Implementation Challenges of Continuous Assessment in Teaching Physical Education in Secondary Schools of Lideta Sub-City Addis Ababa City Administration

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A Thesis Submitted to
The Department of Science and Mathematics Education

Presented in Partial Fulfillment of the Requirement for the Degree of Master of Education (Teaching Physical Education)

Addis Ababa University
Addis Ababa, Ethiopia
July, 2016

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE SUDIES

This is to certify that the thesis prepared by Lemlem Abera, entitled: *Implementation challenges of continuous assessment in teaching physical education in secondary schools of Lideta Sub- city Addis Ababa City Administration* and submitted in partial fulfillment of the requirement for degree of Master of education (physical Education), complies the accepted standards with respect to originality and quality.

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Abstract

The purpose of this study was to assess the Implementation challenges of continuous assessment in teaching physical education in secondary schools of Lideta sub city, Addis Ababa City Administration. The schools included in the study were Dejezamch Balecha Aba Nefso secondary school, Africa Hebert secondary school and Hidase Lideta secondary school respectively. For the execution of the study a descriptive survey design was employed, which included both quantitative and qualitative approach. The sample students 156 were selected by using Kothair (2004) formula. Additionally, 16 physical education teachers and 3 school principals were included by using purpose sampling techniques due to their high attachment with the implementation of continues assessment. The data were questionnaires, interview and observation. The data were analyzed by using frequency and percentage. The data gathered through open ended questions, interviews and observation were analyzed qualitatively through narration for the purpose of triangulation. As the findings of the study revealed that the basic challenges that affect the implementation of continues assessment are lack of training, lack of support from school principals, lack of materials and equipment's. Those physical education teachers are not well implement continues assessment effectively. Therefore, this paper recommended among others that there should be prepare training implementation of continues assessment; fulfilling necessary material for effective practice of continues assessment.

Key words: *Assessment, Continuous assessment, Implementation, Physical education.*

Acknowledgments

First and foremost, I would like to acknowledge that it was through God is favor that I found my inspiration to successfully complete this research.

My special thanks extended to my advisor Assistant professor Mebratu Belay and my co-advisor Solomon Belay (PHD) for their valuable guidance constructive comments and persistent encouragement.

I am deeply indebted to my sister Hirut Abera and my brother Endalkachew Abera, who helped me financially and morally to complete my study. I would like to thank to all my friends, Emebet Bekele, Tsige kernesa, Ayelech Adere, Kidist Arage, Demirachew Fikadu, Adoniyas G/Silase and Nurhusen Ali, who made me efforts assisting me.

Moreover, I would like to thank the directors of those schools for their patience and support providing a room for the study. In addition, I thank school members, who participated in the study and supported the thesis. My Sincere thanks and appreciation goes to all students who made an effort to give the data.

Finally, I offer my regards and blessings to all those who supported me in any respect during the completion of the thesis.

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Acronyms

CA	Continuous Assessment
DOE	Department of Education
EQ	Education quality
ICDR	Institute of Curriculum Development Research
MOE	Ministry of Education
NIED	National Institute for Education and Development
PE	Physical Education

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

Education is one of the main instruments of development for our country and it is means for bringing behavioral change in learner and the society in terms of knowledge, Skills and attitude. The type of education system in given country is exposed to contribute to the development of productive and responsible citizens (Bryan, 1992).

Physical education is one part of education in general that part of students using movement experience. Regarding to this, one of the major activities in the teaching – learning process is assessment of students. Therefore, assessment is systematic in the sense that it is planned, graded to suit age and experience of the children is given at suitable intervals during the school year.

Assessment is an integral component of our educational structure. They are conducted both formally and informally, at practically all levels of education and serve a variety of different functions. In the narrow sense, assessments may be thought of as having predominantly educational purposes. They may be used in order to assess students' attainment at the end of a course, to assess diagnostically students' academic achievement, progress and/or learning difficulties, to evaluate students' aptitude, possibly for the purpose of assigning them to different courses or teaching set, to evaluate the effectiveness of an educational programme or curriculum. (Richard, 1999).Therefore, Assessment plays significant role in the education development of a person. It is a means quality control, of determining the level of accountability displayed by stakeholders in the industry and also of determining the effectiveness of teaching and learning as well as

in findings out student's achievement. It is a vital tool for education evaluation, thus it's important as a quality assurance tool cannot be overemphasized. Assessment said to be continuous when it is regular, cumulative and comprehensive.

Continuous assessment means that it is not focuses on academic skills alone. It embraces that cognitive, psychomotor and effective domain. A student is assessed as total entity using all the psychomotor devises such as test and non-test techniques. Cumulative characteristics of continuous assessment means that all information gathered on the individual has to be pooled together before a decision can be taken. To say that the continuous assessment is guidance oriented means that the information so collected is to be used for educational, vocational and personal-social decision making for the child. Guidance and counseling activities thrive better for on valid sequential, systematic, continuous cumulative and comprehensive information Ughamadu (1994),

According to Alaus (1999), argued continuous assessment is an assessment approach which involves the use of a variety of assessment instrument, assessing various components of learning, not only the thinking processes but also including behaviors, personality traits and manual dexterity. Continuous assessment will also take place over a period; such an approach would be more holistic, representing the learner in his/her entirety. It will begin with the decisions that the teachers perform on the first day of school and end with the decisions that the teachers and administrators make on the learners regarding end-of- year grading and promotion.

According to Nitko,(2004)continuous assessment is an ongoing process of gathering and interpreting information about student learning that is used in making decision about what to teach and how to well students were learned.

According to Qunsechk.B(2005) stated that, continuous assessment is a process that is intended to achieve two major purposes; firstly to improve the validity and reliability of students results in particular tests and exercises, secondly, to help learner to develop effective learning and their habits. Therefore, continuous assessment is a way of finding out what learners know, understand and can do. Additionally assessment helps for the teachers to gather information informally by observing or formally by assigning students specific activities related to the curriculum and by analyzing the student performance on those activities. However, assessment of students in physical education is often seen as being a little different from way of assessing other subjects in the secondary school curriculum. Rather than always having a written permanent record that occurs in many other subjects, a lot assessment in physical education is of movement and bodily actions that only occur for a brief second. It is therefore, not an easy task for the physical education teacher because his or her judgment and interpretations have to be instantaneous and occur during the teaching of a lesson. Therefore, according to a few researchers have been conducted Selamneh (2011) earned out a research on practice and challenges of continuous assessment. It shows that less attention has given for continuous assessment, standing from these; the researcher wants to dig out the implementation challenges of continuous assessment in teaching physical education in secondary schools of Lideta sub city Addis Ababa city Administration.

1.2 Statement of the problem

Continuous assessment is a typical classroom based on strategy which provides regular information about the teaching-learning process. Concerning this, Livingston (2001) suggested that practicing continuous assessment enables the teacher to assess more of

intended behavior of the students, to take note of factors such as their active participation, how articulate they are their relationships with other and their motivation. Similarly, Ellington and Earl (1997) stated that continuous assessment is practiced on a day to day basis to judge the quality of the individuals work performance.

According to Curzon (1990) continuous assessment is a student's evaluation system that operates at a classroom level and is integrated with instructed process. It is important to determine the relationship between what is attended and what is achieved.

Therefore, even though the school principals, physical education teachers and students attempted to give emphasis to promote and strength the implementation of continuous assessment in schools, still in secondary schools physical education teachers assesses their students without having sufficient knowledge and with this capacity gap it may be difficult to implement continuous assessment effectively in secondary schools.

Addis Ababa City Administration in Lideta sub-city in particular, as government structure, could not be free from such implementation problems. Hence, effective implementation of continuous assessment in secondary schools of Lideta sub-city faced several challenges. For instance, lack of training, large class size, lack of support from school principals, lack of materiel and equipment's to implement continuous assessment were some of the challenges in all selected secondary schools of Lideta sub city. Particularly most physical education teachers had no training about the implementation of continuous assessment. Thus, the existences of these challenges seem to show that there might be challenges of effective implementation of continuous assessment. Therefore, the researcher wants to assess the Implementation challenges of continuous assessment in

teaching physical education in secondary schools of Lideta Sub-City Addis Ababa City Administration.

1.3 Objective of the study

1.3. 1 General objective of the study

The general objective of the research is to study the implementation challenges of continuous assessment in teaching physical Education in secondary schools of Lideta sub-city Addis Ababa city Administration.

1.3.2 Specific objectives of the study

The specific objectives are:-

1. To identify the major types of continuous assessment techniques practiced by physical education teachers.
2. To assess how often physical education teachers employ continuous assessment in teaching-learning process.
3. To identify the challenges faced by physical education when practicing continuous assessment techniques.

1.4 Research Questions

The study will attempt to assess and seek answers to the following research questions.

1. What are the major types of continuous assessment practiced by physical education teachers?
2. How often physical education teachers employ continuous assessment in teaching learning process?
3. What are the challenges faced by physical education teachers in practicing continuous assessment techniques?

1.5 Significance of the study

The study aims at assessing the Implementation challenges of continuous assessment in teaching physical education and finally to recommend possible solutions. Those results of the study will be having the following contributions.

- ❖ It may provide information about the implementation of continuous assessment in teaching among physical education teachers in secondary schools of Lideta Sub City Addis Ababa City Administration.
- ❖ The study may contribute to the future quality education improvement by initiating physical education teachers and students.
- ❖ It may help to initiate other resources to conduct further study around the topic.

1.6 Delimitation of the study

This study was delimited to assess the Implementation challenges of continuous assessment in teaching physical education in secondary schools of Lideta cub city Addis Ababa city administration .In order to make the study more specific and manageable it is limited to 3 secondary schools of lideta sub city. These schools are: -Dejazemach Balcha Abanefso secondary School, Africa Hibret Secondary School, Hidase Lideta Secondary school. In addition the study was done in one aspect of assessment that is, continuous assessment on physical education class.

