisions about students' learning development based on data from one or two examinations taken under the auspices of CA (Capper, 1996).

2.12 Factors affecting the use of CA in PE

As scholars mentioned, there are different factors to implement CA in Physical Education. These are the following lists:

2.12.1 Large category size

The large category sizes were one of the key difficulties. The large category sizes in the majority of faculties were recognized by academics as a significant difficulty. According to academics, employment increased as a result of the necessity to assess and document the development of all students. Additionally, it was found that a significant number of academics within the pilot schools continued to use continuous testing by giving assessments or tests at the beginning of the first month and the end of the second month, despite receiving intensive in-service training and the ease with which the rules encouraging academics to apply CA are accessible. Many academics, including a good number of professors, didn't like that tests had to be given on a regular basis, such as once a week, twice a month, or whenever a new subject was introduced (Kapambwe, 2010).

2.12.2 Educational materials

Most academics claimed that their teaching and learning resources were poor. The supply of appropriate teaching and learning materials in the new program was primarily impacted by the problem with the course materials. It was evident that they needed a lot of assistance in terms of resources and equipment.

2.12.3 The Teacher's Expertise and Capabilities

One of the biggest fundamental barriers to the adoption of CA application and development is the fact that active academics lack easy access to the various attention-grabbing plans and resources that they might choose to use if they were aware of their existence. The extent of the teacher's skill development for exploitation of the various strategies is an obvious side effect of the data restriction in assessment formulation and use. There is often an aura surrounding assessment methods that is largely unjustified (Black & Broadfoot, 1982).

2.12.4 Insufficient time

Services and facilities that enable teachers to replicate their instruction are inadequate. Many paper and pencil tests provide ambiguous results, not because of the nature of the material, but rather because the teacher has scrawled on them. The implication of all of this is that new ideas in the assessment must be adjusted to fit the time and resources available at school if they are to be considered, as opposed to being added to the pile of excellent ideas on the (rejected) good ideas heap. The difficulty is that what constitutes attainable time could be a debatable topic (Black & Broadfoot, 1982).

2.12.5 The viewpoint of students

Students must be motivated and ready to learn the materials provided by their academics in order for learning to take place efficiently. According to Ayalew et al.(2009), student readiness and motivation refer to how eager students are to try out assignments, take part in practical discussions, and complete other tasks. Without the student's commitment and willingness, no opportunity for learning may arise. If the student does not take on a challenge, their potential will not be achieved. Without the teacher's willingness to generate student interest in their teaching and foster dedication to it, nothing of enduring value can be imparted to them, regardless of how rational the program or cognitively sound the teaching methods (Black & Broad Foot,1982).

2.12.6 The view point of the teacher

Academic factors may include timeliness, disrespect for college students, insufficient professional abilities, poor subject matter, unfair analysis, and lack of passion in their field. It becomes difficult to create a sensible student-centered methodology as a result of these potential negative perspectives. Once teachers embrace their capacities, are dedicated to their work, and collaborate with one another, a positive academic perspective emerges. Academics are committed to educating their pupils and showing them that they care once they establish high standards for their work and behavior and serve as an example for them. Academics are cooperative once they organize college activities, educate cooperatively, share ideas, and collaborate with directors on complex college issues (Argali, 2001).

2.13 Summary and Literature Gap

In generally, different literatures or studies undertaken by varies researchers to express CA is a method for compiling and decoding knowledge to create claims about what learners know and can demonstrate in teaching-learning process. It shows obtaining and organizing data about learners in order to make decisions and judgments about their learning learner's performance. In the schools, teachers may use both formal and informal assessments to gather data about the learners.

CA is also the assessment or evaluation of students' work on a regular basis rather than just by their final practical work, assignments, and practical work completed throughout the course may form all elements of the final assessment, which may be supported by marks or grades. It may be an assessment that is gathering information and interpreting. It also recognizes the need to make judgments about students based on what they are able to display and what they have learned in the classroom. There are varieties of problems or obstacles to implement CA in the schools such as lack of administrative and construction skills, related to attitudes of students, teachers, and etc.

The other factors to implement CA in the schools were: large category sizes, educational materials, the teacher's expertise and capabilities, insufficient time and the viewpoint of students to learn PE in this review literature. In line with this, Birhanu (2004) conducted a study on "The correct handling of student assessment in general and CA special of high schools in Ethiopia." His finding indicates that the main drawbacks in the implementation of CA included shortage of awareness, inadequate preparation of academics on CA, lack of technical support, lack of adequate learning materials, lack of enough supervisors, lack of students motivation and learners

negative angle towards project and assignment. His paper also depicted that the students were found to have drawbacks or poor on the implementation of CA. It is understood; however, this local researcher did not focus on the normal schools which means he emphasized only on special schools in the Ethiopia. This assessment only focused on high achiever students. He did not explain about lower or medium achiever students in his study.

