FACTORS AFFECTING THE IMPLEMENTATION OF CLASSROOM ASSESSMENT IN PHYSICAL EDUCATION WITH SOME SELECTED SECONDARY SCHOOLS IN GURAGE ZONE

BY

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Acronyms

AAHPERD - The American Allience for Health, Physical Education, Recreation and Dance

AAC - Alberta Assessment Consortium

CAHPERD - Canadian Association for Health, Physical Education Recreation and Dance

PE - Physical Education

Abstract

This study investigated factors that affect the implementation of physical education classroom assessments in selected high schools of Gurage Zone. Specifically, the study sought to gain an understanding of the extent to which teachers use different classroom assessment methods and tools to understand and to support both the learning and teaching processes in physical education. Through a descriptive survey study was conducted using 165 grade 9 and grade 10 physical education students, 8 physical education teachers and 5 physical education department heads. Students were selected using random sampling techniques while physical education teachers and department heads were selected using pervasive sampling techniques. The study used a questionnaire to establish both grade 9 and grade 10 physical education students and teachers perceptions of classroom assessment, and interviews as main sources of data collection. The data suggest that both students and teachers perceive classroom assessment as a positive activity. As a result of inadequate assessment knowledge and training, most assessment methods are ineffective and assessment types as tests that teachers give to their students at specified time intervals. Since teachers perceived classroom assessment as tests, they showed limited ability to use different methods and tools to assess their students while teaching physical education practical lessons. Their perceptions of classroom assessment have influence on their classroom assessment practices. Teachers' experience and teacher education program did not seem to contribute much to teachers' perceptions of classroom assessment; however, teacher's academic qualification seemed to influence teachers' flexibility to accept new physical education assessment methods. In addition to these, in all selected schools in Gurage Zone, suitability of schools and classrooms environment, inadequate school facilities, and unavailability of sport equipments were found to be among the most affecting factors in the effective implementation of physical education classroom assessments in selected schools of the Zone.

Key Words: Implementation, Classroom Assessment, Physical Education, Perception, School Facilities and Classroom Environment

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The practice of Physical Education (PE) is a fundamental right for all. Every human being has a fundamental right of access to physical education and sports, which are essential for the complete development of his or her personality. The freedom to develop physical, intellectual and moral power through physical education and sport must be guaranteed both within the educational system and in other aspects of social life (UNESCO: 1978, Article, 1).

The need to children and youth to engage in regular physical activity as one of the prerequisites for achieving optimum health and quality of life has long been recognized. The UNESCO charter of physical education and sport established in 1978 was one of the first international statements espousing these beliefs Bucher and Krotee (2002).

In similar way, although many children and youth, particularly those with concerned parents, learn physical skills and participate in community settings, only school can reach and influence all children.

Physical education is vital to all aspects of normal growth and development of children and youth not only physical but social and emotional growth as well. Enhanced learning, better concentration, improved self control and self-confidence, as well as promotion of healthy, positive and lifelong attitudes toward physical activity are well documented benefits of quality physical education in school. In addition, school physical education establishes the foundation of skills for a life time of participation while at the same time building at natural immunizing effect against many sedentary life style diseases.

CAHPERD and AAHPERD, as Bucher and Krotee (2002) stated, all students in every grade have the right and the opportunity to experience sustained, vigorous physical activity and participate in quality, daily physical education programs.

All aspects of a quality physical education program have a positive impact on thinking, knowing and doing (or, the cognitive, affective and physical) domain of the lives of children and youth and that physically educated children and youth will go on to lead active, healthy and productive lives.

While the aforementioned facts of P.E has multi-faceted contribution in the lives of children and youths, during the implementation of quality physical education and sport program, conducting an assessment studies has a paramount importance.

Different authors have offered their own views on the purpose of assessment. For example, Micholls (1999) suggest that there are three fundamental reasons for assessment. These are: feedback, progress and motivation.

Feedback provides information about pupil's progress which allows teachers to evaluate the effectiveness of their teaching by assessing how well the learning objectives have been achieved. It also gives direct feedback to pupils, by comparing their performance with their previous 'best', class performance or national expectations.

Assessment also provides virtual information on pupil's progress. The purpose of progress in assessment to help the teacher address pupils' learning needs, and feeds into recording the reporting procedures.

Assessment can also viewed is a key factor in encouraging pupils to strive to succeed and improve their skills, knowledge and understanding and as such is an effective mechanism for future improvement and motivation.

On the other hand, the purpose of assessment is to evaluate and improve the teaching learning process. In addition, he described that the purpose of assessment is to collect adequate information about students, capacity of learning behaviors; knowledge, ability, skills and attitudes.

Good assessment of student learning provides valid and reliable evidence of student performance to make appropriate decision. Therefore assessment is an integral component of physical education and sport as it has many purposes, techniques and procedures.

However, there are factors that affect the appropriate implementation of physical education classroom assessment. To undertake effective student centered classroom assessments, there should be mechanisms of grasping the feedbacks, progresses and motivation of students that they have toward their PE classes. Therefore, this study mainly relies on factors that hinder the effectiveness of classroom assessment in physical education in five-selected secondary schools in Gurage zone.

1.2 Statement of the Problem

Assessment is not necessarily an integral to all teaching, but it is integral to good or effective teaching and learning. Educational assessments can be made at various levels such as at National, Regional[1], Zonal[2], Wereda[3] and school levels. In this study, five governmental secondary schools (Guro, Emdebir, Agena, Gunchire, and Arekit) were selected. Assessment that is conducted at school level usually termed as school based or classroom assessment and is carried on by classroom teachers to collect adequate information about pupils' capacity or learning behaviors; knowledge, skill and attitude, Airasian (1991).

In similar way, assessment in education is concerned with obtaining and interpreting information about pupils' skills, knowledge and understanding and their learning needs, Bailey (2001).

Similarly with the above statement, assessment is more specific than monitoring, where monitoring generally provides the teacher with an overview of the learning the class as a whole. Assessment provides much more detail information about the learning and achievement of

1. Region (Regional): after the decentralization of government, Ethiopia was divided into 9 administrative regions called Regions (singular – region) or Regional States..

2. Zone: the Region is subdivided into 68 zones. Among them is the Gurage Zone.

3. Woreda: a Woreda is equivalent to a district, managed by a local government. The zones of Ethiopia are subdivided in around 550 Woredas. Although some Woredas can be traced back as institutions (kingdoms) to earliest times, many are of more recent creation

individuals, specifically, as they relate to learning objective of the lesson or the unit of work. In addition to this, Caroll (1994) forwarded a plausible statement that assessment always involves making a judgment. It does not simply note what pupils have done in a lesson, but also makes some sort of qualitative statement as well.

Assessment should focus up on what students learn and how well they learn it. This information becomes the basis for future planning and target setting and provides teachers with valuable feedback to their own performance as teachers. Assessment, is part of a cycle of planning teaching, learning and assessment in which teachers make judgment of pupils' performance, which inform future planning, which directs their teaching and, in turn, affects pupils' performance Bailey (2001).

Assessment is said to be good if it serves the intended purpose. According to Fengying (2003), if someone is asked about the purpose of assessment in a classroom setting, he/she will likely mention if as the attribution of a mark, which indicates the quality of the performance. However the purpose of assessment is much more than that. Assessing the work of students allows teachers to provide various forms of feedback information such as indicating learners' strengths and weaknesses, motivating learners, focusing learners on their physical education (physical activities) learning achievement and development. This is turn indicates to the learner whether or not his/her, learning is sufficient to progress to a further stage in learning. Moreover, assessment provides insight about the quality of instruction. Teachers can really get feedback. To see if their instruction was good or defective and that helps them in decision making like as to whether to repeat the lesson or going ahead.

Hence, as assessment is an integral part of the effective teaching and learning process. It should be carried out in effective way. In order to make effective assessment, the teacher needs to adhere to certain principles. Of good practice, Carroll (1994) proposes the following four principles as fundamental to effective assessment in physical education validity, reliability, objectivity and clear criteria. Bailey also adds one principle to Carol's list. Assessment procedures that are valid, reliable, objective and clear criteria, but which are also massive time consuming or which take the teacher away from proper supervision of the lesson, are not advisable.

But, to make assessment effective there are factors which affects the classroom assessment in physical education as the researcher of this study observed. In fact, with regard to the problems, the source of observations are not created merely by the researcher, rather sources were from the students comment, and direct contact with the physical education teachers in the Gurage Zone. Besides, the researcher has served as a secondary school physical education teacher in the Zone and knows that nothing has been done so far with regard to physical education classroom assessment. Among the typical problems that have been taken into consideration during his physical education career years, lack of instructional equipment and school facilities, deceptive perception of students toward classroom assessment and no clear classroom assessment guidelines are some. These factors have affected the effective implementation of physical education classroom assessment. This is the plausible driving factor or assumption that initiates the researcher to undertake the study on the topic.

Therefore, on the basis of this idea, this study attempts to examine the major problems affecting effective implementation of physical education classroom assessment in the five (Guro, Emdebir, Agena, Gunchire, and Arekit) government secondary schools in the Gurage Zone. By doing this, it is aimed to find out the factors that impede the learning and teaching process in physical education.

1.3 Research Question

In this study, I will try to examine the following research questions:

1) How do physical education teachers of Gurage zone assess their students?
2) Do they have appropriate knowledge, skills and attitude about classroom assessment techniques and procedures?
3) What type of assessments do teachers use to assess their students?
4) What is perception of the students towards the classroom assessment procedures and techniques in physical education?
5) How suitable is the learning and teaching environment in the schools and classrooms for effectively implementation of physical education classroom assessment?

1.4 Objectives of the Study

1.4.1 General Objective

The study is designed to achieve the following major objectives: identify the PE teachers, students and school's equipments and facilities related factors that affect the effective implementation of physical education classroom assessment in the five governmental secondary schools of Gurage zone, and suggesting some alternative approaches that can help to improve the effectiveness of classroom assessment in physical education for the zonal secondary schools.

1.4.2 Specific Objectives

The specific objectives of the study are to:

- Investigate factors that affect the implementation of effective physical education classroom assessment in five governmental high schools in Gurage Zone,
- Investigate the attitude of grade 9 and 10 students toward the use of effective physical education classroom assessment,
- Investigate the attitude of grade 9 and 10 physical education teachers and department heads toward the use of effective physical education classroom assessment, and
- Recommend some possible alternatives to improve the implementation of effective physical education classroom assessments in the selected governmental high schools based on the findings of this study.

1.5 Significance of the Study

The study will have the following significances:

1) Identification of the major factors that affect the effective implementation of classroom assessment in physical education in Gurage zone.
2) It will create good awareness for principals, physical education department heads, physical education teachers and students.
3) The Gurage zone education bureau will benefit from the findings of the study, and
4) The finding may contribute as a source for education experts and theoreticians who are

interested in the areas of PE in general and the zonal education practices in particular.