1.7 Limitation of the study

In conducting this study, the researcher has faced the following problems, which contributed to the limitation of the study.

- ❖ Financial constraints, time limitation are the major challenges.

However, the researcher was trying to alleviate the problems encountered by done his best to overcome the difficulties.

1.8 Operational definitions of terms

- **Education:** - it is planned, organized, designed, directed and evaluated process to be being a desired change on moral, mental, emotional and physical.
- **Continuous assessment**: assessment done formally and informally on a regular and continuous basis. It is integrated with instruction to improve, help, shape and direct the teaching learning process.
- **Physical education:** -it is a process of learning through activities designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active living, sportsmanship and emotional intelligence.
- **Assessment** is concerned with observing learners and collecting information above how they are progressing in their learning.

1.9 Organization of the study

This research paper organized in five chapter, the first chapter does with introduction, statement of problems, research question, objectives of the study, significance of the study, delimitation of the study , limitation of the study, definition of the terms, and organization of the study. The second chapter does with review of related literature related to the study; Chapter three does with research methodology. Chapter four deals with analysis and interpretation of data collected and finally the last chapter involves summary, conclusion, and recommendation provided by the research.

CHAPTER TWO

2. REVIEW OF RELATED LITRETURE

2.1 Meaning of continuous assessment

Continuous assessment is now an integral part of the teaching –learning process in the country, and it helps to develop educated and responsible citizens. Regarding to, this continuous assessment is a process of collecting and interpreting of information to make decision about learners based on what they know and can demonstration because of classroom instruction (copper, 1996).

According to ICDR (2004), continues assessment is actualized in line with the following basics requirements the teacher must be equipped with adequate knowledge and capability about continuous assessment techniques, Assessment must a planned activity, The assessment should be based on the actual condition, time, place and social factors of the class, pupils' level of knowledge, nature of instruction, variety of items and assessment techniques should be selected and applied.

Continuous assessment is the appraisal of students' work on regular basis rather than exclusively by final examination. Practical work, projects and assignments done during the course might from all part of the final assessment, which can be based on marks, grades or profiles (Crystal, 1994).

Continuous assessment is formative means of assessing that learner gives an opportunity for them to improve their performance. It is used as a process of gathering and integrating information about learners shifting from a judgmental role to development role. There are various continuous assessment techniques that teachers can use to assess the performance of the students; these are event task, skill test, home work, group work, individual work,

practical work, observation, presentation techniques helps to measure the knowledge, skills and attitude of students. For instance, the paper and pencil tests focus on involving pupils to take test, complete a homework or assignment, produce a report; draw pictures of something finish work sheet. On the other hand, the observational technique involves teachers looking at or watching pupils' behavioral and reaction during and after the process of instruction (Airasian, 1994).

According to Mkhonta (2003), Continuous assessment is an essential component of the instruction process which enables the teachers to use the "assessment-feedback correlation" learning cycle that is missing from the limited examination.

According to D.Sidentop (1991) identified three fundamental reasons of assessment: feedback, progress and motivation .Feedback provides information about pupils, which allows teachers to evaluate the effective of their teaching by assessing how well the learning objectiveness has been achieved. Finally assessment is a key factor in encouraging pupils to strive mechanism for future improvement and motivation.

Continuous assessment allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their pupils. In addition, Continuous assessment provides information on achievement of particular levels of skills, understanding, and knowledge rather than achievement of certain marks or scores. Thus, Continuous assessment enables pupils to monitor their achievement of grades level goals and to visualize their progress towards those goals before it is late to achieve them. (EQ Review, 5\12\2003).Therefore Continuous assessment is a way of collecting information about learners and on regular basis in order to improve the teaching learning process.

2.2 Nature of Continuous Assessment

Continuous assessment, by its nature is *systematic*, *comprehensive*, *cumulative* and *guidance oriented* activity.

***Systematic*:** the systematic nature of Continuous Assessment is that its operations require the working out in advance, a definite programme of the assessment. Thus, an operational plan that indicates or specifies what measurements are to be made, of the students achievement, the time interval when such measurements are to be made, the results recorded and the specific nature of instrument or strategies to be adopted for the measurement are usually decided in advance Ughamadu (1994).

According to Turton (1983) opined that Continuous Assessment should be planned and be periodic. This indicates that whatever is going to be used in the measurement of the students' achievements such as test - items and instruments should be well planned and the assessment should be made at intervals. This makes Continuous Assessment systematic.

Comprehensive: This has to do with a variety of instruments or assessment procedures used in ascertaining the achievement of students. Ughamadu (1994), stated these instruments to include tests, assignments, questionnaires, interviews, sociometrice technique checklist and inventory used in Continuous Assessment system.

Therefore, Continuous Assessment is comprehensive because it does not only measure outcome of the instruction in terms of achievement, it also measures other aspects like the affective and psychomotor domains.

***Cumulative*:** This occurs when the results of Continuous Assessment are recorded in a progressive manner showing trends and growth pattern over time, each data added on to

the previous one and subsequent ones in a given ratio. The outcomes of the students' lie with the teachers that assess them and are responsible for keeping up to date records of the students achievements.

According to Danjuma (2004), pointed out that two sets of assessments are used to evaluate the level of students' achievements. These are the Continuous Assessment (periodic course assessment) marks, which is cumulative and the final examination marks. When two, three or four tests are given in a semester, the scores should be added up to make the final Continuous Assessment, thus making the Continuous Assessment score to be cumulative.

Guidance oriented: Guidance oriented Continuous Assessment stressed that areas of students strength and weakness should be communicated to the students to enable them make adjustments. Aliyu and Ngadda (2000), examined that periodic assessments are very effective measures of academic achievements. Richard Kempa (1999) obtained that guidance oriented Continuous Assessment shows greater validity of the process of Continuous Assessment because of the involvement of the classroom teacher in the assessment procedure. Guidance oriented Continuous Assessment indicates that information obtained is used to guide the student's further development. Therefore, information obtained from planned and frequent administration of the variety of tests in a Continuous Assessment practice can be very useful in guiding the students in the right part of learning not only in the cognitive but also in the affective and psychomotor areas. Additionally, continuous assessment is important because it provides regular information about teaching, learning and the achievement of learning objectives and competencies.

According to ICDR (2004) has listed the following areas which continuous assessment can address:

- ✓ Assessing general behavioral aspects like characteristics, interests, beliefs and attitudes.
- ✓ Assessing achievements in various subjects using real exams and different written tests.
- ✓ Assign school related behavioral aspects, such as participation in the instruction process, extracurricular activities and fulfillment of assessments discipline and punctuality.

Continuous a significant role assessment plays in making our learners to be what we want them to be. Concerning this, Puhl, (1997) underlined that continuous assessment contributes largely to the full development of the learner potential if handled properly. In other words, Continuous assessment affirms higher order and critical thinking because it enables teachers to assess the cognitive, affective, psychomotor and behavioral outcomes of learners. Therefore, Continuous assessment is a systematic in that it requires an operational plan it is also cumulative in nature in that only decision making about a learner is based on earlier decisions and is guidance oriented in that only data gathered on pupils will serve as the basis for further academic growth and development.

2.3. Need of Continuous Assessment

Continuous assessment is important because it provides regular information about teaching, learning and the achievement of learning objectives and competencies. Continuous assessment allows teachers to assess certain activities of students that are difficult to assess in an ordinary examination Even though educators underline the

importance of final examinations or evaluations to measure the outcomes of learners, they do not consider it as the only way of measuring students 'performances. Because such kinds of systems cause tensions among the learners and may not help students achieve the desired educational objectives (NIED, 1999).

According to Ogunniyi (1984) pointed out that a one-time terminal or summative test does not provide the best picture of a student's performance. Often, such a test deals with certain cognitive skills while relegating into the background the affective and the Psycho-motor aspects of human behavior. The second problem with such tests is that students are encouraged to memorize Collection of facts to be used during examinations and third weakness is that the reports sent to parents are often incomprehensible. The usual practice of merely adding raw scores together, finding the average and ranking the student on the basis of such averages is very misleading indeed. Therefore, the above information indicates that it is very difficult to assess the overall performance of students' by a onetime terminal or summative examination. If students are evaluated by a terminal test or examination, it encourages them to go into rote memorization rather than actual learning and internalizing concepts and principles.

2.4 Purpose of continuous assessment

The purpose of Continuous assessment is many, it serves to see whether the teaching learning carried out in schools is achieving its objectives or not.

According to (Nitko, 1995) Continuous assessment fulfills a summative as well as a formative purpose. That is, it provides the learner with information that guides learning from day-to-day activity.

According to Dembo (1991) stated that assessment is the process and procedures that is used to make decision about students' progresses in the teachers – learning process. On the other hand, Brown *et al (1996) have* described that assessment is one of the most powerful driving force for learning. It is often states that students don't gate down to serious learning unless some form of assessment is designed. Similarly, Rowntree (1977) described that the teacher, certainly must plan and evaluate his assessment method in relation to the purpose he is pursuing. There are various types of assessments therefore, Continuous assessment is one them used to evaluate the performance of the students.

According to Asamoah-Gyimah (2002), the teachers did not satisfy the requirements of the continuous assessment format. The teachers and assistant headmasters did not know the minimum requirements of tasks for the continuous assessment, and how teachers use information from the records and the inability of teachers to satisfy the requirements of the continuous assessment at that level have direct implication on the validity and reliability of the records of students. The study focused on the nature of tasks and content of the curriculum rather than pupils' progress and planning of future lessons.

In Ethiopia secondary schools teachers use continuous assessment for many purposes, these purpose however, can be categorized in two summative and formative purposes. The formative purpose employs the use of continuous assessment for grading, reporting progress, monitoring, diagnosis, evaluation teaching.