Moreover, Dino (2018) conducted a study on the title of “The Challenges of Implementing Continuous Assessment in Physical Education Classes in Abadir and Harar Secondary Schools in Harari Regional State.” His finding indicates that over crowdedness of the students in the classrooms, lack of students’ interest towards learning Physical Education, shortage of resource materials and etc. However, this local researcher did not focus on both practical and theoretical assessments in the equal way.

Besides, Getinet (2016) also conducted a study on “Assessment of the Implementation of CA: The case of Mettu University”. His finding showed that lack of instructors, lack of continuous training, lack of infrastructures and instructional materials, poor communication of staff with concerned bodies and etc. However, this local researcher did not focus on Secondary Schools in Ethiopia. He focused only on students in the university.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

A descriptive survey design was selected with the aimed of exploring the challenges of implementing CA in teaching physical education in Dalota Secondary School. The researcher used both qualitative and quantitative methods of data analysis in this study.

3.2 The Sources of Data

Both primary and secondary sources of the data were used to reach (accomplish) the objective of this study. The Primary data were collected from HPE teachers, students, and schools principals whereas the secondary sources were different publications, relative materials such as books, journals, and internet.

3.3 Sample Size and Sampling Techniques

The researcher selected Dalota secondary school because he taught from this school. The population of this study was school principals, HPE teachers, and grade ten students from this school. Purposive sampling technique was implemented for two principals and four HPE teachers.

Similarly, the total population of students from this school was 547. It was too difficult to include all these numbers in this study. Of the total of 547, the researcher selected 160 students as a sampling size by using the formula of Miller and Brewer (2003). The formula was listed according to the following ways.

$$n = \frac{N}{1+N(\alpha)^2}$$

n = where, n = sample size,

N = sample frame,

α = margin of error at 95 percent confidence level. In this case margin of error equals 5%, i.e., $\alpha = 0.05$.

The sample size by convention is set at .05 for most research. When alpha is set at 0.05, the probability of making a Type 1 error is 5%. Research experts consider five percent acceptable when conducting research using a mixed approach. Based on this, the researcher tried to take a sampling size of this study in accordingly.

By the formula $n = \frac{547}{1+547(0.05)^2} = 160$ students

Hence, 160 students were used as samples for this study. Also four physical education teachers and two principal schools were selected in this study. This is to make certain that a group of people that were taken from a larger numbers or groups of the mean was nearer to the population mean and minimize errors.

3.4 Instruments of Data Collection

The researcher implemented the following instruments.

3.4.1 Questionnaire

Questionnaire was one of instrument which the researcher selected to gather essential information or data from the sampled students. It was designed to gather data related to exploring the challenges of CA in teaching HPE in Dalota secondary school. Questionnaire was designed for 160 sampled students and 4 HPE teachers. It consisted of two parts. The first part was about personal information of the sampled students (sex and age) and HPE teachers (sex, age, qualification, and work experience). The second part of the questionnaires was related to exploring the challenges of implementing CA in teaching physical education. All the students' questionnaires (eleven questionnaires) were close ended questions. The students were asked to place their levels of agreement with the given questions by saying, yes, no, daily, weekly, monthly and once at the end of the semester. From the teachers' questionnaires (i.e. from ten questionnaires), eight questionnaires were close ended questionnaires whereas two questionnaires were open ended questionnaires. The HPE teachers were asked to place their levels of agreement with the given statements or questions by saying high, moderate, low, yes, no, daily, weekly, monthly and once at the end of the semester in this study. The students' questionnaires were translated into Afan Oromo in order to make clear and to be easier for them. And then, the students' questionnaire, therefore, was piloted before the actual procedure of data collecting. Finally, questionnaire was distributed for the participants through researcher.

3.4.2 Interview

The word interview is referred to as a directed discussion or dialogue between a researcher and an individual or group of individuals in order to collect information (Nunan, 1989 & Richards et al, 1992 as cited in Siriwan, 2007). Based on this, the researcher prepared guide lines for interview questions. For this reason, ‘Unstructured interview’ was also the instrument which the researcher used for the sampled school principals in order to obtain extra information for cross-checking towards exploring the challenges of implementing CA in teaching PE in Dalota secondary school. The researcher selected unstructured interview because “It does not have strict procedures and it is free flow of information between the interviewer and the subject to be interviewed” (Wudu &Tefera, 2005:105-106). The interview was conducted with two school principals who were selected in the study. It contained two parts. The first part contained background information of the sampled principals (their age, sex, qualification). The second part of interview questions was similar with the HPE teachers’ questionnaire. The researcher conducted an interview with the two school principals which took 45 minutes for each in this study.

3.4.3 Observation

The third instrument which the researcher employed in the study was structured observation. “It uses formal procedures with a set of well-defined and it is planned before a study or observation begins” (Wudu & Tefera, 2005: 105-106). Similarly, Robson (2002) also expresses that the main benefit of observation as a technique is its directness since a researcher does not ask the language of students about their views, feelings or attitudes, but the researcher can observe what teachers or learners do and listen to what they say (as cited in Siriwan, 2007). Based on this, the researcher implemented an observation in order to get more information on how the teachers or learners implement CA in the actual classroom. It was applied based on checklists about the implementation of continuous assessment in HPE classes. Hence, guided by the checklists, the researcher objectively observed the classroom in order to explore the challenges of implementing CA in PE classes in teaching PE in Dalota secondary school. Additionally, a researcher took 45 minutes for classroom observation for three classes.