1.6 Delimitation of the Study

It is useful to examine factors that affects the physical education classroom assessment at national level or in different parts of the country because the most reliable and valid information may be found if the research study includes of national context rather than a specific one.

However, this study is delimited both in scope and depth. Therefore, it is restricted to identify the factors that hinder physical education classroom assessment in selected governmental secondary schools in Gurage zone.

This study doesn't include private, religious, missionary and community secondary schools in the zone. This is mainly because of certain constraints such as small budget allocation to the study, lack of accessible data on the research topic, and lack of facilities and equipments related to the study.

1.7 Organization of the study

This study is structured into five chapters each of which are interrelated and stands to achieve the main objectives. Accordingly, chapter one presents the overall background of the study with main statements of problems and research questions, objectives, significance, delimitation, and organization of the study followed by placing the literature review that capture previous literature pertaining to the definitions, educational, framework, trend & purposes and types of classroom assessment in chapter two. Chapter three introduces the participants and setting, sampling procedures, instruments, procedures of data collection and analysis to carry out this study. Chapter four and five shows the data presentation and analysis that has been collected in the studies conducted for this thesis, and summarizes the major chapters and sections, conclude and recommend both the substantive and the methodological contributions made by the research presented in this thesis. It also contains a critical review of the thesis research and points out areas for further research

CHAPTER TWO

REWIEW OF LITERATURE

The review of literature is divided into the following main areas. These areas will capture previous literature pertaining to the definitions, educational, framework, trend & purposes and types of classroom assessment. It also explores factors affecting the implementation of classroom assessment in physical education classes.

2.1 Definition of Assessment

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

Regarding the concept of assessment, different authors have forwarded their definition of assessment relying on the purpose of education. Among the most plausible definitions of assessment, Siedentop (1991) noted that assessment is collection of reliable, valid, information for purpose of improving performance. In Kyriacou (1998) more specified definition; assessment is presented as part of teaching activity that used to upraise pupil's performance. In similar way, assessment is the process of collecting, synthesizing and interpreting information to aid classroom decision making. Further, Kyriacou suggested that assessment includes all methods and procedures that teachers use to collect information on what is happing in their classroom and the effect it has on learners' achievement.

Hence from above definitions, it is possible to note that the concept or notion obtained from assessment basically indicates the multi-purpose driven process that used to make different decisions about students' achievement, additional instruction or improvement of teaching materials aiming whether to improve the method of teaching-learning or not.

2.2 Assessment in Education

Assessment is critical to determine whether or not change is taking place and, if so, if the change is moving in a desirable direction. Responsibility becomes significant to reward teachers who are really teaching and to encourage others to see student learning as a significant part of their responsibility.

Tests provide schools with accountable data on the achievement of their students, Frederiksen (1984). Essentially, an accountability system in education as any other systems is a chain of responses to perceived needs or demands; a set of activities that emerges to fill those demands; outcomes that result from those activities; and feedback on outcomes. The feedback may generate new demands or a change of old ones and a new or an altered set of activities may be produced.

Accountability in education can be seen as a feedback system that involves information coming from schools to various groups involved with the school whose reactions reflect back to the school. Depending on the power of these groups, changes in curriculum, reassigning or promoting teachers can be occur, Frederiksen (1984). When the information about the schools takes the form of test scores, pressure for teachers to ‘‘teach the test’’ increases, and students may be motivated to prepare for the kind of examinations they expect.

Whether test contents require to choose an answer from a list or to create an answer, they influence teaching and learning and teaching in a number of ways. Frederisksen found that testing increases retention of the material tasted and that sort of answer or completion tests are more conducive to long-term retention. An important task for educators is to develop tools that can have better reflect educational goals and to find ways to use them to improve the educational process, Sheperd (2000).

All classroom assessments should help teachers make decision. Formal assessments are not the only ones used in the classroom. Informal assessments are used on a daily basis by teachers to make decisions regarding planning, managing, judging pupils, and monitoring. These informal assessments are usually overlooked because they are so common and are not normally seen as being an important classroom assessment tool. The process of grading is when these two types of assessment interact, Airasian and Jones (1993).

The emphasis in most classroom measurement and assessment courses is typically on the construction and use of some formal evidence gathering technique; one that produces a score, grade, or a placement. In these courses, concerns seem to be with the summative and not the formative information needs of the teachers Wolfe and Miller (1997).

Rink (2002) found that many principals and teachers were not thoroughly grounded in testing and assessment in their professional preparation programs. Specific skills in assessment are not required by most state certifications for either teachers or principals.

In fact when we see the trends, assessment in education is the product of the 20th century. Michael (2005) proposes the use of formative and summative assessment in *order* to make the distinction between the roles of evaluation. Hence, assessment is perceived to serve two different purposes: 1) informative, to improve instruction, and 2) summative to measure student's achievement. The use of assessment to classify, predict, and sort has also changed to advance the process of teaching and learning in addition to accountability purposes. Aligning with other authors, Shepard (2000) suggest ways that classroom assessment can be improved in order to increase learning, such as the content and the characteristics of assessment, utilization of assessment results, and integration of assessment as a course in teacher in teacher education programs.

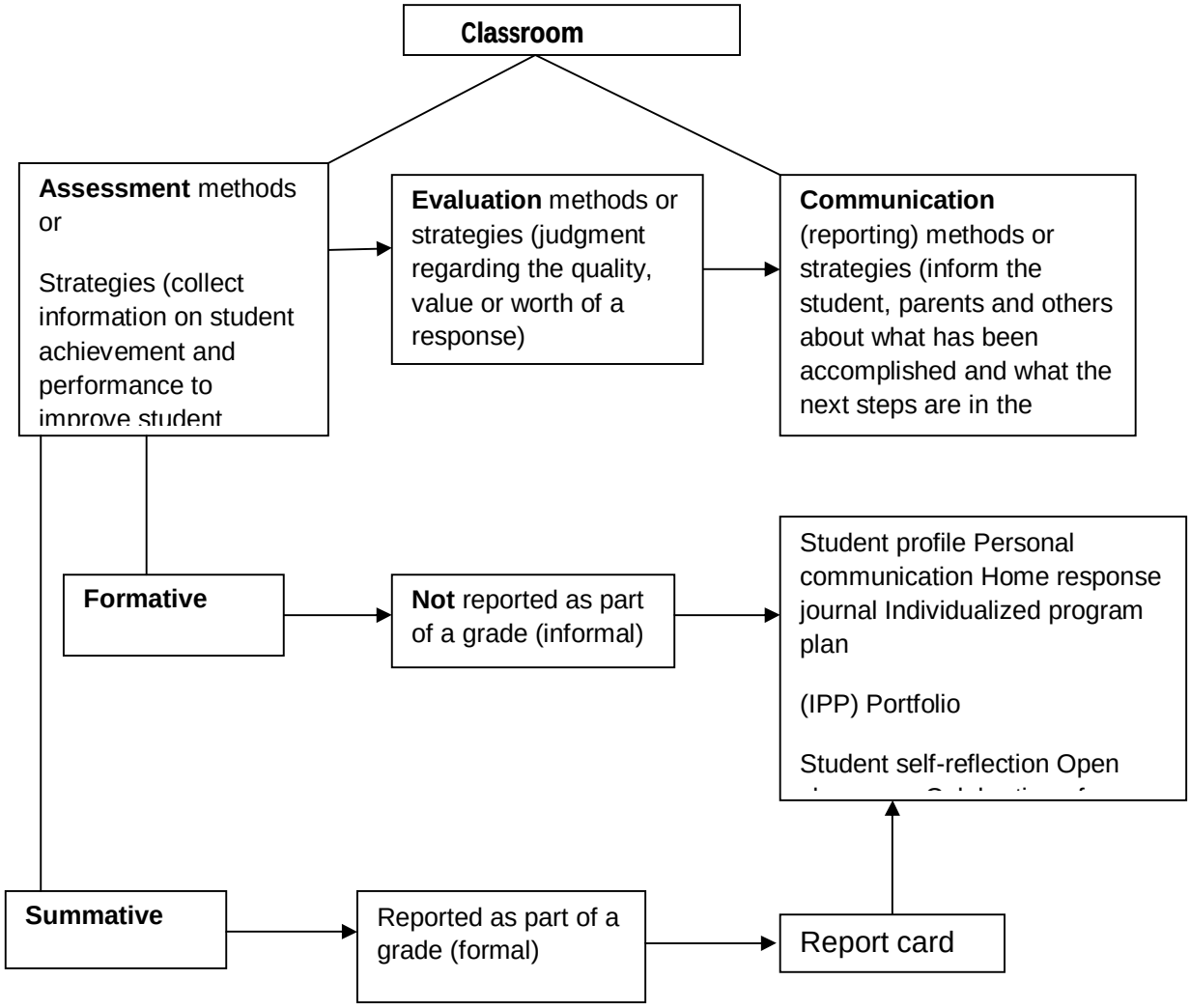

Diagram 1: Adapted from the Alberta 1997's Framework for Student Assessment

The recent emphasis on school indicates that teachers can create a responsibility, but based on the empowerment principle, they should gradually shift the assessment responsibility to students. This shift of responsibility might first go to student leaders, but eventually all students should have the opportunity to share with the teacher their perception of the extent to which they carry out their responsibilities.

There have been many studies conducted assessing students attitudes about physical education. The following studies represent aspects of the literature that cover multicultural perspectives, fitness based programs, fitness development, skill development, cognitive development, affective development and social development, standards based curriculum and sport activities.

Researchers believe that assessment has the potential to enhance physical education learning and to promote students' interest in physical education and sport activities. This is too general a statement considering the fact that in most schools assessment means testing and grading Van de Van de Walle (2001). Wallen studied the assessment and revealed that the most frequently used assessment tools were tests and quizzes and these determined about 77% of students' grades. In fact as they noted there are some teachers that used other forms of assessment, such as written projects or interviews with students. These other forms of assessment counted for about 7% of students' grades. Wallen noted that items were of low level, involved very little reasoning and were almost never open-ended. They also found that teachers' knowledge and beliefs as well as the content and textbooks

It should be noted that assessment is a multi-purpose driven method of improving the chains in the teaching-learning progresses. Assessment when it is applied or used correctly, can contribute a lot being as an integral component of physical education and sport program. In many ways, achievement of learning and enhancement of development in the cognitive, affective and psychomotor domains, the main purposes of assessment include: diagnosis, placement, monitoring of progress, determination of achievement, motivation, program improvement and teacher effectiveness, Wuest and Bucher (1999).

Based on the above statements, Kyriacou (1998) emphasized the following major purposes of assessment. Accordingly, the purpose of assessment is to:

- Provide teachers with feedback about pupils' progress.
- Provide pupils with educative feedback.
- Motivate pupils.
- Provide a record of progress.
- Provide a statement of current attainment.
- Assess pupils' readiness for future learning.
- Provide evidence of teacher and school effectiveness.