2.4.1 Grading

According to MOE (1988) the grading function facilitated decision making in relation to progress to next class as well as transfer across schools when the need arises. This function highlights summative assessment which can have negative impact on students

and in particular lower attainders at school. The main function of continuous assessment is grading. Indeed, class exercise, testes home works, individual works, presentation, skill test etc are used for gathering marks to fill student's continuous assessment practice.

2.4.2 Reporting progress

According to (MOE, 1988) stated that the basic functions of continuous assessment at basic schools are reporting and progress to next class. At the end of every term teachers calculate students mark for the purpose of reporting student's attainment and at the end of every academic year students aggregated continuous assessment is used to inform decisions about their progress to next class. Therefore, the information from continuous assessment is used for decision such as promoting from one class to the next class.

2.4.3 Monitoring

Monitoring of pupils' progress is considered as one of the basic activities teachers engage in the continuous assessment process.

According to Pollard *et al*, (2005) described that the teacher use continuous assessment to gather evidence of students need a lesson progresses. As a result, continuous assessment helps to meet teachers to engage more accurately and directly with the development of the learners thinking and understanding.

2.4.4 Diagnosis

Diagnostic assessment as a component of formative assessment ,in practice the purpose of diagnostic assessment is to a certain prior to instruction , each learner's strength, weakness, knowledge and skill(Swearing,2002).

According to Amedahe (2002) suggests that continuous assessment is as a mechanism by which teachers obtain some insights into areas of pupils' learning difficulties, and enables them to adopt strategies to re-address those difficulties before they become entrenched.

2.4.5 Evaluating teaching

According to Asmoah-Gyimah (2002) suggested that continuous assessment enables teachers to evaluate their own performance and effectiveness in the teaching – learning process.

According to Black, Harrison, Lee, Marshall and William (2003) state that assessment activities can help learning if they provide information to be used as feedback by teachers, and by their pupils in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Therefore, continuous assessment used to evaluate the effectiveness of teaching students general performance enabled teacher to know whether the lesson was successful.

2.5 Planning of continuous assessment

According to pollard et al. (2005) Argue that assessment is an integral component of planning, without assessment and the consequent re- evolution of planning effective teaching cannot be maintained. Furthermore, prior to planning teachers should have formative assessment information about their student. Educators agree that assessment or evolution in education is designed to reveal how far the objectives of learning in ray situation have been accomplished. Because of this, the first step in planning for evaluating is to know the behaviors expected to occur in the student of the learning in this case, the plan has to start with identification of the purpose of learning that is objective of learning in the area to be evaluated (Johnson and Nelson, 1974). Therefore, when

planning for assessment in physical education, the teacher should first identify the specific objectives of the course which the students have taken. This will help to know the right type of instruments to use.

2.6 Types of continuous Assessment

The term assessment is generally used to refer all activities teachers use to help student learned students' progress. The methods chose for assessment activities must be appropriate to the assessment standards and the purpose of the assessment clearly understood by all learners and educators Involved. Among these types of assessment are the following formative assessment, summative assessment, Diagnostic assessment, criterion referenced assessment, Norm referenced assessment, self- assessment, peer assessment and Evaluative assessment.

2.6.1 Formative assessment

According to Heritage and Niemi (2006) define formative assessment a logical process of frequently collected evidence based on what is being learned and not covered during the course of instruction. Teachers might collect this information. Through skill tats, writhen tats Event task, presentation, class work, observation, homework, individual work, group work.

According to Black and William (1998) clarify to notion of formative assessment as a process which enhances teaching and learning. They argue that formative assessment offers learners informality on that allows them to develop and improve academic achievements may serve as forms of formative assessment. There for formative assessment privies the feedback for teacher and students to develop and improve teacher and learning process.

2.6.2 Summative assessment

According to Jacobs and crave (1996) describe summative assessment as the type of assessment which takes place at the end of learning experiences. These usually mean a major test or examination written at the end of school farm or a school year. Summative assessment is ineffective in measuring learners achievements as wells as the teaching and learning process. Furthermore, summative assessment is essentially concerned with cognitive skill and pays little attention to the psychomotor and affective domains Ogunniyi (1991).

2.6.3 Diagnostic assessment

According to Pasigna, A.L, (2002) viewed the aim of diagnostic assessment is to determine the causes of persistent learning problems and formulate plan for remedial actions. Therefore, diagnostic assessment measure a student's current knowledge and skills for the purpose of identifying a suitable program of learning.

2.6.4 Criterion referenced assessment

Criteria referenced assessment refers to practice of assassin a learner's performance against an agreed set of criteria. (DOE.1997). Criterions are reference points against which other things can be assessed. The criteria as reference pointers specified beforehand and the learner is assessed according to these criteria. Some examples of specified criteria may be punctuality, Self-control, responsibility, cooperation, respect, leadership, cleanliness and good manners (worf-1995).

2.6.5 Norm-referenced assessment

According to Manna (1995) maintains that a norm-referenced is a standard which implies that the educator assessment a learner's competence of other learners. Traditionally norm

referring was done by means of class averages. Individual learner's marks are calculated and compared to the performance of the learners in that particle class. Norm referencing does not indicate what the learner has already learnt or what has not yet learnt.

2.6.6 Self-assessment

According to Black and William (1998) point out that assessment that involves student in their own self-evaluation is a key element in improving learning similarly Vogel (1997) maintains that learners need to be taught how to assess their own work. Therefore this practice encourages learners to assume more responsibility for their own work.

2.6.7 peer-assessment

According to Clarke (2005) suggests that one reason that peer-assessment is so valuable because students often give and receive criticize of their work more freely than in the traditional teachers and students interchanged. Peer assessment refers to the process whereby learners assess one another's Work. This can be an individual task where learners assess one another or how a nether learner performed in a group task.

2.6.8 Evaluative assessment

According to Hawkins (1998) Evaluative assessment means to estimate the value of something and is usually applied at the beginning of a new set of activities. The purpose of this assessment is to enable the educator to establish the amount of knowledge learners are already equipped with and the skills they have. Therefore evaluation assessment assists the educator to compare the aggregate information about the learner's achievement so that it can be used to assist in curriculum development and evaluation of teaching and learning.

Generally, using different types of continues assessment in the teaching learning process is important to develop students' knowledge, skill and attitude. Additionally, it also helps physical education teachers to improve their teaching style by using different types of continues assessment methods.

2.7 Techniques and tools of continuous assessment

First of all physical education teachers understand and identify the types of techniques and tools of continues assessment. Regarding to this, the types of techniques and tools of continues assessment discussed as follows.

2.7.1 Techniques of continuous assessment

Continuous assessment is an integral part of the teaching –learning process. There are various continuous assessment techniques, which is applied by teachers to assess the student's performances. Some of them are skill test, written test, event task, presentation, observation, homework, class participation, individuals work and group. Applying such different techniques of continuous assessment helps to measure the knowledge, skills and attitude of students.

According to ICDR (2004) continuous assessment is actualized in line with the following basic requirements. The teachers must be equipped with adequate knowledge and capability about continuous assessment techniques. Assessment must be planned activities, the assessment should be based on the actual condition, time, places and social factors of the class, student's level of knowledge and the nature of instruction, variety of items and assessment techniques should be selected and applied.

2.7.2 Tools of continuous assessment

Assessment tools are an instrument uses to assess students which are appropriate to the method of assessment. The following are some of the assessment tools suggested in the (Facilitators Guide 2000):- class lists, journals, and observations sheets and rubrics or assessments grids.

***2.7.2.1 Class lists*: -** According to (Brown. 1998) class lists are for ensuring that individual's learners are assessed systematically. It can assist educators to check how many times each learners has read ,these lists can be adopted to help the educators to record broad groupings within the class in terms of allocating follow-up work.

2.7.2.2 Journals:-Each learner can keep a journal in which he reflects on his or her own learning or writers about his or her life in general. The learner must keep the learners journals strictly confidential. The teacher can share this journal with the learner and write his own comments and messages in it (DOE.2000a).

***2.7.2.3 Observation sheets*:-**According to Le Grange and Reddy, (1998) these tools uses in which the educators record his observation about learners. The educators observes the learners against a certain specific skills, behavior pattern and achievements that the learners demonstrates must be linked to the learner program outcomes and are readily observable.

***2.7.2.4 Rubrics or assessment grids*:-**A rubrics used to ensure the different parts of tasks are assessed. A rubric is handily tools for gathering information (Brown, 1998).

2.8 Advantages of Continuous Assessment

One of the expected advantages of continuous assessment lies in its being guidance oriented. Since it will involve date gathering over a long period of time, it will yield more

Accurate data reaching the teachers early enough to modify instruction. This could play a vital role in diagnosing and remediating areas of learners" weakness if properly anchored in what occurs in classroom. Another advantage of continuous assessment is that it place teachers at the center of al performance - assessment activities. It encourages more teacher's participation in the overall assessment his or her students. According to Selamneh (2011) conclude the following advantages of continuous assessment.

- To promote learning for understanding.
- To explore education and learner opportunities.
- To improve teaching.
- To deal with information creativity.
- To solve problems and make responsible decision.
- To let parents know how their children are progressing.
- To develop students confidence

Another advantage of continuous assessment is that it places teachers at the center of all performance-assessment activities. It encourages more teacher participation in the overall assessment or grading of his/her learners.

2.9 Drawbacks of continuous assessment

In order to enhance the effectiveness of continuous assessment it is important to minimize the drawbacks.

Continuous assessment is a preferred way of assessing learners for some scholars; it is not without some drawbacks. According to (Nitko, 2005; pleases, et, al 2003) Learners who assessed continuous assessment may feel that they are always under surveillance for

every mistakes they commit this may have a negative impact on the learners performance.

According to Ellington and Early (1997), Point out the teachers need to have well-developed knowledge and skills to be creative in their implementation of continuous assessment and they should also have a well-organized plan of assessment to maximize the success of continuous assessment. Otherwise, the implementation of continuous assessment is not become effective and productive.