3.5 Validity and Reliability of the Study

A review of literature was created beforehand to induce data on what has been exhausted about the matter. The questionnaires were developed and then information-collecting tools were properly prepared. The forms of questionnaires were prepared in English and also the students' questionnaires were translated into Afan Oromo so as to make it easier for them. The researcher validated the instruments that were developed as follows; before the particular information assortment was started the instruments got to colleagues to induce valuable comments and criticism on the strengths and weakness of the item. Supported the comment obtained necessary modifications were created and given to the thesis authority for any comments, criticism, and analysis. Concerning to the purpose of the study, a short discussion or orientation was given to the participants of the study such as for school principals, HPE teachers and students. And then, the researcher got various feedbacks or modifications and the piloted questionnaires helped the present researcher to make several improvements in general. Based on this, the researcher wanted to focus on closed- end questions and rejected opened- end questions for the sampled students.

3.6 Method of Data Analysis

To reach the objectives of this study, the collected data were analyzed by using qualitative and quantitative methods of data analysis. The data gathered via questionnaire, unstructured interview, and structured observation was analyzed using the following procedures. The questionnaire was analyzed by using quantitative methods through using simple statistical analysis such as percentage and frequency. The data obtained from questionnaires (of sampled students and teachers) were tallied and tabulated. That means, the collected information was arranged into tables and the data were analyzed. The closed-end items obtained from HPE teachers and students data were analyzed quantitatively whereas the opened-end items, interview and observation data were analyzed by using descriptive narrations or qualitatively. Lastly, the key findings of the study were reported and possible recommendations were proposed.

3.7 Ethical Considerations

The researcher tried to use ethical considerations of this study through private or secret. The researcher has also used carefully attention and conscious hard-work at all times to keep up this promise in this study. The respondent names should not be written in the research questionnaires. The respondents of the study should be participated in this study through their voluntary, and all the respondents responses were taken confidential until the final work of the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Background Information of the Participants

As indicated in chapter three, the background information of the sampled students, teachers and school principals were mentioned in the following ways.

Table 1 Background information of the Participants

No	Participants	Sex				Age				Qualification				Teaching experience			
		Male		Female		Less than 20		More than 28		BSc		Masters		0-5		Above 6	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Students	88	55	72	45	98	61	62	34	-		-		-			-
2	Teachers	3	75	1	25	-	-	4	100	2	50	2	50	1	25	4	75
3	School principals	2	100	-	-	-	-	2	100	-	-	2	100	-	-	2	100

As illustrated in table 1, 88(55%) and 72(45%) of the sampled students were male and female respectively with the claim of sex. Age wise, 98 (61%) of the respondents were less than 20 years, 62 (34 %) of students were more than 21 age. In addition, three of the teachers (75%) were male whereas 1 (25%) of the respondent was female. All of the teachers were more than 28 age. From qualification point of view, 2 (50%) teachers graduated in degree level whereas 2 (50%) were masters.

As to the teachers experience in teaching (work experience in teaching), 1 (25%) of the sampled teacher taught between 0 to 5 years whereas 4 (75%) teachers taught more than six years according to the data obtained from Dalota secondary school. Similarly, both or 2 (100%) school principals were male and both of them were greater than 28 years old. In addition, both of the sampled principals were masters' holders in this study.

4.2 Data from Students' and Teachers' Questionnaires

Data obtained from students' and teachers' questionnaires were listed in the following table. This is to mean that the following table tried to present the response of respondents on the challenges of CA in learning physical education. Based on this, the researcher tried to explain these questions according to the following ideas.

Table 2 Students' response on the Challenges of Continuous Assessment

No	Items	Alternatives			
		Yes		No	
		Fr.	%	Fr.	%
1	Is there any challenge in practical assessment particularly in PE classes?	145	90.62	15	9.4
2	Is there any difference between theoretical and practical assessment in learning PE?	132	82.5	28	27.5
3	Do you agree that practical assessment is not as fair as theoretical in this school?	103	64.4	57	45.6

The table above indicated that 145 (90.62%) of the students replied yes and 15 (9.4%) of them also said no with the claim of challenges in practical assessment in learning and teaching physical education. From item number 2, 132 (82.5%) of the students said yes whereas 28 (27.5%) of the students replied no with the claim of any difference theoretical and practical assessment in physical education. This is to mean that students have gap information or hints to implement theoretical and practical assessment in physical education.

Similarly, 103(64.4%) of the students replied yes as well as 57(45.6%) of the respondents said no on the question agreeing that practical assessment is not fair as theoretical. Based on the above table, the majority of respondents had serious problems regarding to challenges of practical assessment in PE, any difference theoretical and practical in assessment and agreeing on practical assessment is not fair as theoretical.