The aforementioned purposes of assessment in a broader sense have multi-purposes than assignment of a grade to denote progress of students Wuest and Bucher (1999).

2.3 Physical Education Assessment Framework

There is a plausible and working framework that recognizes the need for physical educators to have knowledge and skill in both critical/reflective and technical areas. Teachers should cultivate their technical qualities to design and carry out efficient learning processes. They should also cultivate their critical/reflective qualities to examine the broader intentions of their instructional program and its relationship to student's assessment at large.

The framework proposes three strategies for teachers to assess their critical/reflective qualities:

- Increase Social Knowledge - In order to better respond to the needs and interests of students, teachers should continue to acquire knowledge about the nature of social life as it relates to physical education, and to complementary fields such as recreation and sport. Teachers are also encouraged to seek knowledge about the social construction of physical education knowledge.
- Enhance Academic/Practical Skills - Teachers should continue to refine their literacy, numeracy, and communications skills and thinking to further their thinking or understanding about the social nature of physical education. Reflection emphasizes the application of principles in examining social issues in physical education. On becoming reflective, teachers learn to expose their thinking to others and open themselves to critique through dialogue and collaborative assessment.
- Develop Skills in Critical Discourse - Teachers should examine their taken-for granted practices and beliefs about physical education and strive for an open and continual process of revision. They go beyond the generic theories of teaching and learning to value their own personal theories of action which evolve from critically examined beliefs and past experiences.

2.4 The Trends and Purposes of Physical Education Assessment

2.4.1 The Trends of Physical Education Assessment

Assessment in physical education began in America when Doctor Edward Hitchcock started gathering quantities of data on age, height, chest, arm and forearm girth, strength upper arm, and similar measurers to observe the outcomes of organized fitness testing within physical education.

In 1897, directors of physical education from 15 collages ratified a battery of simple strength test, which became the intercollegiate strength test. A couple of years after that, Dudley Allen sergeant became dissatisfied with the strength test because they did not measure speed and endurance, And in 1902, he devised his own universal test of strength, speed and endurance, Park (1990)

Around the same time, test of motor ability also had a prominent place in physical education. As early as 1894, the Normal School of Gymnastics of the North African Turner bund devised a classification test, which involved jumping, climbing, lifting and vaulting. Then in 1905 Meylan's Columbia test included jumping, vaulting, climbing and running, Park (1990).

Physical ability test based on achievement were introduced in Cleveland and New York Government schools around 1908. In 1903, athletic badge test for boys was initiated, and the badge test for girl's in1916, this time the interest was on participation rather than performance. By the eve of World War I, test based on the basic elements of play and games were almost universal in physical education. World War I intensified interest in physical efficiency and motor ability testing, and focused national attention on both physical fitness and physical education, Park (1990).

2.4.2 The Purposes of Physical Education Assessment

Physical education has the power to provide students with constructive learning and social experiences as well as the means to realize healthier lifestyles. Unfortunately, there is evidence of marginalized opportunity in physical education demonstrated by declining percentages of students who are participating in physical education on a daily classroom basis. This is occurring, at least partially, because many physical education classes are being less assessed or marginalized as compared to other subjects, Tannehill (1993).

In order to set the presence of physical education in schools, it is important to, not only argue for space in the overall school curriculum, but to also assess the interests and needs of the students when planning curriculum. That is, physical education stands a better chance of survival if it includes activities that students find attractive since curriculum has been found to be the primary consideration for students and teachers determining their attitude toward physical education.

Assessment, evaluation and communication of student achievement and growth are essential parts of the teaching and learning process. Each part of the teaching and learning process should be a positive experience for students and promote personal growth. Practices should be carried out in such a way that they support continuous learning and development, Alberta (1997).

In other word, assessment by its nature is part of the teaching and learning process. Regarding its nature of teaching, it should be carried out by teachers as they play a central role in the assessment and evaluation of student learning. Teachers regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board. While its nature of learning, it is usually enhanced when assessment strategies match the learner outcomes and are aligned to instruction, integrated with instruction (unit and lesson planning), assessment relates new concept(s) to previous learning, students are involved with their own assessment, students get immediate, meaningful feedback, students of all ability levels are able to demonstrate what they know and what they can do, and assessment engages and motivates students, Alberta Assessment Consortium (AAC 2000).

However, both teaching and learning are part and parcels of the entire process and cannot be viewed separately. This means that any kind of purpose driven assessment tasks in schools should cover the entire teaching and learning process irrespective of its variables (teachers, students, parents, school facilities and so on).

In general, physical educations as part of any other subject assessments have the following outcomes:

Learning Processes foster interactions, decision making, problem posing and problem solving. For example, in games at any level, students may work together in groups to discover and communicate a strategy to accomplish some specific goal, Sayed (2009). This could occur in a cooperative activity which requires a group to cross a spider's web; it could also work in a formalized game which requires a team to score a goal in scoop-ball or soccer. On a cognitive level the merit of a game or sport could be examined through dialogue with respect to it being cooperative while being competitive (e.g., participants agree to abide by formal, agreed upon rules and regulations, and follow a fair play code in pursuit of winning the contest).

Self-Actualization fosters success and increased feelings of self-concept and self-esteem. For example, students may be guided to set personal goals through participation in a fitness unit, an outdoor adventure activity, or a formal game situation. Feelings of success or accomplishment may be expressed through group selection, or the drawing of happy and sad faces at the primary and elementary grades. At the intermediate and senior high levels, a series of questionnaires may be designed to assess student self-satisfaction and feelings of accomplishment, Sayed (2009).

Social Responsibility fosters understanding and respect for others and the environment. Activities focus on becoming aware of inequity and injustice, and developing strategies for change. For example, students may reflect on formal games, pose problems and seek solutions related to inclusion and exclusion of classmates. Students may devise guidelines for the use and care of equipment, facilities and natural environmental settings, and set up ways to monitor the success of their action. For leadership projects, students may concentrate on their interests, and where and how they can make a positive contribution to their school and community.

Besides, Kyriacou (1998) noted that physical Education strives for the following general curriculum purposes:

- Perform efficient, creative and expressive movement patterns consistent with an active living lifestyle;
- Demonstrate critical thinking and creative thinking skills in problem posing and problem solving relating to movement;
- Assess attitudes and behaviors during activity in relation to self, the class, the school and the community;
- Demonstrate socially responsive behavior within the school and community;
- Exhibit personal responsibility for the social, physical and natural environment during physical activity.
- Exhibit personal development, such as positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection and empowerment during physical activity;

Though the general purposes of assessment in physical education are already stated in the aforementioned statements, there are still some specific points that we don't want to skip from stating the ideas Kyriacou, (1998) regarding the purpose of assessment. Accordingly the purpose of assessment is to provide:

- ✓ Teachers with feedback about pupil's progress
- ✓ Pupils with educative feedback
- ✓ Motivate pupils
- ✓ a record of progress
- ✓ a statement of current attainment
- ✓ assess pupils readiness for future learning
- ✓ evidence of teacher and school effectiveness

Overall Race, et al. (2005), summarize the common reasons for assessing students with as follows:

- ✓ To guide students' improvement. The feedbacks students receive help them to improve. The more detailed feedback we provide the greater is the likelihood that students will have opportunities for further development.
- ✓ To help students to decide which option to choose. For example if students have to select electives with in a program, an understanding of how well (or otherwise), they are doing in foundation studies will enable them to have a firmer understanding of their current abilities in different subject areas. This can provide them with guidance on which option to select next.
- ✓ To help students to learn from their mistakes or difficulties. Many forms of formative assessment can be useful to students to help them to diagnose errors or weakness and enable them to rectify mistakes. Effective assessment lets students know where their problem lie and provides them with information to help them to put things right.
- ✓ To allow students to check out how well they are developing things as a learners. Assessment does not just test subject specific skills and knowledge, but provides an ongoing measure of how well students are developing their learning skills and techniques. Students themselves can cause assessment opportunities to check out how they are developing their study skills and can make adjustment as appropriate.

- ✓ To classify or grade students. However, classroom assessment process can address the classifying or grading of students, yet still provide opportunities for formative development feedback along the way.

2.5 Types of Assessment

There are many considerations in the assessment process. One must decide what type of measures to use, the quality of measurement, when the measures will be used, and how the results will be interpreted. First and foremost, however, the assessment should be related to the objective of the program. There should be congruence between the assessment procedures and the objectives of the program.

There exist many measures to assess learning in the three domains. Professionals must carefully evaluate these measures. Do they possess validity? That is does the test the test measure what it is supposed to measure? Is it reliable? Does the test produce consistent results? Does the measure possess objectivity? That is, does the participant receive the same score or rating no matter who is administering the assessment? These are criteria for selection of measures to evaluate performance (Wuest and Bucher, 1999). Assessment may take place at many different points throughout the program.

2.5.1 Classroom Assessment

Classroom assessment covers a broad range of activities from constructing paper based tests and performance measures, to grading, interpreting standardized test results, communicating test results, and using assessment results in decision-making. When using paper test based and performance measures, teachers should be aware of the strengths and weaknesses of various assessment methods, and choose appropriate formats to assess different achievement targets, Stiggins (1992).

Test items should match with course objectives and instruction to ensure content validity Airasian (1994), reflect adequate sampling of instructional materials to improve test reliability, and tap higher-order thinking skills. In performance assessment, validity and reliability can be improved by using observable and clearly defined performance tasks, Baron (1991), Schaffer, et

al., (1991) and Stiggins (1992), detailed scoring protocols, multiple samples of behaviors evaluated by several judges, and recording scoring results during assessment. Teachers should be able to revise and improve teacher-made tests based on test statistics and item analysis.

Grading and standardized testing are two important components of classroom assessment. Since grade-based decisions may have lasting academic and social consequences, Popham (1999), teachers should weigh assessment components according to instructional emphasis and base grades on achievement-related factors only. Grading criteria should be communicated to students in advance and implemented systematically to handle regular as well as borderline cases Stiggins et al., (1992).

Non achievement factors such as effort, ability, attitude, and motivation should not be incorporated into subject-matter grades because they are hard to define and measure. In terms of standardized testing, teachers should avoid teaching to the test, interpreting test items, and giving hints or extra time during test administration. Teachers should appropriately interpret test scores and identify diagnostic information from test results about instruction and student learning.

Communicating assessment results and using assessment information in decision-making constitute two other aspects of classroom assessment. To communicate assessment results effectively, teachers must understand the strengths and limitations of various assessment methods, and be able to use appropriate assessment terminology and communication techniques Schafer (1991) and Stiggins (1992). Specific comments rather than judgmental feedback (e.g., “fair”) are recommended to motivate students to improve performance, Brookhart (1997). When using assessment results, teachers should protect students’ confidentiality. Teachers should also be able to use assessment results to make decisions about students’ educational placement, promotion, and graduation, as well as to make judgment about class and school improvement, Stiggins (1992).