2.10 Research findings on continuous assessment

Even though researchers, specifically on continuous assessment are scale they are abundant researches on the implication of continuous assessment regarding to this, few researches will be discussed here to give a sense of the international and national context.

2.10.1 International research findings on the implementation of Continuous assessment

There were research findings on continuous assessment in different countries in different time. To have the necessary ground the researcher revises some of the findings based on its relatedness with the title under study. Hence, implementations of school based in Namibia and Zambia, were revised as follows.

A. Continuous assessment in Namibia

According to Pleassis (2003), Continuous assessment in Namibia are some of the achievements scored through the reform of assessment policy and practice include: The democratization of the monitoring and assessment exercise through which various stakeholder platforms have been created; numbers in service training initiatives to manpower the implementers. In fact, some implementers have become experts in

handling the issues under discussions and initiatives to empower the learners through learner centered methodologies and so on.

The major challenges were: Lack of understanding the policy guidelines by some implementers; lack of proper control and supervision mechanisms, especially at school and regional levels; inability of some teachers to understand how continuous assessment feedbacks can be used in classroom practice better and reluctance of learners to simply participate in or do continuous assessment tasks.

B. Continuous assessment in Zambia

In Zambia, continuous assessment is defined as an ongoing diagnostic classroom based process that used a variety of assessment tools to measure learner performance over the years, examinations have been used.

In Zambia, continuous assessment is defined as an on-going, diagnostic, classroom-based Process that uses a variety of assessment tools to measure learner performance (MOE, 2005). Over the years, examinations have been used for selection and certification, without formal considerations on school-based continuous assessment as a component in the final examinations at Grade seven levels. The Ministry of Education introduced School Based Continuous Assessment for two reasons: To Improve teaching and learning and to collect school based marks to be added to the final examination Marks for certification and selection.

The major challenges were: large class size, remediation and enrichment, pupils ‘absenteeism, teaching and learning resources and monitoring and feedback.

2.10.2 Notional research finding on continuous assessment

From research findings to Ethiopia, Takele Amenu, (2012), stated in his research findings on assessment techniques and the implementation of learner centered approach indicated that with the constant focus on the right answer on examinations question, student commit a large part of their time to memorizing chances of information, as a replied by 90.3% of the sample students because teachers mostly emphasize facts and informative in their question for exam/test. He further explains in his findings by saying that assessment, particularly in the form of examinations, which emphasizes recall of wide range of very specific information system employed by teachers, only allows a student to pass by replaying information from lecture and textbooks.

Birhanu,(2004) Indicated that proper handling of students assessment in general and continuous assessment in particular at high school level in selected high school in Arsi Zone is poor and not up to the standard compared to the contemporary assessment system. His findings further indicate that the major problems in implementing CA include: lack of awareness about the techniques and procedures, lack of guideline directives in implementing CA, inadequate preparation of teachers on CA, lack of technical support, unmanageable large class size, lack of adequate learning materials, Lack of adequate supervisors who can guide practitioners, lack of student motivation and learners negative attitude towards project and assignment. According to this study, these were found to be practical challenges in implementing continuous assessment. Therefore, the researcher wants to assess the implementation challenges of continuous assessment in teaching physical education in secondary schools of Lideta Sub City Addis Ababa City Administration.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research method

In this study, a descriptive survey, which includes both quantitative and qualitative approach, was employed with the intention to get the general picture of the current status of implementation challenges of continuous assessment in teaching physical education in secondary schools of Lideta sub city Addis Ababa City Administration. In supporting this idea, Abiy et al. (2009:58) suggested that descriptive survey is used to gather data at a particular point of time with the intention of describing the nature of existing condition or identifying standards against which existing condition can be compared or determining the relationship between specific events. Furthermore the descriptive survey is more effective in assessing the current practices in its natural setting

3.2 Source of data

In this study, both primary and secondary data sources were employ to obtain required information about the implementation challenges of continuous assessment in teaching physical education. The major sources of primary data were school principals, physical education teachers and students from three secondary schools of Lideta sub city Addis Ababa city administration. Besides, Sources of secondary data were books and journals.

3.3 The study area and study population

The area of study was Lideta sub-city Addis Ababa City Administration. Targeted population for the study was all physical education teachers, principals and students in three secondary schools. They are *Dejzamch Balcha Aba Nefso* Secondary School, *Africa Hibret* Secondary School and *Hidase Lideta* Secondary School having (869) (841) and

(830) students respectively and there are 16 physical education teachers and 3 principals in these three schools. Therefore, the targeted population of this study was 2540 students, 16 physical education teachers and 3 school principals in these three schools. Here the researcher selected from the three secondary schools of Lideta sub-city as a population.

3.4 Sample size and sampling Techniques

The sampling from of my study was all officially registered 2540 students, 16 physical education teachers and 3 school principals of the above listed three secondary schools. The sampling technique was purposive sampling technique for teachers and school principals were used due to their high attachment with the practice of continuous assessment. To determine the sample size of students from the total number of students in the 3 sample schools the researcher used the Kothari (2004) a study population of interest (N) less than10, 000 sample size of the study is calculated by using the formula under appendix F-1.

Therefore, by using the Kothari (2004) formula, 156 students were selected from 2540. The number of students in each school varied due to different number of students. Therefore, to determine the proportional allocation of students in each school, researcher used the stratified formula of William (1977) under appendix F-2. By using the above stratified formula 53 students from Dejazmach Balcha Aba Nefso Secondary School, 52 students from Africa Hibret Secondary School, 51 students from Hidase Lideta Secondary School and totally 156 students were taken as a sample size. After determining the proportional allocation of students to each school, the researcher employed a simple random sampling technique (lottery) to give equal chances for every element selected from each school.

3.5 Instrument of data collection

The expected relevant data were gathered by using questionnaire, interview and observation. The researcher lead to each sampled schools according to the schedule outlined. Then, the student researcher in every step followed all important ethical procedures until all required data collected and completed from intended sampled schools through.

3.5.1Questionnaires

A questionnaire was employed to collect quantitative and qualitative data from physical education teachers and students. This is because the questionnaire is convenient to conduct survey and to acquire the necessary information from a large number of study subjects in a short period of time. Furthermore, it makes economy use of time and expense possible and also provides a high proportion of usable response (Best & Kahn, 2003). The questionnaire was prepared in English and Amharic language, because all of the sample teachers and students could have the necessary ability to read understand the concepts that are in the questionnaire. The questionnaire had two parts. The first part of the questionnaire access with the respondent's background information. The second part incorporated both closed and open-ended question items.

3.5.2 Interview

Semi-structured interview was conducted to gather data from school principals and physical education teachers. Employing semi-structured interview is quite important, because interview has great potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents; gives opportunities for

clearing misunderstandings, as well as it can be adjusted to meet many diverse situations (Abiy et al., 2009).

3.5.3 Observation

Observation is regarded as supplementary technique to collect data that may complement or set of perspective data obtained from questionnaire and interviews (Tyalaand Mescht, 2008). Therefore, in this study, the implementation challenges of continuous assessment were observed through check lists.

3.6 Procedures of data collection

To answer the research questions raised, to confirm, cross-validate or corroborate findings within a study student researcher passed through a series of data gathering procedures. The expected relevant data were gathered by using questionnaire, interview and observation analysis. Having letters of authorization from Addis Ababa University, the researcher was directly lead to each sampled schools according to the schedule outlined. Then, the student researcher in every step followed all important ethical procedures until all requirement data collected and completed from intended sampled schools through.

Validity and Reliability

According to Kothari (2004) and Maree (2007), validity refers to the degree to which an instrument measure what it is supposed to measure. Reliability has to do with the consistency or repeatability of a measure or an instrument and high reliability is obtained when the measure or instrument gives the same results if the research is repeated on the same sample (Maree, 2007). To ensure validity of instruments, the instruments were developed under close guidance of the advisor and, also a pilot study was carried out on 6

physical education teachers and 25 students those were not included in the sample of Africa Hibret Secondary School to pre-test the instrument. The pilot test were well informed about the objectives and how to fill, assess and give feedback on the significance of the contents, item length, simplicity of items and detail of the questionnaire. Based on their comments the necessary modification on 2 items and complete removal and replacement of 2 unclear questions were done before the major instruments of the study were administered to reduce errors. The questionnaire has gone through revisions exhaustively to strength its validity. Generally, the test has shown that the designed questionnaire is inductive and acceptable to measure the Implementation challenges of continuous assessment in teaching physical education. The pilot test was providing an advance opportunity for the investigator to check the questionnaire and to minimize errors due to improper design of instruments, such as problem of wording or sequence (Admas et al., 2007).Cronbach's alpha Reliability Coefficient is 0.68(See Appendix G)

3.7 Method of Data Analysis and Interpretation

For this, both quantitative and qualitative methods of data analysis were employed.

Thus, the data obtained through a questionnaire were analyzed by using percentage and was followed by discussion of most important pointes. The data gathered through close ended, open ended and observations were analyzed qualitatively through descriptive narration for the purpose of triangulation.

CHAPTER FOUR

4. DATA ANALISIS AND INTERPRITATION

The collected data all the way through the attendant of the study has been tries to analyze based on each table what it shows; there is analysis and interpretation according to the motive of the presented questions. In fact, the analysis and interpretation would have been tries to express in the manner of both quantitative and qualitative way. Each table shows the qualitative result based on the collected data as well as under them there is quantitative result in a descriptive approach.

4.1 Background and characteristics of the participants

Overall, the chapter comprises of two major parts. The first part presents the characteristics of the respondents. The second part deals with the result of findings from the data which were gathered through questionnaire, interview and observation.