Table 3 Students' response on the Facilitation of materials to improve CA in PE

In the following table, the respondents (the students) tried to give possible ideas on the given questions or items so as to improve the implementation of CA based on the schools facilitations. As a result, the given items were mentioned in the following ways.

No	Items	Alternatives			
		Yes		No	
		F	%	F	%
1	Are there enough playgrounds in school?	97	60.6	63	39.4
2	Is there enough teaching aid in school?	57	35.6	103	64.4
3	Effectively enough periodical time given for practical classes in PE classes?	23	14.4	134	83.8

In table 3 above, item number 1 depicts that 97(60.6%) of the respondents replied yes and 63(39.4%) of the respondents said no with the claim of enough playing ground in school. In addition, 103(66.4%) of the respondents explained no whereas 57(35.6%) of the students responded yes for the question of enough teaching aid in the school. Again, from the above table in item three, 23(14.4%) of the respondents said yes whereas 134(83.8%) of the participants reported no with the claim of effective Periodical time given in PE class. What can be understood from this table was the sampled students inclined towards negative attitudes tend to items in the above.

Table 4 Students' and Teachers' responses in CA in the schools

The following table shows that how the students and teachers took or implements CA in both practical and theoretical CA in the schools programs. Therefore, the researcher wanted to express the ways of its implementation in the following ways.

No	Assessments	Alternatives	Students' response		Teachers' response	
1	Practical		Fr.	%	Fr.	%
		Daily	-	-	-	-
		Weekly	-	-	-	-
		Monthly	32	20%	4	100
		End semester	128	80%	4	100
2	Theoretical	Daily	-	-	-	-
		Weekly	-	-	-	-
		Monthly	85	53%	2	50
		End semester	145	90.6%	2	50

The above table indicates that 32 (20%) of the sampled respondents took practical test in monthly whereas the remaining 128 (80%) of the respondents took practical evaluation at the end of the semester. Furthermore, 85 (53%) of the students replied monthly, 145 (90.6%) of them said at the final of the semester with a claim of theoretical assessment. From this table, there was a problem of implementing both practical and theoretical in the schools. This showed that teachers do not punctually assess their students because CA is very important to minimize the challenge of assessing these PE in classes.

Similarly, the above table depicts that 4 (100%) of the sampled teachers took practical test in monthly whereas the remaining 4 (100%) of the respondents took practical evaluation at the end of the semester. Furthermore, 2 (50%) of the teachers replied monthly, 2 (50%) of them said at the final of the semester with the claim of theoretical assessment. From this table, there were problems of implementing in both practical and theoretical assessments in the school. Indeed, the teachers did not implement daily and weekly assessments in both Practical and theoretical assessments in PE classes.

Table 5 Teachers' response concerning on schedule (program)

In the following table, the researcher tried to present formal program using different CA methods to implement CA, using various teaching style and giving feedback for their students during the teaching-learning is on-going.

No	Items	Alternative			
		Yes		No	
1	Does the school have formal program or schedule for HPE classes?	Fr	%	Fr	%
		2	50	2	50
		4	100	-	-
2	Does the school give fair program for HPE classes?	4	100	-	-
3	Do the teachers have program to use different teaching style in PE classes?	3	75	1	25
4	Do the HPE teachers give feedback for the students at the end of the exam?	4	100	-	-

From this table, item number 1 revealed that 2 (50%) of the sampled populations replied yes whereas 2 (50%) of the sampled respondents also said no with the claim of formal program or schedule is written in school. In the same table, item number 2 shows all the sampled teachers or 4 (100%) said yes tend to give fair program for HPE classes.

Similarly, 3 (75%) of the respondents said yes but 1(25%) of the respondent replied no with the claim of having program to use different teaching style in PE classes. Moreover, all the participants or 4 (100%) of the respondents replied yes with the questions of giving feedback for their students at the end of the exam.

As we can be seen from the above table, teachers use different methods to implement CA in the schools and give feedback for their students at the end of the exam in order to improve the performance of their students. Giving feedback is a very mandatory in teaching-learning process because it shows students strength, learning outcome or way of improving where it is necessary in the assessment. It also shows that there was a shortage of program or schedule to implement CA for HP classes. This is to mean that the shortage of program may affect the implementation of CA in the schools.

Table 6 Students' attitude on Continuous Assessment in the Schools

Under table 6, the researcher presented the data from students' questionnaire which focused on the students' attitude to implement CA in the schools.

	Items	Alternatives			
		Yes	%	No	%
		73	45.6	87	54.4
2	Do you have positive attitude for learning both theoretical and practical PE?	78	48.8	82	51.3
3	Do your teachers have positive attitude to teach PE in and outside the class?	61	38.1	99	61.9

The table above shows that 73(45.6%) of the respondents replied that they said yes as well as 87(54.4%) of the respondents said no tend have positive attitude for PE classes with the others. This is to mean that the relative inclinations of majority students' were 'no' on the question raised in item above.

It also shows that there was a discrimination against PE as the other subjects in the school. This problem reduces the attitude of the students in learning PE classes in the schools.