2.5.2 Summative Assessment

Assessment in the context of education has been used primarily ‘‘in deciding, collecting and marking judgment about evidence relating to the goals of the learning assessed’’, which makes no reference to how the information being collected and could be used, Harlen (2006). Assessment of learning, identified as summative assessment in the current literature, is deeply rooted in education and what has emerged along with it is the new paradigm, assessment of learning. In addition he justifies changes in assessment practices, to be used in four purposes: summative, formative, diagnostic, and evaluative.

Summative assessment which identifies the standard of attainment achieved of a particular time normally carried out at the end of period of instruction, for example end of term, course Kyriacou (1998). In related way, summative assessment includes and of course assessment and essentially means that this is assessment which produce a measure which sum up some one’s achievement and which has no other real use except as a description of what has been achieved Brown and Knight (1994). Also, in connected with this Nitko (1996) and Airasian (1997) state summative assessment is a final summing up and judgmental which is commonly made based on test ratings on a variety of performance.

Therefore, summative assessment is used to grade, certify or select student. It is not intended to improve current instruction for the benefit of those being evaluated. It measure what was happened, not what is happing. But the results can serve to indicate areas of strength and needs and these results can be used to influence later instruction, Harlen (2006).

2.5.3 Formative Assessment

Formative assessment refers to gathering and evaluating data about participants progress throughout the program. This mode of assessment contributes to learning by providing meaningful feedback to both the participant and the professional (Wuest and Bucher, 1999).

Most of the current literature uses the terms formative, alternative, and authentic assessment interchangeably; however, some disagreements still exist. Some authors use the term ‘authentic assessment’ as a part of formative assessment that happens during the learning process whereas summative assessment is considered to occur at the end. However, Herrera et al. (2007) include

formative and summative assessment along with other types of authentic assessment, such as performance-based assessment, portfolios, self-assessment and peer-assessment, interview-based assessment, play based assessment, play based assessment, cooperative groups' assessment, dialogue, journal, and scaffold essays.

According to kyriacou (1998) formative assessment aimed at promoting effective future learning by pupils. Typically, such assessment tends to offer advice, guidance and information to improve future performance.

Similarly, Airasion (1997) state that formative assessment is part of a classroom instruction aimed of supporting the teaching-learning process. Cangelos; (1990) identified the relationship between formative assessment and teaching learning process as "formative assessment are assessment about students achievement that influence a teacher's lesson plan which means that it helps the teachers to answer questions like should a lesson be extend or terminated? Is remediation needed? Is more advanced work appropriate? Should teaching strategies be altered? Answers of such questions are influenced by feedback from formative assessment. Hence formative assessment is concerned with how things are going. It is assessment which occurs during the teaching-learning process rather than before or after it.

2.5.4 Diagnostic Assessment

Although some authors view diagnostic assessment separately for formative assessment, the intention is that diagnostic assessment are used for formative purposes. Diagnostic assessment or pre-assessment is used to collect information for planning instruction and acknowledging learners' needs. Wiggins and McTighe (1998) assert that pre-assessments ''include checks of prior knowledge and skill levels and surveys of interests of learning-style preferences'' (p.101).

This overlaps with the formative assessment, but specifically identifies learning difficulties or problems.

2.5.5 Portfolios Assessment

Portfolio development is not a new concept in the history of education. According to Williams (1996), gathering purposeful examples of students' work that demonstrate their effort, progress,

and level of understanding over a period of time, compose the main features of portfolio. However, what has changed through the course of time is the format and content that unlike the traditional forms of assessment that like a ‘‘snapshot’’ of students at one point in time, portfolios ‘‘function like a photo album containing a variety of photo taken at different times and different context’’ (p. 85).

2.5.6 Self-Assessment

Self assessment is a valuable tool for learning and measurement. For example, when student’s are engaged is assessing their own work, they try to learn the criteria for high-quality performance, and they experience a willingness to apply those criteria Herrera et al., (2007). However, Black and William (1998) remain concerned about student readiness to self-assess or evaluate peers. They propose that once students acquire a clear picture of the outcome or purpose, ‘‘they become more committed and more effective as learners: their own assessment become an object discussion with their teachers and with one another’’ Herrera et al., (2007:7).

In addition, the effectiveness of teaching physical education may be considered as having two mutually intertwined components - (1) the outcomes to be achieved; and, (2) the extent to which the teacher creates a 'safe and friendly' educational environment consistent with the Personal-Global orientation. Teachers may personally assess their efficacy to empower students through two sets of qualities - critical/reflective qualities and technical qualities, Harris (1993).

- **Critical/Reflective Qualities**: Teachers focus on the social context of their interactions with students and how these interactions are mediated in the day-today reality of the classroom, the gymnasium and other settings, Harris (1993). Critical reflection relies on practical knowledge in the process of fostering empathy and empowerment of learners, and the promotion of change in society relative to physical education.

- **Technical Qualities**: Teachers focus on their knowledge of content, their day-today behaviour during the instructional periods, and how this knowledge and behaviour affect student outcomes. It can also relate to coaching in school-community settings. The goal is to apply knowledge from pedagogy and sport science to improve the instructional process. The intent is to enhance physical activity, health and performance, Black and William (1998).

2.5.7 Peer-Assessment

Similar to self-assessment, educators consider peer-assessment advantageous, as it further opportunities for students to identify targeted learning goals, Chappuis and Stiggins (2004). In peer-assessment, students often assess other students' work compared to the criteria developed by the instructor, or both students and class instructor.

2.5.8 Performance Based-Assessment

Linn and Miller (2005) explain performance-based assessment as ''snapshot of students learning in time, which provide a longer exposure with panoramic lens, or real-time video'' (p.7). The idea that knowledge is constructed during the learning process and that a student discovers knowledge for him/herself, rather than receiving knowledge, inspires the notion of performance-based assessment. This approach facilitates both the way students take information and the way they store and apply this information to deal with novel situation, Herrera et.al. (2007). This means that, in addition to elicitation constructed response, performance based assessment incorporates authentic tasks that need higher level of thinking and application of skills.

Furthermore, assessing student performance is a process of collecting and interpreting information about the acquired knowledge, experiences, skills, attitudes and behavior of learners as they interact in and with the curriculum, Linn and Miller (2005). Operating within a Personal-Global orientation, assessment of progress is viewed as a cooperative and collaborative venture, done for and with learners as they make meaning of the curriculum. As students mature within a class and throughout the program, they take on more responsibility for their own assessment as part of the teacher's on-going assessment of student performance.

2.5.9 Other Types of Assessment

a. **Diagnostics Assessment:** to some extent diagnostics assessment overlaps with the formative assessment, but specifically tries to identify learning difficulties or problems.

b. **Continuous Assessment:** basing the final assessment of the standard of attainment achieved on pieces of assessment made over a long period of time .

c. **Objective Assessment:** assessment activities and associated marking schemes characterized by extremely high agreement between assessors on the marks awarded for instance the use of multiple choice tests, true, false item.

d. **Subjective Assessment:** assessment activity based on a subjective and impressionistic judgment of a piece of work for instance a piece of creative writing.

Although the above types of assessment are very critical in all disciplines or subjects, there are still some other assessment methods in physical education. For instance, Williams (1996) identifies some of the range of possible method of assessment in physical education. These are: observation performance, written materials, peer assessment, group discussion, and student self assessment, student's explanation, and answer to questions. However, these assessment methods are basically interdependent and each of which has a summative effect on the assessment objectives.

2.6 Factors that Affect Physical Education Assessment

2.6.1 Perception of Students towards Assessment

Various studies reveled that how students perceive about assessment are an important and an indispensable tool for investigation of sources for the problems that affect assessment process. Furthermore, exploring the intentions of students today may provide some insights on how assessment of students achievement can be improved, Crossman (2004).

According to Crossman (2004), there are many factors that can affect the perceptions of students about assessment applied in physical education classroom. The following are some of the factor that can affect students perception about assessment practices employed in physical education e instructions.

2.6.1.1 Previous Assessment Histories

Crossman (2004) stated that the perceptions could be influenced by motivations such as fear which results from past painful experiences and create a kind of assessment avoidance behavior or the development defense mechanisms attributing failure to assessment irrelevance. Moreover,

student's perceptions may also be the fact that they enroll in a course where assessment was unknown to them or where they had no previous experience of success.

However Crossman (2004) claims that because of the existence of many factors that can influence student's perception of assessment it is difficult to assume causal links between assessment events and student's perception.

2.6.1.2 Assessment Relevance

Crossman (2004) asserts that great attention should be paid to perception of relevance in assessment design. In Crossman's argument, we can easily identify that assessment that make good connection with the outside world of work appear to have a positive influence on student learning lack of relevance in assessment may be equated with "jumping through hoops" in time wasting activities that endowed experience with transient quality. This entails us that the relevance of assessment needs to be clear to students.

Student can also interpret relevance of assessment in different ways. For some, assessment is relevant when it is applicable to other contexts or when it aims to prepare student in dealing with real situation. Other, considers assessment as irrelevant if they are not graded.

Above all, Crossman (2004) confirm that students may perceive alternative assessments particularly assessments that are very relevant to them. However, he added that in many situations, students perceive assessment negatively considering it as a totally prescribed by the academic whereas in rare situations students who perceive assessment should be through negotiation is perceive positively.

2.6.1.3 Student-Teacher Relationship

Observations of teachers' practices of assessment can also influence student perceptions of assessment and their intentions for personal future practice. It is also observed that inconsistencies between theory and practice have a negative influence on the perception of students about assessment, Crossman (2004). Crossman claimed that feedback is found to be useful in finding out what the students think of their teacher. If there is unsatisfactory

relationship between the teacher and students and if there is no appropriate feedback about the performance of student; formation of negative perception is likely to occur.

Regarding the relationship between student and teacher, Crossman advises that weather for good or bad, student's relationship with teachers is found to be an important character in the formation of assessment perceptions.

2.6.1.4 Assessment Anxiety

The existence of any kind of assessment is likely to be threatening to most students. However, examinations, or presentation and laboratory assessment cause higher levels of anxiety than other forms of assessment. Crossman point out that most students preferred caused without examinations especially in situations where examinations are graded for certification, Nisbett and Ross (1980).

2.6.2 Large Class Size

Teachers usually face problems of teaching fundamental skills in a situation where there are small spaces and in adequate facilities but large class sizes. Sometimes the situation becomes so untenable that teachers abandon desirable activities and resort to informal play with undesirable results. Nisbett and Ross also identified that problems that are related with large class size may even get worse especially when we follow the subjective method of assessment because students are expected to demonstrate or show certain pieces of their works.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design and methodology of the participants and setting, sampling procedures, instruments, procedures of data collection and analysis. The purpose of the study was to identify factors that affect the effective implementation of physical education classroom assessment in selected governmental secondary schools in the Gurage Zone. Therefore, to carry out this study, the following methodology and procedures are used.