Table 1: Characteristic of the teachers and school principals

No.	Items	Characteristics	Teachers		Principals	
			F	%	F	%
1	Sex	Male	9	56	2	67
		Female	7	44	1	33
		Total	16	100	3	100
2	Age	21-25	3	19	-	-
		26-30	5	31	-	-
		31-35	3	19	1	33
		>36	5	31	2	67
		Total	16	100	3	100
3	Qualification	Diploma	-	-	-	-
		Degree	11	69	-	-
		Masters	5	31	3	100
		Total	16	100	3	100
4	Service years	0-3	2	12	-	-
		4-7	3	19	-	-
		8-11	7	44	-	-
		12-15	1	6	1	33
		>16	3	19	2	67
		Total	16	100	3	100

As shown in above table 16 teachers were participated in this study. The participants were *Dej .Balcha* Secondary School, *Africa Hibret* Secondary School and *Hidase Lideta* Secondary School teachers.

As we can see the table 9 (56%) male and 7 (44%) female teachers were participated.3 (19%) of them are between 21-25 years of age, 5(31%) of them are between 26-30 years of age, 3(19%) of them are between 31-35 years of age and 5(31%)of them were above 36 years of age. The majority 11(69%) of them are degree holders, 5(31%) of participants are masters holders. 2(12%) of teachers had experience between 0-3 years, 3(19%) of them had experience between 4-7 years, 7 (44%) of them had experience between 8-11 years, 1(6%) of teacher had experience between 12-15 and the rest 3(19%) of teachers had experience more than 16 years. Similarly 2(67%) of principals are male and 1(33%) of them are female were participated. 1(33%) of them are between 31-35 years of age and 2(67%) of them are above 36 years of age, almost all principals 3(100%) of them are master holders. 1(33%) of principals fall in the range of service years 12-15 and the rest to 2(67%) of them falls in the range of service years above 16. Therefore, it shows as the majority of the school principals are experienced.

Table 2: Characteristics of student participants

No	Item	Student participants characteristics	No	%
1	Sex	Male	80	51
		Female	76	49
		Total	156	100
2	Grade	9th	83	54
		10th	73	46
		Total	156	100

As shown in the above table 156 students were participated in the study among these 80 (51%) participants were male and the remaining 76(49%) of them were female. Concerning to this 83(54%) of them from nine, 73(46%) from ten.

4.2Analysis of teacher's response

Table 3: In service training of teachers on continuous assessment

No	Description	Alternatives	Teachers respondents No	%
1	Training taken on through in service	Yes	7	44
		No	9	56
2	For how many days did you take?	One day	3	19
		Three days	2	13
		A week	1	6
		A month	1	6
		Other	_	_

As indicated item (1) of the table 7(44%) of the respondents replied that, they take the training about the implementation of continuous assessment and 9(56%) of the respondents said that they did not take any training.

Regarding the duration of the training data obtained from teachers 18% replied that they take the training for one day2(13%) replied for three days 1(6%) replied for a week 1(6%) replied for a month.

This shows that the majority of the teachers did not take the training on implementation of continuous assessment in service program. Therefore, for effective implementation of continuous assessment training should be prepared for physical education teachers to improve their knowledge towards continuous assessment.

The purpose of Continuous assessment is many, it serves to see whether the teaching learning carried out in schools is achieving its objectives or not.

According to (Nitko, 1995) Continuous assessment fulfills a summative as well as a formative purpose. That is, it provides the learner with information that guides learning from day-to-day activity.

According to Dembo (1991) stated that assessment is the process and procedures that is used to make decision about students' progresses in the teachers – learning process. On the other hand, Brown *et al (1996) have* described that assessment is one of the most powerful driving force for learning. It is often states that students don't gate down to serious learning unless some form of assessment is designed. Similarly, Rowntree (1977) described that the teacher, certainly must plan and evaluate his assessment method in relation to the purpose he is pursuing. There are various types of assessments

Table 4: Materials and integration of assessment method in course plan

No	Description	Alternatives	Teachers respondents No	%
3	Are there equipment's and facilities to implement continuous assessment?	Yes	6	38
		No	10	62
4	Did you employ continuous assessment in your lesson plan?	Yes	4	25
		No	12	75

As shown in the above table 6(38%) of respondents are said there are equipment's and facilities whereas 10(62%) of the participants replied that there is no equipment's and facilities to implement continuous assessment. Thus, most of the respondents said that there is no facility and equipment's to implement continuous assessment.

As the table manifested that 4(25%) of the respondents employ continuous assessment but the rest 12(75%) of them did not employ in lesson plan.

This shows that the majority of the respondents did not employ continuous assessment in lesson plan. Therefore planning is important for effective implementation of continuous assessment.

According to pollard et al. (2005) Argue that assessment is an integral component of planning, without assessment and the consequent re- evolution of planning effective teaching cannot be maintained. Furthermore, prior to planning teachers should have formative assessment information about their student. Educators agree that assessment or evolution in education is designed to reveal how far the objectives of learning in ray situation have been accomplished. Because of this, the first step in planning for evaluating is to know the behaviors expected to occur in the student of the learning in this case, the plan has to start with identification of the purpose of learning that is objective of learning in the area to be evaluated (Johnson and Nelson, 1974).

Table 5: Frequency of continuous assessment used in classroom and student's involvement in continuous assessment process.

No	Description	Alternatives	Teacher respondents	
			No	%
5	Did you use different ways of CA?	Yes	13	81
		No	3	19
6	Do you assess your students every day?	Yes	7	44
		No	9	56
7	At what stage do you assess?	At the beginning	-	-
		While the lesson is going on	3	19
		At the end of the lesson	2	12.5
		At each stage	2	12.5
8	How often do you involve your students in assessment process?	Always	2	12.5
		Sometimes	11	68.5
		Rarely	-	-
		Not at all	3	19
9	How many times did you assess?	Two times	7	44
		Three times	5	31
		Four times	-	-
		More than times	4	25
		If other	_-	-_

As the above table screened out that 13(81%) of the respondents use different ways of assessment whereas, 3(19%) of respondents did not use different ways of continuous assessment in class and field. Therefore, most of the respondents respond that they use different ways of continuous assessment techniques.

Regarding to this 7(44%) of the attendants assesses their students every day and the rest 9(56%) of the respondents said that they did not assess their students every day.

As indicated in the above table 3(19%) of teachers replied that they were assess while the lesson is going on, 2(12.5%) after the end of the lesson, 2(12.5%) they assess their students at each stage.

As the table, reflect that 2(12.5%) of the participants involve their students always, 11(68.5%) of the respondents involve their students sometimes and the rest 3(19%) of the respondents did not involve their students in assessment process.

Regarding the above table indicated that 7(44%) of the respondents assess their students 2 times, 5(31%) assess 3 times, 4(25%) of them assess more than 4 times.

According to the response gathered from the above the majority of respondents assess two times in one unit.

According to Nitko,(2004)continuous assessment is an ongoing process of gathering and interpreting information about student learning that is used in making decision about what to teach and how to well students were learned.

According to Jacobs and crave (1996) describe summative assessment as the type of assessment which takes place at the end of learning experiences. These usually mean a major test or examination written at the end of school farm or a school year. Summative assessment is ineffective in measuring learners achievements as wells as the teaching and

learning process. Furthermore, summative assessment is essentially concerned with cognitive skill and pays little attention to the psychomotor and affective domains Ogunniyi (1991).

Table 6: The type of document uses for assessment process and to what extent school administers help physical education teachers in implementing continuous assessment.

No	Description	Alternatives	Teacher respondents No	%
10	What is the document you use to manage the implementation of CA?	Assessment format given from school	4	25
		Developed at school	6	38
		Developed at department	5	31
		Any other	1	6
11	To what extent the school administers help physical education teachers.	Very high	2	12.5
		High	5	31
		Average	7	44
		Below average	2	12.5
		Never	-	-

As what observed on tabulation 4(25%) of the respondents suggested that they used the assessment format given from the school, 6(38%) of the respondents uses which is develop at school, 5(31%) of respondents use, which is developed at department, and the rest 1(6%) of respondents respond that they use their own assessment format. Therefore, according to the response the majority of the respondents use the assessment format developed at school to manage and implement continuous assessment.

Regarding to this 2(12.5%) of the participants said that school administers help them very high, 5(31%) of the respondents said high, 7(44%) of the respondents said average, 2(12.5%) of the respondents said the school administers help them below average. Thus,

this indicates as the majority of school administers help physical education teachers in average level.

4.3 Analysis of student's response

Table 7: Students interest and information about continuous assessment

No	Description	Alternatives	Students response No	%
1	Did you have information about continuous assessment?	Yes	72	46
		No	84	54
2	Are you interested when your teacher assesses you?	Yes	32	21
		No	124	79
3	If your answer for question 2 is "No" what is your reason?	It is time consume	43	27
		Did not provide equal contribution	56	36
		Test and exams are better than CA	25	16
		Any other	__	__

As the above table indicated that 72(46%) of respondents replied as they have information about continuous assessment whereas, 84(54%) of the respondents of the study responded as they haven't information about continuous assessment. Thus, this would indicate as the majority of the respondents didn't have any information about continuous assessment.

As we can see in the above table 32(21%) of the respondents are interested when they are assessed by their teachers whereas, 124(79%) of the participants are not interested when they are assessed by their physical education teachers. Therefore the majority of the respondents are not interested when they are assessed.

Regarding to this 43(27%) of the respondents said it is time consuming, 56(36%) of the respondents said that it does not provide equal contribution in different group the rest 25(16%) of the participants said that test and final exams are better than continues

assessment. Therefore this indicates as the majority of the respondents are not interested because it does not provide equal chance in different group work.

The purpose of Continuous assessment is many, it serves to see whether the teaching learning carried out in schools is achieving its objectives or not.

According to (Nitko, 1995) Continuous assessment fulfills a summative as well as a formative purpose. That is, it provides the learner with information that guides learning from day-to-day activity.