Similarly, 78(48.8%) of the respondents explained yes whereas 82(51.3%) of the respondents said no with the question raised in item three above. Somewhat the majority of the students gave attention for the assessment PE in both practical and theoretical in the schools. In the same table above in item 3 indicated that 61(38.1%) of the students responded yes as well as 99 (61.9%) of students responded no with the claim of teachers have positive attitude to teach PE in the class and practice (out of the class) in the schools.

From the above table, the mass numbers of the students have negative attitude towards learning PE in the school because the teachers did not teach properly in the class and out of the classes in the same ways because it may be impossible to conduct CA in large classes. There was no fair program for HP classes in the schools as well as giving low attention for reading (preparing) a test. This gap may reduce the interest of students to learn PE in the classes.

Table 7 Teachers' response on the level of students' interest to learn HPE subject

The interests of the students and families are very important to achieve the objective of HPE in the schools. These interests were discussed in the following table.

No	Items	Alternatives					
		High		Medium		Low	
		Fr.	%	Fr.	%	Fr.	%
1	Interest of the students to learn HPE subject	98	61.25	53	33.12	9	5.6
2	Interest of the students to study for both practical and theoretical exam	13	8.12	36	22.5	111	69.4
3	Interest of families to fulfill sport equipments for their students in the school	89	55.6	39	24.34	32	20

As indicated in table 7 above, 98 (61.25%) of the respondents replied high interest to learn this subject. In addition, 53 (33.12%) and 9 (5.6%) of the respondents respectively confirmed that they medium and low with the claim of students interest to learn PE subject in the school. Moreover, 13 (8.12%) of the sampled students said highly, 36 (22.5%) of the respondents replied medium and 111 (69.4%) of the respondents depicted low with the claim of students' interest to study practical and theoretical during the exam.

Similarly, 89 (55.6%) of the respondents replied high, 39 (24.34%) of the students responded medium and 32 (20%) of the respondents confirmed low with the claim of families' interest to fulfill sports equipment for the students.

From this table (data), the researcher suggested that a large number of or a considerable number of the sampled respondents replied medium and low. It is suggested that the students have negative attitude and they were ineffective in learning PE in the school. In addition, if the family did not have interest for the sport, the students would not have positive attitude to learn PE in the school. To sum up, the families' interest may have good contribution to change the students' attitude for sport. However, the students did not give the attention for studying both practical and theoretical during the exam in general.

4.3 Data from Interview Questions and Open ended Questionnaires

It has been pointed out that the objective of interview questions was to gather information from school principals. It was used to gather additional information for cross-checking towards exploring the challenges of CA in teaching PE in Dalota secondary school. Therefore, data collected from the interviews were presented according to the following ways.

Based on the interview questions (from school principals) showed that the main challenges of CA in the schools were: insufficient or limited time for HP class and scarcity of HPE materials are also the major factors to implement CA with the claim of "What are the challenges of the continuous assessment in teaching PE?"

Again, the gathered data from both participants also explained that there was a problem of large class size in the school. This is to mean that it is very hard for HPE teachers to identify students' performances is also the major challenges that affect the implementation of CA in PE classes. For example, the average numbers of the students in one class were around 65 to 70 students, so it is very difficult to implement CA in the schools in the right way. The collected data from both participants also depicted that lack of students' interest towards PE learning in the schools and insufficient of HPE teachers' dedication towards implementing CA as well as lack observing or follow-up of HPE teachers by school principals or administrators were also other challenges to implement CA in secondary schools.

The data from the school principals also confirmed that all the HPE teachers did not give the common questions for all students at one time to implement CA to have uniform in the schools. The data from

teachers' questionnaire also showed that students were assessed by only theoretical rather than practical because they did not have facilities to implement CA in PE subject. Moreover, the data collected from both participants showed that the majority of the students did not have interest to learn theoretical PE classes. Some of the students were happy to learn Practical rather than theoretical during PE classes.

Supporting the above idea, the data gathered from the HPE teachers' questionnaire also stated that the shortage of financial resources and lack of sport facilities such as sport fields as well as the scarcities of HP teaching materials (aids) in the school were also other challenges to implement CA with the claim of "What are the challenges of the continuous assessment in teaching PE?"

Similarly, improving the students results, improving the instruction (curriculum), correcting (reviewing) each other regarding to students' and teachers performances, making teaching-learning as active, improving the standards and quality of education, using as a training part, enhancing the motivation of the students in learning physical education, minimizing the challenges of the assessment in teaching PE, creating opportunity to make sport mass in the school as well as changing the attitude of students through minimedia in the schools were the main advantages with the claim of "the advantages of continuous assessment in PE?"

In addition, the data gathered from the HPE teachers' questionnaire also depicted that the advantage of CA is to encourage more teachers' participation in the overall assessments. This is to mean that the advantages of CA in Physical Education were to promote learning for understanding, to explore education and learner opportunities, to improve teaching, and to develop students' confidence with the claim of "the advantages of continuous assessment in PE?" Finally, regarding to school's materials in HPE, the school principals said that there were lack of materials and equipment's for teaching PE in the schools in general.