3.1 Research Design

The design of the study was descriptive. The survey method was used to collect information related to factors affecting the effective implementation physical education classroom assessment. The purpose of this study is well suited for qualitative research methods.

3.2 Research Methodology

3.2.1 Participants and Setting

Permission was obtained from the school principals and confidentiality of participants was used throughout the study. Based on this, among 20 government secondary schools in the Gurage Zone, 5 were selected to participate in this study. Hence, they will tend to develop biases towards their school's physical education program (the survey was administered during the month of mid December).

In each of the participating high schools, students participating in this study were free from any classes (class works and home works). One high school physical education class was randomly selected to be a pilot test class in order to check the survey for clarity, comprehensiveness, and test retest reliability. Discrepancies or unclear questions in the survey were then identified and corrected. A total of 173 questionnaires were distributed, completed properly and returned within an hour period by physical education teachers and students respondents. In

addition, five physical education department head were interviewed assigning thirty minutes for each.

3.2.2 Sample and Sampling Procedures

This study was conducted in the five Weredas of Gurage Zone. The data were gathered from physical education department heads and teachers who coordinate and teach physical education and students who attending their 9^{th} and 10^{th} grades education at the time of data collection for this study. Out of twenty (20) secondary schools of Gurage zone, the researcher has selected 5 (25%) schools by using simple random sampling technique. Besides, out of 8 physical education teachers, 8 (100%) and out of 5 physical education department heads 5 (100%) were selected for the study. Regarding students, out of 7,454 grade 9^{th} and 10^{th} students, 165 were selected from the five schools which is 100% and 2.2% respectively. The below table indicates the population, sample and sampling techniques used in the study.

Table 1: Population, Sample and Sampling used in the Study

No.	Respondent	School	Sex		Population	Percent (%)	Sample	Percent %	Sampling technique	Remark
			M	F						
1	Grade 9th and 10th Physical education teachers	Guro	2	0	2	100	2	100	Purposive	
		Cheha	1	0	1	100	1	100	Purposive	
		Gumer	2	0	2	100	2	100	Purposive	
		Izha	2	0	2	100	2	100	Purposive	
		Inamor	0	1	1	100	1	100	Purposive	
	Total		7	1	8		8			
	Grade 9th and 10th Physical education department heads	Guro	1	0	1	100	1	100	Purposive	
		Cheha	1	0	1	100	1	100	Purposive	
		Gumer	1	0	1	100	1	100	Purposive	
		Izha	1	0	1	100	1	100	Purposive	
		Inamor	0	1	1	100	1	100	Purposive	
	Total		4	1	5		5			
	Grade 9th and 10th Students	Guro	23	10	1570	100	33	2.1	Random	
		Cheha	25	8	1504	100	33	2.1	Random	
		Gumer	25	8	1489	100	33	2.2	Random	
		Izha	23	10	1429	100	33	2.3	Random	
		Inamor	23	10	1462	100	33	2.2	Random	
	Total		119	46	7454		165			

Generally, 13 physical education department head and physical education teachers, 165 students are selected to be respondent to this study. Totally there are 178 respondents who have taken part in this study.

3.2.3 Data Collection Instruments and Procedures

3.2.3.1 Instrumentation

Questionnaires and semi-structured interview were employed to collect relevant data for the study. Two types of questioners are used each of which are used for physical education department heads and teachers, and students respectively. The questionnaires for physical education teachers and students were prepared in English and Amharic languages respectively. All the questionnaires were close ended by their type.

Unlike the questionnaire method that have been used for both physical education teachers and students, the interviews were totally open-ended and deliberately used or designed for physical education department heads only.

3.2.3.1 Procedures

The survey questionnaires included the following Parts: (Part I) physical education teachers' background: sex, age, qualification, teaching experience, teaching load, and students' sex, age and grade. In part II, the main questionnaire data were included as part of their respective questions. The teachers who were part of this study as assistances were directed to explain to the students why they were completing the survey and to emphasize the importance of providing honest, open responses. Students were told not to write their names on the surveys and were assured their identities would be kept confidential.

Students were also informed their responses would be considered in future curricular decisions. The assistances were directed by the researcher to read each question in the first part of the survey to the class, giving students ample time to complete each question. Thereafter, the students worked at their own speed until they finished the questionnaire. Students were asked to raise their hands if they had questions so that the researcher or assistances could assist them. Teachers then collected the completed survey forms and returned them to the researcher.

Unlike the questionnaire method that included both teachers and students, the interviews open-ended are deliberately used or designed for physical education department heads only. Regarding the factors that affects the effective implementation of physical education classroom assessment and observation, checklist will be employed to observe the method, techniques in which the questionnaires and semi-structured interviews are administered to crosscheck the validity of the assessment related data and what were happen during the classroom assessment data gatherings.

Moreover, the following data collections procedures have been taken into consideration while the classroom assessment in physical education is held.

- The reliability the instrument is tested using pearson product correlation coefficient formal. By doing so, the necessary modification and improvement of the questioners will be done.
- Four assistant data collectors were selected and oriented to administer and collect questionnaires from the four government secondary schools while the researcher himself is involved in orienting and collecting questionnaires from the fifth school.
- The questioners were distributed to the respondents after assigning the respondents in five well organized and conditioned rooms. In each schools one room is arranged to host 33 student respondents hence 165 student respondents were assigned in five rooms.
- Then the assistant data collectors have collected the questionnaires that are filed by respondents.
- The researcher have collected the questionnaires from the data collectors for analysis.

Regarding the semi-structured interviews that are going to be held with physical education department heads, the following steps were used as per the objectives and procedures of the study.

- The researcher has prepared a semi-structured interview.
- The interviewees were interviewed and their responses were recorded by the researcher and observation photographs were taken for testimonies.
- The researcher has observed the selected classrooms.

3.2.3 Method of Data Analysis

Depending on the nature of the collected data through questionnaires and interview, percentile quantification were employed in the study for data analysis and interpretation. Both qualitative and quantitative data analysis were employed in this study.

The collected data were coded, tailed and properly organized using table and graphs according to their classification in different categories to give detailed background information about the sample. After organizing the collected data, it is analyzed using basic statically tools that are believed to analyze data gathered to answer the basic question raised and to maintain the objective of the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

In this chapter, the data presentation, analysis and discussion of the study are presented. The chapter is divided into three sections. The first section presents factors that affect student's perceptions of classroom assessment based on student's responses from the questionnaire, followed by physical education teachers from the their perception of classroom assessment affecting factors basing on their questionnaire responses. The data obtained through the questionnaire were tabulated and analyzed in the form of tables. Lastly the data from physical education department heads collected by interview were presented in the form of text discussion.

4.1 Findings and Interpretation of Data

4.1.1 General Characteristics of Student Respondents

The below table indicates the general characteristics of student respondents specifically their school, sex, grade and age background information. The below table indicates a summary of student's background information.

Table 2: Summary of Student's Background Information

Item										
School	**Grade**			**Sex**			**Age**			
	9^{th}	10^{th}	Total	M	F	Total	14-20	21-26	27-30	Above 30
Guro	17	16	33	23	10	33	31	2	0	0
Cheha	16	17	33	25	8	33	32	1	0	0
Gumer	16	17	33	25	8	33	30	3	0	0
Izha	17	16	33	23	10	33	33	0	0	0
Inamor	16	17	33	23	10	33	28	5	0	0
Total	82	83	165	119	46	33	154	11	0	0
Percentage	**49.6**	**50.4**	**100**	**72.1**	**27.9**	**165**	**93.3**	**6.7**	**0**	**0**

Table 2 item 1 indicate that out of 20 schools 5(25%) were selected from five Weredas in the Zone. From each school 33 (20%) students were taken as a questionnaire respondents. Item 2 indicate that a total of 165 students were selected from a total of 7,454 grade 9^{th} and 10^{th} students to fill the questionnaire which tried to establish their perceptions of the factors that affect classroom assessment. The second item in table 2 states the grade level of student respondents. Accordingly 82 (49.6%) and 83 (50.4%) were 9^{th} and 10^{th} grade students respectively. Item three, sex distribution of student respondents, 119 (72.1%) were males while the rest 46 (27.9%) were females. In terms of age distribution i.e. item four, out of the 165 students who are participated as questionnaire respondents, 154 (93.3%) were in between 14-20, 11 (6.7%) were in between 21-26, and no respondents were above 27.

4.1.1 Student's Perception towards Effective Classroom Assessment Affecting Factors

Responses to the main questionnaire items provided the 165 students' perceptions of factors that affect classroom assessment. It has 16 questions, which required the students to respond on a different alternative ways of choosing what they perceive. The questions were on factors that affect the effective implementation of physical education classroom assessments.

4.1.1.1 Students Response whether Teachers have an Interest toward the Use of Effective Physical Education Practical Lessons

The use of effective classroom assessment in any subject is a must not a matter of interest. Especially classroom assessment for physical education teachers is not something that they should implement based on their interest rather the subject matter (physical education) by itself require such tasks frequently. Research studies on physical education classroom assessment have mainly focused on assessment and grading and not assessment and learning, McMillan (2001). Morgan & Watson (2002) argue that the stubborn problems in assessment reform have to do with a pervasive thoughtlessness about testing and failure to understand the relationship between assessment and learning. Physical education teachers should always be interested individuals to use practical lessons everyday in the classroom to collect information in order to understand the learning difficulties of the students. Based on this, students are asked whether their physical education teachers have an interest to use effective practical based physical education classroom assessments or not. Their responses are summarized in table 3 below.

Table 3: Summary of students response about physical education teachers interest

No.	Questions	Alternatives	Student respondents	
			No.	%
1.	Do you think that your teacher is interested towards the use of effective physical education assessment especially in practical lesson?	Yes	26	15.8
		No	139	84.2
Total			**165**	**100**
2.	If you answer is 'YES' What are your reasons?	To increase the relationship between teacher and students.	7	4.2
		To know the progress of us by giving effective assessment.	7	4.2
		I observed my teacher when he/she tries to make fair assessment.	2	1.2
		I observed when most the students accept the result.	2	1.2
		All	7	4.2
		Other, specify	1	0.6
Total			**26**	**15.6**
3.	If your answer is 'NO' What are your reasons?	Our teacher assess us as he/she likes	34	20.5
		I feel that my teacher use assessment only for grade, not to see my performance progress	63	38.1
		I think my teacher is not ready to use fair assessment	39	23.6
		Other, specify	3	1.8
Total			**139**	**84.4**

Table 3 above indicate that few student respondents 26 (15.6%) believe that their teachers have an interest of using effective practical based physical education assessment while the majority 139 (84.4%) students believe that their teachers have no interest towards the use of effective physical education practical class assessments. The very important point that we should account into consideration is that because of high number of students who believe that their teachers have an interest towards the use of effective classroom assessments as in table 3, we don't have to agree as the students are genuine. They might say that their teachers have an interest because of fear of their teachers when they feel teachers may see what they filled in the questionnaire of this study.