According to Dembo (1991) stated that assessment is the process and procedures that is used to make decision about students' progresses in the teachers – learning process. On the other hand, Brown *et al (1996) have* described that assessment is one of the most powerful driving force for learning. It is often states that students don't gate down to serious learning unless some form of assessment is designed.

Table 8: Frequency of continuous assessment used by physical education teachers in classroom

No	Description	Alternatives	Students response No	%
4	Did your teacher use different types of continuous assessment?	Yes	70	48
		No	86	52
5	Do your physical education teachers inform you about CA?	Yes	46	29
		No	110	71
6	How many times your teachers assess you in one unit?	Two times	83	53
		Three times	41	26
		Four times	28	18
		More than four times	4	3
		Any other	__	__
7	Which kind of assessment your physical education teachers use frequently?	Skill test	68	43
		Class work	30	19
		Home work	26	17
		Written test	32	21
		Any other	__	__

As the table declared that 70(48%) of the respondents replied as their physical education teachers use different types of continuous assessment whereas 86(52%) of the respondents replied as their physical education teachers did not use different types of continuous assessment techniques. Therefore this indicated that physical education teachers did not use different types of continuous assessment in teaching learning process.

As the table indicated that 46(29%) of the respondents replied as their physical education teachers information students about continues assessment whereas 110(71%) of the respondents repaid that their physical education teacher did not inform about continuous assessment. Therefore it indicates as their physical education teachers did not inform about continuous assessment.

As the above table indicates as 83(53%) replied that their physical education teacher assess two times, 41(26%) of the respondents replied that their physical education teacher assess three times, 28(18%) assess four times, 4(3%) of them replied as their physical education teachers assess them more than 4 times.

According to the above table 68(43%) of students replied that their teachers use skill test frequently, 19% replied that they use class work, 26(17%) replied that they use homework and 32(21%) of respondents replied that their physical education teachers use written test frequent.

According to Black, Harrison, Lee, Marshall and William (2003) state that assessment activities can help learning if they provide information to be used as feedback by teachers, and by their pupils in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Therefore, continuous

assessment used to evaluate the effectiveness of teaching students general performance enabled teacher to know whether the lesson was successful.

Table 9: The result of Continuous assessment Techniques used by Teachers (As reported by teachers and students)

No	Items	Participants	No	Scale							
				Use always		Sometimes		When necessary		Don't use	
				No	%	No	%	No	%	No	%
1	Skill test	Teachers	16	1	6.25	6	37.5	9	56.25	0	0
		Students	156	28	17.9	40	26.6	72	46.3	16	10.2
2	Written test	Teachers	16	3	18.75	11	68.75	2	12.5	0	0
		Students	156	60	38.5	64	41.1	24	15.3	8	5.2
3	Event tasks	Teachers	16	1	6.25	5	31.25	6	37.5	4	25
		Students	156	2o	12.8	52	33.3	40	25.6	44	28.2
4	Presentation	Teachers	16	4	25	8	50	4	25	0	0
		Students	156	56	35.9	44	28.2	36	23.1	20	12.8
5	Class work	Teachers	16	8	50	4	25	4	25	0	0
		Students	156	80	51	32	20.5	32	20.5	12	7.7
6	Observation	Teachers	16	8	50	3	18,75	5	31.25	0	0
		Students	156	64	41	44	28.2	36	23.1	12	7.7
7	Home work	Teachers	16	6	37.5	7	43.75	3	18.75	0	0
		Students	156	88	55.4	40	25.6	24	15.4	4	2.6
8	Class participation	Teachers	16	11	68.75	3	18.75	2	12.5	0	0
		Students	156	116	74.3	24	15.4	12	7.7	4	2.6
9	Individual work	Teachers	16	1	6.25	7	43.75	8	50	0	0
		Students	156	36	23.1	76	48.7	32	20.5	12	7.7
10	Group work	Teachers	16	2	12.5	5	31.25	9	56.25	0	0
		Students	156	64	41	48	30.7	36	23.1	8	5.2

As it is shown in table of item 1 participants were asked how often teachers were use skill test in assessing students learning continuously. Thus 9(56.25%) teachers participants and 72(46.3%) of student participants respectively responded that skill test is used when necessary in assessing students learning. Therefore it shows that participants have an awareness concerning the use of skill test techniques in continuous assessment.

Concerning written test 11(68.75%) teachers participants and 64 (41.1%) of student participants respectively responded that written test is used sometimes in assessing students learning. Thus it shows that participants have an awareness of written test in continuous assessment.

In item No 3 of table participants were also asked how event task techniques of continuous assessment are used in assessing students leaning. Thus event task 6(37.5%) of teachers responded event task is when necessary used in assessing students activity. In other way 52(33.37%) of students replied that teachers used Event task sometimes. From this finding indicates participants have no the same understanding about the use of event task.

As it show in table of item 4 participants were asked how presentation is used in assessing students learning. Thus 8(50%) of teachers replied presentation is used sometimes. About 56(35.9%) students responded that presentation is used always by physical education teachers. According to the above it shows there is no the same awareness about presentation assessment techniques.

As it shown in table of item 5 participants were also asked how often teachers use class work in assessing students learning continuously. Hence 8(50%) of teachers and 80(51%) of students respectively responded that class work is used always to assess students.

Regarding to this it indicates as the physical education teachers and students have the same understanding concerning to class work techniques in teaching–learning process.

In item no 6 of table 8(50%) of teachers and 64(41%) student's respondents that observation is used always to assess students learning. Thus it shows that participants have the same undressing of observation techniques in continuous assessment.

As it shown in table of item 7 participants were asked how often teachers use Home work in assessing students. Thus 7(43.75%) of teachers use homework sometimes whereas88(55.4%) of students respondents that homework is used always by physical education teachers to assess students learning. Therefore it shows that there is no similar understanding of homework techniques between teachers and students response.

In item No 8 table respondents replied that 11(68.75%) of teachers and 116(74.3%) of students respectively responded that Class participation is used always in teaching-learning process. In general, the result of the above that teachers and students have the same understanding in practicing continuous assessment.

Regarding the use of Individuals work, 8(50%) of teachers responded Individual work is used when necessary in assessing students. In other way 76(48.7%) of students replied that teachers use individual work sometimes in assessing students. Therefore it indicates as students and teachers have no the same understanding on continuous assessment techniques.

In item no 10 of the above participants were asked how often teachers were use group work in assessing students learning. Therefore the participants answer that 9(56.25%) of teachers use group work when necessary to assess the students learning. In other way 64(41%) 0f students responded group work used sometimes in assessing students

learning continuously. It shows that participants have no similar understanding concerning the use of group work between teachers and students in assessing techniques.

According to ICDR (2004) continuous assessment is actualized in line with the following basic requirements. The teachers must be equipped with adequate knowledge and capability about continuous assessment techniques. Assessment must be planned activities, the assessment should be based on the actual condition, time, places and social factors of the class, student's level of knowledge and the nature of instruction, variety of items and assessment techniques should be selected and applied.

4.4. Classroom observation of Continuous Assessment

The observation check list helps us to see the various interaction the teachers and instructional aid if any and student's interaction between among them in the classroom.

Classroom observation was conducted with the help of checklist, which include four categories of learning and assessing result with these categories resulted in the following. Out of all 16 teachers in this study, 6 of them were observed for this particular case.

Table 10: Class room observation results

No	Tem of observation	Alternatives of Respondents Yes		No	
		No	%	No	%
1	Used continuous assessment plan	2	33	4	67
2	Continuous assessment related to lesson objective	2	33	4	67
3	Used different continuous assessment techniques	1	17	5	83
4	Give information about continuous assessment	2	33	4	67

Classroom observation was conducted with the help of check list which include 4 categories of assessment instruction. According to above table 4(67%) of physical education teachers are not used continuous assessment plan, 4(67%) of teacher's lesson

objective are not related to continuous assessment practice5(83%) of teachers during the observation did not use different continuous assessment techniques, most of 4(67%) physical education teachers are not give information about continuous assessment. Therefore if the above point is not practiced, continuous assessment could not be effective and progress in learning will be invisible and improvement in instruction.

4.5. Results of interview and open ended questions

Result of interview with school principals and physical education teachers in response to the mechanics which school principals used checking whether physical education teachers implement assessment continuously. The school principals responded that they did not have ways of checking and they had no attempted to do so. Most of interviewer school principal said that there is a discussion with a department heads concerned to continue assessment. But checking in the field and observing in the classroom is very difficult. Regarding to most of physical education teacher responded that the school principals did not support the physical education teachers because of this they are not implement continues assessment effectively.

4.6. Major challenges faced by physical education teachers when implementing continuous assessment

As the evidences for open ended questions and interview, almost all of the respondents indicated the following major points.

1. Large class size is the factor that hinders the practice of continuous assessment. In schools where this research conducted there were about 45-50 students in one class averagely. In such a case it is difficult for teacher to realize continuous assessment

practically. Had there been less number of students, it would have been manageable for continuous assessment to be practiced, otherwise it is challenging.

2. The facilitation and support activity from the school administrative and other stakeholder is low. According to the results of interview question with teachers, they responded that because of lack of awareness, it is difficult to paratactic in school ground.
3. Shortage of time to teach as well as to learn as the main factor on continuous assessment.
4. Insufficient teaching materials and instruments, lack of guidelines in the school can hinder the implementation of continues assessment.
5. Student's failure to prepare themselves for continuous assessment.
6. Poor documentation and poor format reporting system. Also another factor that challenges the effectiveness of continues assessment.
7. Poor awareness about continuous assessment on teachers as well as on students. Additionally uncomfortable class and fields are the challenges to implement continuous assessment at school. Therefore, here the whole problem in students as well as teachers shows that lack of awareness in the basic challenges for the implementation of continuous assessment.