4.4 Analysis of Data through Observation

Observation was the other important means of gathering information in this study. Based on the checklists guided (see appendix-D), the researcher tried to observe the classroom so as to explore the challenges of CA in physical education in Dalota secondary school particularly grade ten students in focus.

In this study, observation was used as one tool to find the challenge of CA in practical and theoretical PE classes. Therefore, the data from classroom observation depicted that the HPE teachers did not take or use periodical attendance properly during the teaching-learning process of PE classes as well as the they did not finish or fulfill CA on time or punctually in both practical and theoretical assessment due to the crowded of the students and insufficient time for practical assessment in the PE classes.

As the data from observation showed, there was low participation of students or less interaction between teachers and students in PE classes. Similarly, the students did not actively participate in the teaching-learning process of PE classes. Moreover, the observation also strengthened that HPE teachers had shortage of time to implement practical CA to fill the results (marks) of the students in the schools.

4.5 Discussion

The major objective of this study was to explore the Challenges of CA in Teaching PE in Dalota secondary school. A descriptive survey design was implemented in this study. The researcher used questionnaires, interview and observation to collect the data. Moreover, students, HPE teachers and school principals were the participants of the study. Purposive sampling method and the formula of Miller and Brewer (2003) were implemented in the study. The discussion part of this study was based on the research questions of this study.

From the gathered data, the majority of respondents had serious problems regarding to the challenges of CA in both practical and theoretical assessments in PE classes (i.e. there was a problem of implementing in both practical and theoretical in the school). Furthermore, the students did not give equal attention to implement both practical and theoretical assessments in PE classes. Similarly, the majority of the students have negative attitude towards learning PE in the schools because the teachers did not teach properly in the class and out of the classes in the same ways because it may be impossible to conduct CA in large classes.

The other challenges of CA in teaching PE classes were the challenges of the implementation of CA in practical such as insufficient or limited time for PE classes and shortage of resource materials or shortage of financial resources, lack of sport facilities such as sport fields or scarcities of PE teaching materials (aids) in the schools were also other challenges to implement CA in both practical and theoretical PE classes.

In addition to this, the main challenges of CA in teaching PE classes were also a large number of students in a classroom or large class size (i.e. it is also difficult for teachers to know their students and to appropriately understand their backgrounds), lack of students' interest towards PE learning in the schools, lack of commitment of HPE teachers towards implementing CA, lack of follow-up of school principals or administrators during PE classes, lack of common tests for uniform (similar) classes, problem of attitude of both teachers and students towards teaching- learning in both practical and theoretical were the major challenges that affect the implementation of CA in HP classes.

CA is more effective in instructional programs if it has validity (the quality of being valid or rigorous (genuineness) of the data. This is to mean that an agreement between what the assessment measures and the performance or skill or behavior of the learners to be measured or assessed), reliability (the quality of being dependable or reliable or accountability) of the data, objectivity (based on facts rather than feelings or opinions) of the data and feasibility (the capable of being done with means at hand and circumstances or achievable or possible as they are) of the work to be completed in the given time such as time, cost and usefulness.

Regarding to the interest of the students' in continuous assessment, a large number of or a considerable number of the sampled respondents replied medium and low. This is to mean that the students have negative attitude as well as they were ineffective in learning PE in the schools. In addition, the students' families' interest may have good contribution to change the students' attitude for sport. The data depicted that the students did not give the attention for studying both practical and theoretical during the exam.

However, in order to improve the interest of the students' in CA, the schools should be: arranging or fulfilling the necessary sport facilities or sport fields, giving or creating deep awareness of the benefit of PE for students and their families, providing the necessary physical education teaching materials (aids), decreasing the number of students per classes , motivating PE teachers to implement CA, enhancing students interest towards sport classes, strengthening school principals' to follow-up the

PE classes, giving or providing a training on PE to improve the knowledge and skills of HPE teachers towards implementing CA in both practical and theoretical in PE classes.

The data from interviews depicted that the majority of the students did not have interest to learn theoretical PE classes. Some of the students were happy to learn Practical rather than theoretical during PE classes. The students did not know the advantages of CA in both practical and theoretical. However, the advantages of CA in PE classes either Practical or theoretical were to increase the motivation of the students in learning physical education, improving the students results, improving the instruction (curriculum), correcting (reviewing) each other regarding to students' and teachers performances, making teaching-learning as active, improving the standards and quality of education, using as a training part, minimizing the challenges of the assessment in teaching PE, creating opportunity to make sport mass in the school as well as changing the attitude of students in the schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The major objective of this study was to explore the Challenges of CA in Teaching PE in Dalota secondary school. The researcher used a descriptive survey design for this study. The participants of the study were: 160 students selected by using the scientific method (mathematical formula); 4 HPE teachers as well as 2 school principals selected by purposive sampling technique. The researcher used qualitative and quantitative data. Questionnaires, interviews and observations were implemented in this study. The data obtained from questionnaire was tallied, tabulated; using simple statistical techniques (frequency and percentages) were also applied to present the data. Based on this, the following were the basic research questions of this study. These are: What are the main challenges of CA in teaching PE classes? How the assessment is more effective in instructional programs during PE teaching?, How to enhance the interest of the students' in CA during teaching PE? and what are the common advantages of CA in PE classes?