In the same way, students who think physical education teachers have an interest towards the use effective assessment instruments especially in practical lessons have stated their reasons. Accordingly, 7 (4.2%) of them stated a reason that teachers have an interest because they believe that it will increase the relationship that they have with their teachers. Considerable number 7 (4.2%) of students stated their reason that teachers have an interest because it help teachers know the progress of their students by giving effective assessment. In addition, 2 (1.2%) and 2 (1.2%) students accept the idea that states teachers have an interest towards effective classroom assessments because they observe when their teachers tries to make fair assessment and when most students accept their result respectively.

Considerable number 7 (4.2%) and 3 (1.8%) students accept all the aforementioned reasons and pointed some other specified reason respectively.

Students who think physical education teachers have no interest towards the use effective assessment instruments especially in practical lessons have also reasons. Accordingly, majority 34 (20.1%) students explained that their teachers assess them as they want and 63 (38.1%) students feel that their teachers use assessment only for grades not for performance progress assessments. While the remaining 39 (23.6%) and 3 (1.8%) students think that their teachers are not ready to use fair assessment and some other specified reasons.

The data above revealed that the majority of student respondents believe that their teachers have an interest towards the implementation of effective physical education classroom assessments for the reasons stated in the aforementioned discussion. However, as we can see in the discussions, still there are students who were very far away from the majorities and this had its own impact

on the implementation of effective physical education classroom assessment at the same time on future teachers' attitude.

4.1.1.2 Students Response about the Common Assessment Methods used by Physical Education Teachers

Using common physical education classroom assessment methods monitoring students' performance and theoretical concepts is very critical and teachers must organize their classrooms to promote active participation and to give students the freedom to develop good classroom assessment perception. Although physical education teachers use multi-classroom assessment methods, this study revealed that teachers had limited ways and methods of assessing their students.

It is good if teachers need to use different strategies to assess students' progress in their physical education classes. Strategies such as performance, observation and role pay may help teachers to understand the performances of their students while they engage them to exercise different practical physical education activities. When teachers place meaningful assessment at the center of instruction, they give students insights into their own thinking and growth, and students gain new perspectives on their potential to learn physical education theoretical and practical lessons.

Additionally, emphasis on classroom assessment would help the students to know the areas they need to work on. Most common assessment methods that teachers use to assess their students are summarized in table 4 below.

Table 4: Summary of Students response about the Common Assessment Methods

No.	Item	Students Response										Total
		Rank in Order										
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	
1.	Group assignment	24	9	22	20	19	14	14	4	7	3	136
	%	**14.5**	**5.4**	**13.3**	**12.1**	**11.5**	**8.5**	**8.5**	**2.4**	**4.2**	**1.8**	**82.4**
2.	Home work	16	19	26	18	9	14	4	9	13	5	133
	%	9.7	11.5	15.7	10.9	5.4	8.5	2.4	5.4	7.9	3.0	**80.6**
3.	Oral questions	20	16	14	20	21	14	8	8	2	7	130
	%	**12.1**	**9.7**	**8.5**	**12.1**	**12.7**	**8.5**	**4.8**	**4.8**	**1.2**	**4.2**	**78.7**
4.	Test and exam	24	16	16	12	24	15	8	5	5	3	128
	%	14.5	9.7	9.7	7.3	14.5	9	4.8	3	3	1.8	**77.5**
5.	Class work	27	28	20	11	10	9	3	8	6	5	127
	%	**16.3**	**17**	**12.1**	**6.6**	**6.0**	**5.4**	**1.8**	**4.8**	**3.6**	**3.0**	**76.9**
6.	Peer assessment	4	3	9	15	18	11	26	18	20	2	126
	%	**2.4**	**1.8**	**5.4**	**9**	**10.9**	**6.6**	**15.7**	**10.9**	**12.1**	**1.2**	**76.3**
7.	Role play	14	4	6	7	6	11	18	13	22	24	125
	%	**8.5**	**2.4**	**3.6**	**4.2**	**3.6**	**6.6**	**10.9**	**7.9**	**13.3**	**14.5**	**75.7**
8.	Project work	4	2	5	10	9	8	10	15	17	43	123
	%	**2.4**	**1.2**	**3.0**	**6.0**	**5.4**	**4.8**	**6.0**	**9**	**10.3**	**26.0**	**74.5**
9.	Written quizzes	4	11	14	17	8	15	19	16	12	7	123
	%	2.4	6.6	8.5	10.3	4.8	9	11.5	9.7	7.3	4.2	**74.5**
10.	Observation	14	15	8	11	8	9	11	14	18	6	104
	%	**8.5**	**9**	**4.8**	**6.6**	**4.8**	**5.4**	**6.6**	**8.5**	**10.9**	**3.6**	**63.0**

Table 4 above illustrates degree or rank given by students to the most commonly used assessment methods by physical education teachers. Accordingly, 136 (82.4%) students ranked group assignment first. Home work, oral questions, test and exam, and class works are ranked second, third, fourth and fifth by 133 (80.6%), 130 (78.5%7%), 128 (77.5%), and 127 (76.9%) students in the same order. The remaining peer assessment, role play, project work, written quizzes, and observation are ranked by 126 (76.3%), 125 (75.7%), 123 (74.5%), 123 (74.5%), and 104 (63.0%) students in the same order. However, the number of student respondents indicates frequency as they all have told to rank the 10 common assessment methods used by teachers.

The table above revealed that teachers mainly use group assignments, home work, oral questions, and test and exams to assess their students. Although teachers give individual practical exercises toward the end of every lesson, the exercises were given to the students to practice and consolidate what the teacher had just demonstrated. The most important assessment method in physical education classroom assessment, i.e., observation was rated among the least student's perceived assessment method that their teachers use.

4.1.1.3 Students Response about the Types of Tests that Teachers often use in Theoretical and Practical Parts

It is important to note that two broad categories within any classroom assessment exist, and these are assessment of learning and assessment for learning, Stiggins (1992). Generally, tests are good tools for assessment of learning while other methods and tools such as performance observation, oral presentation (telling how the exercise is performed) and diagnostic interviews and observations are good for assessment for learning.

It should be noted that since the teachers prefer tests as the tools they use to assess their students, one could conclude that the teachers mainly emphasized assessment of learning. It is important to assess what students have achieved but more important also to assess how they are learning.

It is important, therefore, that assessment of students be covered in detail when teachers are in practical lessons and should not be confused with testing, which is only one or two components of assessment. The table below presents summary of test types that most teachers use to assess their students.

Table 5: Summary of Types of Tests that Teachers use in Theoretical Part

No.	Questions	Alternatives	Students Response	
			Total	Percent
1.	Which types of tests your teachers often use in theoretical part?	Selection type (True-false, Matching, choices)	115	69.7
		Essay test	50	30.3
		Other, specify	0	0
		Total	165	100
2.	Which types of tests your teachers often use in practical part?	Performance	126	76.3
		Oral presentation (telling how the exercise is performed)	28	17
		Other, specify	11	6.7
		Total	165	100

Table 5 above presents types of tests that teachers often use in both theoretical and practical parts. Accordingly, the data revealed that 115 (69.7%) students often assessed by their teachers through the test type selection (true-false, matching and choices) in theoretical parts. The remaining 50 (30.3%) students said that they are assessed through essay test type in their theoretical parts.

Students were also asked the types of tests that their teachers often use in practical parts. Following this, 126 (76.3%) students said that they are assessed through performance based tests in the practical parts. The rest 28 (17) and 11 (6.7%) students stated that their teachers assess them through oral presentation and some other test types for the practical parts respectively.

From the data discussion presented above, one can conclude that majority of students exposed that their teachers assess them through selection test types (true-false, marching and choices) which is another factor that negatively influence the effective implementation of classroom assessment in physical education classes of the schools in Gurage Zone. Beside, selection test types doesn't make students to extract the different skills that they possess during their pre high school physical education classes. During the researcher's stay, he observed that the sample tests

were not pedagogically sequenced as they way tests should be sequenced in most subjects. For instance, most of the true-false and choice test types start from complex to simple. In addition to this, the order of test types were amazingly disorganized for example questions on the test sheets start presenting matching first, then fill in the blank second, choices third and so on. Although teachers most teachers say that they use performance based assessment types in (section 4.1.2.1.3**)** teachers' response, the data above revelaed that they use traditional test types (selection).

4.1.1.4 Students Perception towards Good Physical Education Classroom Assessment

Students perception and knowledge are continuously shaped by classroom assessment factors. Apart from constructing knowledge individually, students construct knowledge socially. Through interaction with other students and teachers continue to construct new knowledge. The knowledge and perceptions that teachers possess are as a result of schools and classrooms environments. The classroom environment, therefore, becomes very critical.

Students are encouraged to listen, observe, and repeat what the teacher has demonstrated to them. In most schools, students are viewed as a bunch of learners and not individuals. This kind of approach creates learning problems, more especially in physical education because the individual needs of the learners are never addressed.

In addition, perceptions of students toward physical education are different from those of teachers, which seem to be related to perceptions of subject matter, interest, the need to focus on other subjects, sport equipments and facilities, and so on. The below table presents the perception of students towards good physical education classroom assessments.

Table 6: Summary of Students Perception towards Good P.E Classroom Assessment

No.	Questions	Alternatives	Students Response	
			Total	**Percent**
1.	Do you have good perception about P.E classroom assessment?	Yes	26	15.6
		No	139	84.4
		Total	165	100
2.	If your answer is "Yes" What are your reasons?	My teacher told me that the purpose of assessment is more than grading	14	8.4
		I believe that the grades on my works are awarded in physical education assessment (in practical lesson) methods are fair.	4	2.4
		I like the subject	7	4.2
		Other, specify	1	0.6
		Total	**26**	**15.6**
3.	If your answer is ''No'' What are your reasons?	I do not like the subject	26	15.6
		I have poor relationship with my teacher	85	51.5
		Previous unsuccessful experience	15	9
		I think our teacher do not give fair marks	9	5.4
		Other, specify	4	2.4
		Total	**139**	**84.4**

Table 6 above shows the perception of students towards good physical education classroom assessment. Consequently, 26 (15.6%) students have good perception towards good physical education classroom assessments. The great majority 139 (84.4%) students don't have good perception with regard to their physical education assessments. Students who have good perception have their own reasons. Among those, 14 (8.4%) of them have given a reason that their teachers tell them assessment is more important than grading. The remaining students in the good perception towards assessment category have forwarded that the grades that they earn in physical education assessment is fair and because they don't like the subject are represented by 4 (2.4%) and 7 (4.2%) respectively. There is also one student who said no specified reasons.

The other category was those students who don't have good perception towards physical education assessments. Among those, 26 (15.6%) and 85 (51.5%) of students them have given reasons that they don't like the subject at all and have poor relationship with their teachers. The remaining 15 (9%), 9 (5.4%) and 4 (2.4%) students have forwarded their previous unsuccessful experience, unfair marking by teachers, and other as reasons for their bad perception towards physical education assessments in the same order.