4.7. Respondents were asked to suggest possible solutions for the stated problems and they forward the following.

Respondents were asked to suggest possible solutions for the problems they mentioned; consequently they forwarded the following solutions.

- ✓ Preparing training on implementation of continuous assessment for teachers and students.
- ✓ Creating awareness on students and teachers about continuous assessment.
- ✓ Minimizing the number of students in a class.
- ✓ Giving feedback for students
- ✓ Use different continuous assessment techniques.
- ✓ Fulfilling materials and equipment's to improve the implementation of continuous assessment. Hence based on the participant's answer the above solution is listed therefore, school administers, teachers and students must give attention for effective implementation of continuous assessment

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter of the thesis presents the summary of the major findings, the conclusions and the recommendations forwarded by the researcher which is expected to the problems revealed.

5.1 Summary

The main objective of this study was to assess the implementation challenges of continuous assessment in teaching physical education. To achieve this aim the following researcher questions were raised.

1. What are the major types of continuous assessment practiced by physical education teachers?
2. How often physical education teachers employ continuous assessment in teaching learning process?
3. What are the challenges faced by physical education teachers in practicing continuous assessment techniques?

In order to answer this research questions a descriptive survey methods with qualitative and quantitative approach was employed. To collect the required information different data collecting instruments such as questionnaires, interviews and observation were handled.

Accordingly the following major findings were identified.

- Regarding to training of continuous assessment, most of the physical education teachers had no in service training about the implementation of continues

assessment. Because of this, the majority of them can focus on summative and rather than formative assessment.

- Most of the physical education teacher did not include variety of continuous assessment techniques in their plan and also they did not use in the classroom and practical class activities. They concerned on few tools of assessment like homework, class work, and test. As a result the status of continuous assessment practice is far from what is needed.
- Regarding to support from school principals, most of them are not committed to fulfill guidelines and necessary materials for better implementation of continuous assessment.
- Most of students have no information about continuous assessment. As a result they are not interested when they are assessed by their physical education teachers. Some of students, however, they are interested to do assessment tasks given by teachers not to bring what is needed through continues assessment. But to get mark through group involvement without working properly. This indicates lack follow up and lack of commitment to inform necessity of continuous assessment for students from teacher's side.
- Challenges faced by physical education teachers to implement continuous assessment some are lack of training, lack of support from school principals, lack of materials and equipment's, large class size, shortage of time allotment for physical education class.

5.2 Conclusions

Based on the above major findings, the following conclusions were drawn.

As the findings of the study reveals, most of physical education have no training regarding continues assessment in their in service program. This makes teachers not to have knowledge of continuous assessment. Therefore, most of physical education teachers focus on summative rather than formative assessment.

As the findings of the study there is lack of commitment from the side of school principals to fulfill necessary guideline for physical education teachers, therefore, practicing continues assessment become difficult in the teaching learning process.

The majority of students also revealed that they have no information about continues assessment in this case, they are not interested when they are assessed by their physical education teachers.

The main challenges to implement continuous assessment is lack of training, lack of support from school principal, lack of materials and equipment's, large class size.

Therefore, secondary school physical education teacher should strive to eradicate or minimize these challenges by evaluating themselves through feedback to them in the day to day activity. School principals and other concerned body are also responsible and need to have sustainable and near contact with physical education teacher in order to help and capacitate them for effective implementation of continuous assessment.

5.3 Recommendation

Based on the findings and conclusion the following recommendations are forwarded.

- For effective implementation of continuous assessment school administers and concerning bodies should provide training on implementation of continuous assessment for teachers and students to change their knowledge, attitude and skills of continuous assessment.
- The findings of the study revealed that there is no guidelines to implement continue assessment. Therefore, for effective implementation of continues assessment the school principals should fulfill necessary guidelines to improve the practice of continues assessment.
- As the finding revealed, most of students have no information about continues assessment in this case, most of them are not interested when they are assessed. Therefore, physical education teachers should inform their students about the implementations of continues assessment to improve their understanding level.
- The findings of the study revealed that most of physical education teachers did not use variety of continues assessment techniques. Therefore, physical education teacher should employee different types of continues assessment to improve students' knowledge, skill and attitude.
- As the findings revealed, the challenges faced by physical education teachers are lack of training, lack support from school principal, lack of material and equipment's and large class size. Therefore, school principals, physical education teachers and other concerned bodies should eradicate or minimize these problems for effective implementations of continues assessment.

- Finally, the researcher recommends a more detailed and comprehensive study in the area to strengthen the result of the findings.

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Appendix A

Addis Ababa University

School of Graduates Studies

College of education and behavioral studies

Department of science and mathematics Education

Questioner to be filled by teachers

The purpose of this questioner is to conduct a research on ***the implementation challenges of continuous assessment in teaching*** **physical education in secondary schools of Lideta sub city Addis Ababa city administration** and to recommend possible solution for improvement of continuous assessment in the appointed study area.

So I kindly request you to fill this questionnaire and give your genuine response because it gives a great benefit for the success of the research.

Direction

- ❖ You are not required to write your name.
- ❖ Put a " √ " mark in the space provided
- ❖ For the open-ended questions try to give short and precise answers.

Part One: Background Information

1. Sex Male ☐ Female ☐
2. Age A.21-25 ☐ B.26-30 ☐ C.31-35 ☐ D.36 and above ☐
3. Education background Diploma ☐ Degree ☐ master ☐

If any_____

4. Teaching experience in year A.0-3 ☐ B.4-7 ☐ C.8-11 ☐ D.12-15 ☐ E.16 and above ☐

Part two: Questions associated with research.

Instruction:-Put tick mark "√"according to your choice and write answer on space provided

1. Did you take any course or training on the implementation of continuous assessment in your teaching work life?

A. Yes ☐ B. No ☐

2. If your answer for number question (1) is "Yes" for how many days did you take?

A. One day ☐ B. Three days ☐ C.A week ☐ D.A month ☐

E. If any other specify_____

3. Are there equipment's and facilities to implement continuous assessment?

A. Yes ☐ B. No ☐

4. Did you employ continuous assessment in teaching learning process to your lesson plan?

A. Yes ☐ B. No ☐

5. Did you use different ways of continuous assessment in the class or field?

A. Yes ☐ B. No ☐

6. In the subject you teach, do you assess your students every day?

A. Yes ☐ B. No ☐

7. If your answer for question number (6) is "Yes" at which stage do you assess?

A. At the beginning of the lesson ☐

B. While the lesson is going on ☐

C. After the end of the lesson ☐

D. At each stage (before, during and after the lesson) ☐

8. How often do you involve your students in the assessment process?

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

9. How many times did you assess your students in one unit?

A.2 times ☐ B.3 times ☐ C.4 times ☐ D. More than 4 times ☐

E. If any other than the above please specify_____

10. What is the document you use to manage and implement continuous assessment?

A. Only assessment format given from the school ☐

B. Assessment guideline developed at school ☐

C. assessment guideline developed at department ☐

D. If any other please specify_____

11. To what extent the school administration help teachers in implementing continuous assessment?

A. Very high ☐ B. High ☐ C. Average ☐ D. below average ☐ E. Never ☐

12. What are the major challenges have you faced when you are implementing continuous assessment?

_____

_____

13. What are the possible solutions to minimize the factor that affect the implementation of continuous assessment?

_____

_____

14. Finally, if you have anything to write

_____

_____

Part Three. Indicate by "√"tick the assessment method you use for teaching physical Education in the space provided

No	Assessment method	Use always	Sometimes	When necessary	Don't use
1	Skill test				
2	Written test				
3	Event task				
4	Presentation				
5	Class work				
6	Observation				
7	Home work				
8	Class participation				
9	Individual work				
10	Group work				
11	Others				

Appendix B

Addis Ababa University

School of Graduates Studies

College of education and behavioral studies

Department of science and mathematics Education

Questioner to be filled by students

The purpose of this questioner is to conduct a research on ***the implementation challenges of continuous assessment in teaching*** **physical education in secondary schools of Lideta sub city Addis Ababa city administration** and to recommend possible solution for improvement of continuous assessment in the appointed study area.

So I kindly request you to fill this questionnaire and give your genuine response because it gives a great benefit for the success of the research.

Direction

- You are not required to write your name.
- Put a " √ " mark in the space provided
- For the open-ended questions try to give short and precise answers.

Part One: Background Information

1. Sex Male ☐ Female ☐
2. Age A.14-16 ☐ B.17-19 ☐ C.20-22 ☐ D.23 and above ☐
3. Grade level_____

Part two: Questions associated with research.

Instruction:-Put tick mark "√"according to your choice and write answer on space provided.

1. Did you have any information about continuous assessment?

A. Yes ☐ B. No ☐

2. Are you interested when your physical education teachers assess you continuously?

A. Yes ☐ B. No ☐

3. If your answer for question number (2) is "No" what is your reason?

A. Continuous assessment is time consuming ☐

B. Is all group members did not provide equal contribution in different group works ☐

C. Test and final exams are better than continuous assessment ☐

D .If any please specify_____

4.Did your physical education teachers use different types of continuous assessment? like skill test, homework, group work etc.?

A. Yes ☐ B. No ☐

5. Do your physical education teachers inform you about the continuous assessment process?

A. Yes ☐ B. No ☐

6.How many times your physical education teachers assess you in one unit?

A. Two times ☐ B. Three times ☐ C. Four times ☐

D. More than four times ☐

E. If any please specify_____

7. Which kind of assessment your physical education teachers use frequently?

A. Skill test ☐ B. Class work ☐ C. homework ☐ D. Written test ☐

E. If any other any please specify_____

8. In your learning experience in the school what factor did think can hinder to implement continuous assessment?

_____

_____

9. What are possible solutions to minimize the factor that affect the implementation of continuous assessment?

_____

_____

10. Finally, if you have anything to write?

_____

_____

Part three. Indicate by "√ "tick the assessment method used by your physical education in the space provided.