Therefore, based on the data gathered and interpreted it was clear that shortage of time or the time given for the subject per week is one of the problems to implement continuous assessment in both practical and theoretical assessment in Physical education classes. This implies shortage of time is causing negative attitude towards learning PE in the schools because teachers did not teach properly in the class and out of the classes in the same way. In addition to shortage of time, insufficient resource and materials allotted to assess PE is another problem in assessing PE practically and theoretically.

According to my respondents, lack of sport facilities like sport fields, teaching materials and other inputs are also causing another challenges to implement CA both in practical and theoretical assessments. The student class ratio is not applied in the school. In the presence of over-crowded of students in a classroom, low interest from students and less attention given by education sector of different levels, it is crystal to be difficult in ensuring CA in PE classes.

The other challenge to implement CA in PE class is few number of teachers assigned to teach PE. This comes from considering the subject as not equal as other subjects in difficulty and necessity in future. The assigned teachers were not dedicated to deliver CA in their classes because they blame the insufficiency of resources.

The implementation of CA in PE classes demands the strict follow up from school principals. But, in the study area there is low follow up from principals to support CA in PE classes. There is also difference of tests in assessment which can discriminate between and/or student. Hence, in the study area, reluctance from principals to follow and variety of tests are prominent challenges in implementing CA in PE classes.

In performing CA attitude matters the process and result of students. As of the ideas of my respondents, there is problem of attitude of both teachers and students towards teaching- learning in both practical and theoretical were also other major challenges of CA in PE classes in addition with problem of feasibility (i.e. shortage of time during the implementation of practical CA in PE classes.

My respondents added that medium and low tend to have negative attitude and ineffective in learning PE in the schools. The students did not have interest to learn theoretical PE classes. Some of the students were happy to learn Practical rather than theoretical classes. In addition, lack of awareness on the advantages of CA particularly in both practical and theoretical assessments as well as , the aforementioned factors are remained as the huge threats for the CA in PE classes according to data gathered from respondents.

5.2 Conclusions

Based on the finding of the study the conclusion has been reached concerning the challenges the implementation of CA in PE classes. The conclusion drawn was discussed as follows.

Since conducting CA in PE needs ample time, giving sufficient time on the implementation of CA in practical assessment. Indeed, it is too difficult to assess students within 40 minutes allotted per week. Hence, it is crucial to increase the period per week or the time allotted for a single class. If this is impossible, respecting class-student ratio is mandatory to realize CA in PE class.

Shortage of teaching learning materials in PE classes is hampering the whole processes in general and the continuous assessment in general. The presence of sufficient sport material makes teachers to be motivated in teaching the subject and students to learn the necessary outputs practically and theoretically. Sport shoes, clothes, fields, and others should be fulfilled to make the CA easy and to make the teaching learning process more meaningful, successful and tangible. In addition to that, teacher student ration should be met for reason that fulfilling material alone is not satisfactory to implement CA in PE classes properly and in fruitful way. So, school and education should work on fulfilling sport materials and work on increasing the number of teachers to support the CA process in PE classes.

In continuous assessment, series supervision is vital in bringing change in CA in PE classes. Since there is some reluctance from teachers because of shortage time allotted, materials, hesitation from large class and other related challenges. The contents and time given for contents are also not properly balanced. Hence, continuous follow up from supervisors and balance between contents and time given are crucial in applying CA in PE classes.

Lastly, working on attitude is very essential in substantiating CA in PE. Students in the study area are not considering as practical and theoretical classes are equal. Some of the students were happy to learn Practical rather than theoretical during PE classes. As a result, PE teachers should aware their students on how they learn theoretical during PE classes and teaching the advantages of CA particularly in both practical and theoretical assessment in order to enhance the motivation of the students in general.

5.3 Recommendations

Based on the above results of the study, the following recommendations were suggested.

To balance the content and time given, it believed that curriculum revision is needed. So, curriculum designers should give special attention to implement practical assessment for HPE classes. Giving ample time is very necessary in CA in PE classes that curriculum designers should do.

In order to alleviate problems arising from the shortage of materials, the school and woreda education office should give due attention to make CA attainable in PE classes. This might include fulfilling sport clothes, shoes and making sport fields comfortable for CA in PE classes.

So as to overcome the problems related with unbalanced student-teacher ratio, woreda education should provide sufficient teachers. This is not enough, it is more successful if there is series follow up from supervisors and principals is also demanded to make CA in PE classes more concrete and fruitful.

The issue of attitude is one the determinant factors in conducting CA in PE classes. Therefore, school and woreda education bureau and other higher education sector should give awareness on the vitality of CA in PE both in practical and theoretical wise. This issue also concerns the top level of education sector to change attitude of both students and teachers.