As we can see from above discussion, very few students have good perception towards physical education classroom assessments which is a positive finding as it is not among the influencing factors in the effective implementations. However, still there are students who were assessed in unfair ways and don't like the physical education subject at all. This can be taken as among the influencing factors in the implementation of effective physical education classroom assessment.

4.1.1.5 The Suitability of the Schools and Classrooms Environment for Effective Physical Education Teaching and Learning and Classroom Assessment

Table 7 below presents the response of students regarding their schools and classrooms suitability for the effective physical education teaching and learning, and classroom assessment.

With regard to schools and classrooms suitable environment in the teaching and learning as well as assessment, it is quite known that clean, quiet, safe, comfortable, and healthy environments are an important component of successful teaching and learning. On this account, the literature indicates that some of structural features of schools that impact student achievement include

indoor air quality, lighting, and facilities that support the delivery of curricular programs like libraries, shower and toilet rooms, dressing rooms, etc.

Poor indoor air quality makes teachers and students sick and sick students and teachers can't perform as well as healthy ones (EPA 2000). Poor school facilities has been associated with increased student absenteeism. For example, Smedje and Norback (1999) found a positive relationship between airborne bacteria and mold and asthma in children, which in turn increased absentee rates.

Bowers and Burkett (1989) studied differences in achievement between secondary students in two buildings, one built in 1939 and one built in 1983. In this study, all other building variables were consistent between the two schools. Bowers and Burkett's (1989) study revealed that the students in the modern building scored significantly higher attitude towards physical education classes and language than their counterparts in the older building.

The age of a building can influence many of the individual factors used in evaluating the condition of physical education facilities, Earthman & Lemasters (1996). Earthman and Lemasters noted that in each case of their study, age of the building had significant impact on student physical education in class and practical achievement. Furthermore, the study indicated that age was a surrogate for other variables of building condition such as lighting, temperature control, proper lighting, sound control, support facilities, laboratory condition and aesthetic values, Earthman & Lemasters (1996). Let us see the below table in this regard.

Table 7: Summary of the Schools and Classrooms Environment

No.	Questions	Alternatives	Students Response	
			Total	**Percent**
1.	Are there suitable play fields at your school?	Yes	31	18.7
		No	134	81.3
		Total	**165**	**100**
2.	If your answer is " Yes " Then what are they?	Football	18	10.9
		Volleyball	8	4.8
		Basketball	3	1.8
		Handball	2	1.2
3.	Do you get shower in your school after your practical class?	Yes	52	31.5
		No	112	67.8
4.	Do you think that the sport equipments available in your school are enough for teaching, assessing, etc? (hint like balls, mats, ropes etc).	Yes	34	20.6
		No	131	79.4
5.	Does your school have dressing room before and after practical class?	Yes	6	3.6
		No	159	96.4

Table 7 above depict that 31 (18.7%) students believed that there are suitable play fields in their schools while the remaining 134 (81.3%) students disagree with the existence of suitable play fields in their schools. Those students who believe the existence of suitable play fields confirmed that there are football, volleyball, basketball and handball sporting areas in their schools. Accordingly, 18 (10.9%) and 8 (4.8%) students said that they have football and volleyball fields respectively. In the same way, 3 (1.8%) and 2 (1.2%) students replied as they have basketball and handball fields respectively. The other question regarding schools and classrooms facilities was the availability of shower after the students' physical education practical classes. However,

only 52 (31.5%) students replied that there are no shower rooms in their schools. The majority 112 (67.8%) of students replied as there are no shower rooms in their schools which is in fact true as the researcher also witnessed during his data collection days.

Beside the availability of enough play fields and shower rooms, students were also asked about the existence of sport equipments for assessing them. Like in their response of the availability of shower rooms, few 34 (20.6%) students said there are enough sport school equipments while majority of them 131 (79.4%) responded that they have no enough sport equipments that can be used for teaching and assessing in teaching and learning process of the physical education classes.

The last question forwarded to students about the suitability of schools and classrooms facilities was the existence of dressing rooms before and after their physical education practical classes. Accordingly, very few 6 (3.6%) students said that there are dressing rooms in their schools. The remaining 159 (96.4%) students said that they have no dressing rooms even such areas for practical classes.

With regard to the suitability of schools and classrooms environment, great majority of the students believed that there are no suitable play fields, shower rooms, enough sport equipments that can be used for physical education lessons. This imply that students lack any of the facilities that schools and classrooms must offer them to learn most of the physical education practical lessons. As a result of this, students are assessed in more of theoretical ways hence they will be disabled in practical and performance based physical education lessons and will develop negative attitude towards classroom assessments. The obvious lesson that we learn from this finding is that effective implementation of physical education classroom assessment will crash at this point.

4.1.1.6 Students Response about Problems that Affect Physical Education Classroom Assessment

Factors related to problems that affect physical education classroom assessment are numerous. Some of the problems that contribute to the ineffective physical education classroom assessment of students include class size, school facilities, teacher competency, and instructional leadership

which are briefly reviewed next. These problems affects students attitudes towards enjoyable experience in their physical education classroom assessments.

It is also important to assess the class for skill level and student interest. Students in this study expressed enjoyment in physical education classroom assessment activities when taught correctly and when the teacher took a personal interest in the curriculum content. Some physical education classroom assessments may be repetitive and lack the mechanism to meet individual needs for the activity.. This is consistent with previous researches which also suggested that classroom assessment characteristics such as curriculum and teacher influence are determining factors of enjoyment and usefulness, Solomon (2003). Students in the study expressed curriculum choice as being an enjoyable experience in the physical education classroom assessments.

It should be noted that physical education teachers might find it useful to receive input from students when developing curriculum to give students the opportunity to participate in physical education assessment activities they enjoy and find interesting. Besides, physical education teachers might consider designing curriculum and instruction that meets the needs of all students, and offer an enthusiastic learning environment to model positive health and fitness habits.

Although this study took place in a rare physical education setting, it is important to understand that curriculum development can be implemented if teachers are willing to change.

In this study, the purpose of assessing students response about problems that affect physical education classroom assessment is to identify specific problems that lead students to have negative feelings toward physical education classroom assessments. One of the most common physical education classroom assessment problems were the personality of physical education teachers. Most teachers have characters of anxiety and anxiety creator. In addition to these, they lack certain basic physical education teachers qualities such as attention, motivation and self-confidence, goal setting and others.

Table 8: Summary of Problems that Affect Physical Education Classroom Assessment

No.	Questions	Alternatives	Students Response	
			Total	**Percent**
1.	Do you think that there are problems that affect physical education class room assessment especially in practical lesson?	Yes	119	72.1
		No	46	27.9
		Total	165	100
2.	If your answer is "Yes" then what are the major problems that affect physical education classroom assessment?	The problems are stated below this table's discussions.		

Table 8 above illustrates the response of students regarding factors that affect physical education classroom assessment. Accordingly, 119 (72.1%) students believe that there are problems that affect the effectiveness of physical education classroom assessments. They believe that this problem widely seen during their practical lessons. The remaining 46 (27.9%) students replied as there is no problem that affect physical education classroom assessments in their practical classes.

Great majority of students believe that there are various problems in their schools that affect classroom assessments. Students who believed the existence of physical education classroom assessment affecting problems stated several factors. The following are factors that affect the effective implementation of physical education classroom assessments.

- ✓ large class size
- ✓ Unsuitable schools and classrooms environment
- ✓ Lack of willingness of teachers and students to accept any physical education assessment activities and their strong interest to implement it

- ✓ Lack of enough time to plan and prepare suitable assessment tasks
- ✓ Shortage of necessary physical education teaching aids or materials
- ✓ Lack of administrative support
- ✓ Lack of knowledge and skills of teachers towards assessment.

These were some of the most effective classroom assessment implementation affection factors in physical education forwarded by students.

4.1.2 General Characteristics of Teacher Respondents

The below table indicates the general characteristics of Physical Education Teacher respondents specifically their school, sex, age, qualification, teaching experience, teaching load and responsibility background information. The below table indicates a summary of teacher's background information.

Table 9: Summary of Teacher's Background Information

Item																		
School	**Sex**		**Age**				**Qualification**			**Teaching Experience**				**Teaching load**				**Extra Responsibility**
							Diploma	**BA/BED**	**MA/MS**	**0-3**	**4-7**	**8-11**	**□ 12**	**□ 10**	**11-16**	**17-22**	**□ 23**	
	M	F	□25	26-30	31-35	□36	Major	Major										
Guro	2	0	0	2	0	0	0	2	0	1	0	1	0	0	0	2	0	1
Cheha	1	0	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0	0
Gumer	2	0	0	1	0	1	1	1	0	0	0	0	2	0	0	1	1	1
Izha	2	0	0	0	1	1	0	2	0	1	0	0	1	0	0	2	0	0
Inamor	0	1	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	1
Total	7	1	0	4	2	2	1	7	0	2	1	1	4	0	1	6	1	3
Percentage	**87.5**	**12.5**	**0**	**50**	**25**	**25**	**12.5**	**87.5**	**0**	**25**	**12.5**	**12.5**	**50**	**0**	**12.5**	**75**	**12.5**	**37.5**

Table 9 indicate that a total of 8 (61.5%) teachers were selected from a total of 13 grade 9th and 10th physical education teachers to fill the questionnaire which tried to establish their perceptions of the factors that affect classroom assessment. The first item in table 9 states the school names of physical education respondents. Accordingly, from Guro 2 (25%), Cheha 1 (12.5%), Gumer 2 (25%), Izha 2 (25%), and Inamor 1 (12.5%) physical education teachers were included to represent the five schools. Item two, sex distribution of teacher respondents, 7 (87.5%) were males while 1 (12.5%) was female. In terms of age distribution i.e. item three, out of the 8 physical education teachers who participated as questionnaire respondents, 4 (50%) were in between 26-30, 2 (25%) were in between 31-36, 2 (25%) were above 36, and no respondents were below 25.

In terms of educational qualification, item four, 1 (12.5%) was diploma holders while the rest 7 (87.5%) were first degree holders. There was no respondent who hold a masters degree. In addition to this, all the first degree holders have majored and minored Physical Education and Biology respectively.

Item five is regarding their teaching experience. Hence, 2 (25%) of them have 0-3 years, 1 (12.5%) have 4-7 years, 1 (12.5%) have 7-11 years, and 4 (50%) have above 12 years teaching experience.

The other physical education teachers background information included in the questionnaire is teaching load. Accordingly, in item six, 1 (12.5%) of teacher respondents have 11-16 teaching loads or periods per week and large numbers of teacher respondents 6 (75%) teach 17-22 periods per week. The remaining 1 (12.5%) teach above 22 periods per week and no teachers have below 11 periods in a week.