No	Assessment method	Use always	Sometimes	When necessary	Don't use
1	Skill test				
2	Written test				
3	Event task				
4	Presentation				
5	Class work				
6	Observation				
7	Home work				
8	Class participation				
9	Individual work				
10	Group work				

Appendix C

አዲስ አበባ ዩኒቨርስቲ

የትምህርትና ሥነ-ምግባር የድህረምረቃ ት/ቤት

የሳይንስ እና የሂሣብ ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

ውድ ተማሪዎች

የዚህ መጠይቅ ዓላማ ጤናና ሰውነት ማጎልመሻ ትምህርት ላይ ያለውን በተከታታይ ምዘና ዙር ያያሉ ተግዳሮቶች በሚል ጥናትና ምርምር ለማካሄድ ሲሆን እርሶ የሚሰጡት ምላሽ ለጥናትና ምርምሩ ከፍተኛ አስተዋፅ አይኖረዋል፡፡

ስለሆነም የቀረቡትን እያንዳንዱን መጠይቅ በጥንቃቄና በታማኝነት (በቅንነት) እንዲሞሏቸው እየጠየቅሁ ለጥናቱ ለሚያበረክቱት የበኩልዎን አስተዋፅኦ በቅድሚያ አመሰግናለሁ፡፡

መመሪያ

- **በመጠይቁ ላይ ስምዎን አይጻፉ**
- **በተሰጡት ሳጥኖች ውስጥ የጭረት (✓) ምልክት ይጠቀሙ**
- **ለተሰጡት ክፍት ቦታዎች የሚያስቡትን ትክክለኛ መልስ በግልጽና በአጭሩ ያስፍሩ**

ክፍል አንድ፡- ግለታሪክ መረጃ

1. **ፆታ** ወ ☐ ሴ ☐
2. **ዕድሜ** A. 14-16 ☐ B. 17-19 ☐ C. 20-22 ☐ D. 23 **እናበላይ** ☐
3. **የክፍል ደረጃ፡** ----------

ክፍል ሁለት፡- ከምርምር ርዕሱ ጋር የተያያዙ ጥያቄዎች

መመሪያ፡- **ለጥያቄዎቹ ከተሰጡት አማራጮች ውስጥ በትክክለኛው መልስ የጭረት ምልክት በማስቀመጥ ወይም ለባዶ ስፍራዎቹ ትክክለኛ መልስ በመፃፍም ላሸስጡ፡፡**

1.**ከአሁን በፊት ተከታታይ ምዘና ጽንሰ ሀሳብ ዙሪያ መረጃ አለዎት** ?

A. **አዎ** ☐ B. **አይ** ☐

2.**የጤናና ሰውነት ማጎልመሻ መምህራን በሰውነት ማጎልመሻ ትምህርት በተከታታይ የምዘና ዘዴ በተከታታይነት ይመዝኖዎተል** ?

A. **አዎ**☐ B **አልተመዘንኩም** ☐

3.**ለሁለተኛው ጥያቄ ምላሽ በጭራሽ ከሆነ ምክንያቱ ምንድን ነው** ?

A. **ተከታታይ ምዘና ዘዴ ብዙ ሰዓት ስለሚወስድ ነው** ☐

B. **መ**ከራዎች እ ናአጠቃላይ ፈተናዎች ከተከታታይ ምዘና የተሸለ ስለሆኑ ነው ☐

C .**አስፈላጊነቱ ስላልታመነበት ወይምሥለማይታወቅ** ☐

D .**ምክንያቱን አላውቅም** ☐

E .**ሌላ ምክንያት** _____

4. **የጤናና ሰውነት ማጎልመሻ መምህራንዎ የተለያዩ ተከታታይ ምዘና ዘዴ ተግባራዊ ያደርጋሉን** ? **ምሳሌ፡- የክህሎትመከራፈተና፣የቤትሥራ፣የቡድንሥራወዘተ….**

A. **አዎ** ☐ B. **አያደርጉም** ☐

5.**የጤናና ሰውነት ማጎልመሻ መምህራንዎ በጤናና ሰውነት ማጎልመሻ ትምህርት ዙሪያ በሚካሄደው በተከታታይ ምዘና ሂደት ዙሪያ መረጃ ይሰጥዎታል** ?

A. **አዎ** ☐ B.**አይሰጡ** ☐

6. **የጤናና ሰውነት ማጎልመሻ መምህራንዎ በአንድ ምዕራፍ ላይ ምን ያህል ጊዜ የሙከራ ግምገማ ያደርጋሉ** ?

A.1 **ጊዜ** ☐ B.2 **ጊዜ** ☐ C.3 **ጊዜስ** ☐ D. 4 **ጊዜበላይ** ☐

E. **ሌላ ካለዎት**_____

7. **የጤናና ሰውነት ማጎልመሻ መምህራንዎ አዘወትረው ተግባራዊ የሚያደርጉት የግምገማ ጊዜ የትኛው ነው** ?

A. **የክህሎት ግምገማ** ☐ B. **የክፍል ሥራ** ☐ C. **የቤትሥራ** ☐

D. **የፅሑፍ ግምገማ**☐ E. **ሌላ ካለዎት ይግለፁ**_____

8. **ካለዎት የትምህርት ቤት የመማር ልምድዎ ተከታታይ ምዘና ተግባር የሚያጋጥሙ ተግዳሮቶች ምን ናቸው ብለው ያምናሉ**?_____

_____

9. **እነዚህን ከላይ የጠቀስኳቸውን የተከታታይ ምዘና ተግዳሮቶች ለመቀነስ የሚሰጡት መፍትሄ ሀሳብምንድን ናቸውይላሉ**?_____

_____

10. **በጥናቱ ርዕስ ዙሪያ ሊጠቅሱ የሚፈልጉት ተጨማሪ ሃሳብ አስተያየት ካለ በተሰጠው ባዶ ስፍራ በአጭሩይግለጹ፡፡**_____

_____

ክፍል ሦስት፡ በሚከተለው ሰንጠረዥ ውስጥ ለተዘረዘሩት የጤናና ሰውነት ማጎልመሻ መምህርዎ ሊጠቀሙ የሚችሉት የግምገማ ዘዴዎች ያለዎትን ምላሽ የጭረት (✓) ምልክት በማድረግ ያመልክቱ፡፡

ተ.ቁ	የግምገማ ዘዴ አይነት	አዘውትረውይ ጠቀማሉ	አንዳንድ ጊዜይጠቀማሉ	አስፈላጊ ሆኖሲገኝ ይጠቀማሉ	በጭራሽ አይጠቀሙም
1	የተግባር ግምገማ መከራ				
2	የጽሑፍ ፈተና				
3	ድንገተኛ ግምገማ				
4	የክፍል ግለ ገጽ				
5	የክፍል ስራ				
6	አጠቃላይ ክትትልና ግምገማ				
7	የቤት ስራ				
8	የክፍል ግለ ተሳትፎ				
9	የግል ስራ ግምገማ				
10	የቡድን ስራ ግምገማ				

Appendix D

Interview with schools principals and physical education teachers

Part I General information

Sex_____ Qualification _____

Age _____ Years of Experience _____

Part II main data information

1. What are the main challenges to implement continuous assessment in your school?

2. Does the school proved formats, guidelines and necessary materials to facilitate continuous assessment practice?

3. To what extent school principals support and check physical education teachers when they are practice continues assessment in the teaching learning process?

4. What should be done for the successful practice of continuous assessment in your school?

Appendix E

Classroom Observation Checklists for the implementation of Continuous assessment

Part I General information

1. Name of the School_____

2. Name of Observer_____

Date_____

Subject_____

Grade_____

Part II Class room observation checklists put `√`mark on the space provided

No	Term of observation	Alternatives of Respondents	
		Yes	No
1	Used continuous assessment plan		
2	Continuous assessment related to lesson objective		
3	Used different continuous assessment techniques		
4	Give information about continuous assessment		

Appendix F-1

According to Kothair (2004) formula, a study population of interest (N) less than 10,000 sample size of the study is calculated by using the formula.

Nf= n/(1 $\frac{n}{N}$) where n≡($\frac{z2\ xpxq}{d2}$)

Z=standard normal valuable at the required confidence level =93%=1.81

N=desired sample size

P=estimated characteristics of target population=0.5

D=level of statistical significance of error=0.07

G=1-p=1-0.5=0.5

Hence for the population of interest (N), 2540 the sample size is calculated as

N= ($\frac{z^2xpxq}{d^2}$) =$\frac{(1.81)2(0.5)(0.5)}{(0.07)2}$=167

N_f=n/ (1+$\frac{n}{N}$) =

N_f=167/ (1+$\frac{167}{2540}$) =167/ (1.063) =156

Appendix F-2

William stratified formula (1977:75)

PS= $\frac{n}{N}$ x No of students in each school

Where Ps= proportional size

n= Total students sample size

N= Total number of students in the three selected school=2540

Therefore, Dej.Balcha Abanefso$\frac{156}{2540}$ x 869 =53

Africa Hibret$\frac{156}{2540}$ x 841=52

Hidase Lideta$\frac{156}{2540}$ x 830 = 51

Appendix G

Reliability statics

No	Questions	No of item	Cro. alpha
1	In-service training of teachers	2	0.62
2	Material and integration of assessment method	2	0.73
3	Frequency of continuous assessment used by teachers	9	0.68
4	Types of document used by assess	5	0.78
5	Students inters and information about continuous assessment	3	0.66
6	Continuous assessment used by teachers (as reported by teachers and students)	10	0.64
	Total	28	0.68

Declaration

The researcher hereby declares that the thesis on the title," Implementation Challenges of Continuous Assessment in Teaching Physical Education in Secondary Schools Of Lideta Sub City, Addis Ababa City Administration," is my original work and all sources of materials used for the thesis have been duly acknowledged.

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

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Date_____