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APPENDIX-A
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Students' Questionnaire

Dear Students,

I am conducting a study on “Exploring the Challenge of Continuous Assessment in teaching PE in the case of Dalota secondary school”. The major purpose of this study is to identify the problem to assessment in school and to initiate students to participate in sport activities. So, the researcher is kindly asked you to fill the questionnaire with honestly, genuinely as well as carefully. In fact, your contribution is highly important for the success of this study. In addition, the information you provide is entirely confidential used by the researcher only.

Note: You do not need to write your name on the questionnaire.

Thank you very much for your help!!

Part-I: Fill the following boxes regarding to your personal information before you begin

Personal information background of the students

I. Instruction: please indicate your responses by writing the information in the space provided.

- 1) School _____
- 2) Age_____
- 3) Sex_____

II. Questions Related to challenge of the continuous assessment in PE teaching and learning in Galan Subcity secondary schools.

Instruction: Please, indicate your responses by filling the information in the spaces provided or by putting a tick ☒mark in one of the given alternatives.

1. Are there some difference between practical and theoretical assessments?

- A. Yes ☐ B. No ☐

2. Practical assessment is more implemented than theoretical assessment in your schools?
A. Yes ☐ B. No ☐
3. Do you agree that a practical assessment is not as fair as theoretical?
A. Yes ☐ B. No ☐
4. How often do you take both practical and theoretical assessments in the schools?
A. Daily B. Weekly C. Monthly D. Once at the end of semester
5. Do you give equal chance for physical education with other subjects?
A. Yes ☐ B. No ☐
6. Does the school have fair program for physical education classes?
A. Yes ☐ B. No ☐
7. Do you give equal time to study practical and theoretical exam of PE during exam ?
A. Yes ☐ B. No. ☐
8. Do you think that teachers effectively teach practical as theoretical?
A. Yes ☐ B. No ☐
10. Is there enough playing-ground in school to assess or teach PE?
A. Yes ☐ B. No ☐ ☐
11. Is there enough teaching aid in the schools?
A. Yes ☐ B. No. ☐
12. Do you believe that periodical time which is given for practical class is to be enough to assess all students?
A. Yes ☐ B. No. ☐

APPENDIX- B
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Teachers' Questionnaire

Dear Teachers,

I am conducting a study on “Exploring the Challenge of Continuous Assessment in teaching PE in the case of Dalota secondary school”. The major purpose of this study is to identify the problem to assessment in school and to initiate students to participate in sport activities. So, the researcher is kindly asked you to fill the questionnaire with honestly, genuinely as well as carefully. In fact, your contribution is highly important for the success of this study. In addition, the information you provide is entirely confidential used by the researcher only.

Note: You do not need to write your name on the questionnaire.

Thank you for your cooperation!

Part one: Background of the Teachers

School name_____

Sex_____

Age: _____

Teaching experience 0-3_____B. 4-6 C. 7-10 D. above 11 years

Levels of the teacher: Diploma_____ Degree_____ Masters_____

Grade level of teach _____

Part two: Place provide appropriate response using ‘X’ Mark on corresponding items

1. What are the interests of the students to learn PE subject?

A. High B. Moderate C. Low

2. What are the interests of the students to study practical and theoretical during the exam of PE?

A. high B. ☐derate C. ☐ ☐

3. What are the interests of the families to fulfill the sport equipments?

A. high B. ☐derate C. ☐ ☐

4. Does practical exam of PE have formal program during exam?

A. Yes ☐ B. No ☐

5. Do you use different continuous assessment methods?

A. Yes ☐ B. No ☐

6. Do you use different teaching styles in PE?

A. Yes ☐ B. No ☐

7. Do you give feedback at the end any exam?

A. Yes ☐ B. No ☐

8. How often do you take both practical and theoretical assessments in the schools?

A. Daily B. Weekly C. Monthly D. Once at the end of semester

9. What are the challenges of the continuous assessment in teaching PE?

10. Could you tell us the advantages or benefits of continuous assessment?

APPENDIX- C
ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Interview Questions for school principals

Interview questions to be answered by school principals. The objective of this interview is to collect relevant data on “Exploring the Challenge of Continuous Assessment in teaching PE in case of Dalota secondary school.” Therefore, you are kindly requested to provide appropriate genuine information is based on your personal feeling and understanding. Your data will be kept confidential and it will be used for research purpose only.

Thank you very much in advice

I. Personal Information

- a) Sex: _____
- b) Age: _____
- c) Educational Background _____

II. Interview Guideline Questions

1. Explain the main challenges of CA teaching PE in the schools?

2. What are the uses (benefits) of continuous assessment in PE?

3. Somewhat how the schools fulfill teaching aid, sport materials and equipments for teaching PE?in the schools?

APPENDIX- D
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Observation Checklist

This checklist is prepared to gather information on exploring the Challenges of Continuous Assessment in teaching PE in case of Dalota secondary school. The focus areas of the observation include the activities of teachers and students to be implemented in the schools.

School_____Grade_____

Observation beginning time _____

Observation ending time_____

Observation check lists:

- Teachers have periodical attendance_____
- Continuous Assessment fulfillment on punctually_____
- Students participation _____
- Teachers use their time properly_____