In the last item, we find the extra responsibilities of physical education teachers. Accordingly, only 3 (37.5 %) respondents were in charge of coaching basketball project under age 15 of the Guro Secondary School and football club of the Gumer Secondary School respectively. The third respondent is an administrative vice director of Guro Secondary School.

4.1.2.1 Teacher's Perception towards Effective Classroom Assessment Affecting Factors

In this section, the researcher has come across with teachers perception towards effective classroom assessment affecting factors. It is also tried to the many types of classroom assessment affecting factors such as teachers training, assessment frequencies, assessment guiding principles, schools and classrooms facilities and environment, and compensation and assessment methods that teachers use during their classroom assessments.

4.1.2.1.1 Teachers Training on How to Assess their Physical Education Classes

In order to use effective assessment in the classroom, teachers need to develop a range of assessment competencies. These should include the ability to choose, develop and administer assessments as well as score and interpret assessment information, use assessment information to make decisions about future teaching and learning, communicate assessment information to students, other teachers, school principals, and others who may require this information.

In developing their ability to choose good assessments, teachers should be skilled in recognizing unethical or otherwise inappropriate assessment methods. They should also be aware of the limitations of assessments when taken in isolation. Developing these assessment competencies will include becoming familiar with the technical language employed in assessments and reports provided by other professionals, including psychologists.

It is agreeable that the central tasks of teaching include planning for instruction, managing instruction (including the learning environment), and assessing student learning and each of these tasks depend on the quality of teachers or quality of teachers training that they possess during their training years. Teacher educational training level would seem to have a positive effect on how to assess student performance.

This study also assessed the impact of teachers training on student assessment and achievement. From the respondents informal discussions, the researcher observed that because of the higher

education curriculum differences from time to time, most teachers who hold a degree in physical education have less training or course credit hours about how to assess their students. At the same time researches revealed that having advanced degree in physical education appears to be associated with increased student learning from the 9^{th} to the 10^{th} grade. Similarly, in Hanushek (1986) studies, teacher training have been found to have a significant effect on how to assess their students especially in physical education classes.

Pedagogical knowledge refers to the broader principles, strategies, tactics and routines that teachers use in their classroom assessment practice to facilitate and manage learning and the learning environment Calderhead (1996). Teachers should aware the general pedagogical knowledge that transcends subjects, and includes knowledge about lesson structure, classroom organization and management, instructional strategies, learning and assessment, and also encompasses knowledge and beliefs about learners and how learning occurs.

Thus, the study found that teacher-training aspects were important as well as curricular aspects that determine the emphasis, teaching methods, and assessment tools employed in classrooms. The table below indicate teachers training and the occasion in which they got their trainings.

Table 10: Teachers Training on How to Assess their Physical Education Classes

No.	**Questions**	**Alternatives**	**Teachers Response**	
			Total	**Percent**
1.	Have you had training on how to assess student's during physical education class?	Yes	6	75
		No	2	25
		Total	8	100
2.	If your response is 'Yes' How did you get the training?	In different workshops	1	12.5
		In seminar	1	12.5
		In short training	4	50
		Other, specify	0	0
		Total	8	100

Table 10 above presents about whether teachers had the training, knowledge and related skills how to assess their physical education classes. consequently, the physical education teachers were asked whether they have training on how to assess student's during their physical education classes or not. Accordingly, 6 (75%) teachers responded that they have taken different trainings about how to assess their physical education students. The remaining 2 (25%) teachers replied that they don't have the training and by default the experience or knowledge how to assess their students.

The six teachers who have taken the training on how to assess their students stated the occasion in which they got the training opportunities. Accordingly, 1 (12.5%) and 1 (12.5%) teachers have got their trainings through different workshops and seminars respectively. The remaining 4 (50%) teachers have attended through short term trainings. No teacher respondents have trained through other means.

The data revealed that a significant amount of teachers' training is devoted to classroom assessment-related activities. The implications for professional training in physical education classroom assessment indicate that teachers quality characteristics such as certification status and degree in the field to be taught are very significantly and positively correlated with student outcomes. Characteristics such as education level show positive but less strong relationships with education outcomes. In all cases, the proportion of well-qualified teachers is by far the most important determinant of student achievement.

4.1.2.1.2 How many times do Physical Education Teachers Assess their Classes

The number or frequency of tests students are given, or the frequency of student assessment was also found to have an impact on the effective physical education classroom assessments. However, the teachers differed on the frequency of administering the tests to students. The frequencies of administering tests ranged from weekly to after every three months.

Table 11: Frequency of Physical Education Class Assessments

No.	Questions	Alternatives	Teachers Response	
			Total	**Percent**
1.	How many times do physical education teachers assess their classes in a month?	More than four times	0	0
		Four times	1	12.5
		Three times	2	25
		Two or less than two times	5	67.5
		Other, specify	0	0
		Total	8	100

Table 11 above shows the frequency or regularity that physical education teachers assess their classes. According to the data collected, no teachers assess their students more than four times in a month. The remaining 1 (12.5%), 2 (25%), and 5 (67.5%) teachers conduct their physical education assessments four times, three times, and two or less than two times in a month in the same order.

As we can see from the finding, teachers don't like to assess their students very frequently or don't use every class period assessments. Although classroom assessment by itself require a day to day follow ups, the existence of infrequent assessment can be another factor that hinder the effective implementation of classroom assessments mostly in physical education classes. Besides, this study revealed that in all (5) schools, physical education teachers observed using traditional or selective test type assessment methods much less frequently than performance based assessments.

4.1.2.1.3 Guiding Principles Supplied by Schools to Assess Students

For teachers to be able to understand their teaching and be able to guide learning, they need to be critical about their students' learning and their teaching. Due to this, schools may use the information to develop assessment guiding principles for their respective schools. Schools are highly recommended to supply teachers assessment guiding principles that puts certain directions

how to assess students' theoretical and practical lessons of the physical education classes. and believes

This is somehow among the impracticable issues of schools in Ethiopia. Currently this kind of system has been modified. For instance, in the Gurage Zone, there is no school and teacher which is responsible for the development of assessment guiding principles although it continues to coordinate the development of the national curriculum. The development of every assessment and other related guiding principles is now the responsibility of the Ministry of Education. The role of the schools perhaps at most is to select physical education textbooks that seem to align with the curricula and recommend to the Ministry of Education to purchase for the government schools and is no longer their matters. Anyhow, let us see the below table for the detailed facts about the guiding principles supplied by schools to assess students.

Table 12: Summary of Guiding Principles Supplied by Schools to Assess Students

No.	**Questions**	**Alternatives**	**Teachers Response**	
			Total	**Percent**
1.	In assessing your student's performance, is there any guiding principle supplied by school?	Yes	0	0
		No	8	100
		Total	8	100
2.	If your answer is 'Yes' then what weight the following?	Test(s)	0	0
		Mid-theoretical and practical exams	0	0
		Final- theoretical and practical exams	0	0
		Total theoretical or total practical	0	0
		Group assignment	0	0
		Total	4	50

The 12 above portrays the guiding principles supplied by schools to assess students. As we can see from the responses indicated in the above table there was no teachers among the sides who

believe the existence of physical education student's perforce assessment guiding principles supplied their schools. All 8 (100%) teachers denied that there is no guiding principles that their schools supplied them to assess students performance.

With regard to guiding principles supplied to the schools in this study all teachers revealed that in an attempt to guide the classroom assessment principles there is no clear and directive assessment handbooks. As a finding, this can also be taken as a major influencing factor in the implementation of effective physical education classroom assessments in Zones' governmental high schools.

4.1.2.1.4 Teachers Compensation Strategies for Under Pass Mark Students and its Purpose

Grades are something that students earn as a compensation for work completed. To make sure that students are compensated accordingly, teachers teach to the test. The students also become myopic by always wanting to know whether what they are learning will be on the test or not. On the other hand, teachers are busy finding out whether they will cover the curriculum before examinations. Their attention is drawn to covering all the topics within the suggested time regardless of the nature of students being taught.

Table 13: Summary of Teachers Compensation Strategies and its Purpose

No.	Questions	Alternatives	Teachers Response	
			Total	Percent
1.	What do you do if students score is below a pass mark in your assessment?	I teach the learning task again	0	0
		I do nothing	4	50
		I ask them to discuss the learning task with highly performing students.	1	12.5
		I prepare worksheet and selected activities for them	3	37.5
		Other, specify	0	0
		Total	8	100
2.	For what purpose(s) you observe the results of assessment ?	For improving teaching methodologies	1	12.5
		For planning lessons	1	12.5
		For grading	6	75
		Other, specify	0	0
		Total	8	100

Table 13 above indicates the compensation strategies that teachers use for students who scored under pass mark. Accordingly, no teachers are willing to teach their teaching tasks again and 4 (50%) teachers responded that they don't do anything to compensate their students who scored below the pass mark. Contrary to these, 1 (12.5%) teacher responded that he or she will ask highly performing students to discuss on the learning tasks as his/her effort to compensate their students who scored below the pass mark. In addition, 3 (37.5%) teacher respondents replied that they prepare worksheets and selected activities for their students as a means of compensation methods.

Regarding the purpose(s) why do teachers observe their students' assessment results, they have stated the following reasons. Hence, 6 (75%) teachers observe their students' assessment result only for grading while 1 (12.5%) teacher observes to improve his/her teaching methodologies and 1 (12.5%) teacher observe results of his/her students assessment for planning lessons.

The implication here is that most teachers do nothing to compensate students who scored under pass mark and if there is they can do is discussing with highly performing students and prepare worksheet and selected activities which is to mean some of average and below performing students are excluded and unable to understand the selected activities. Above all, majority of teachers use their students assessment results for grading.

4.1.2.1.5 Whether Teachers have an Interest toward the Use of Effective Physical Education Assessment in Practical Lessons

In many situations it is easy to observe that teachers perceive effective classroom assessment as tests and they use tests to assess their students' learning. Although tests are part of assessment and could be used to assess students' learning, they do not answer all questions that a teacher would ask about his/her students. A teacher may be interested to find out students' progress in a particular assessment ways and what knowledge or skills they need in order to progress.

Table 14: Teachers Interest towards the Use of Effective Practical Lessons

No.	Questions	Alternatives	Teachers Response	
			Total	**Percent**
1.	Are you interested towards the use of effective physical education assessment especially in the practical lesson?	Yes	7	87.5
		No	1	12.5
		Total		
2.	If your answer is 'Yes' what is your reasons?	It is increases the relationship between teacher and students.	1	12.5
		I easily know the progress of students.	2	25
		It is less biased.	0	0
		Because student's accept the result	0	0
		All	4	50
		Other, specify	0	
		Total	7	87.5
3.	If your answer is 'No' what is your reasons?	It consumes time.	0	0
		I think it is difficult to do it	1	12.5
		I have no enough time.	0	0
		It is wastage of time to do that.	0	0
		Other, specify	0	0
		Total	1	12.5

Table 14 above illustrates the interest of teachers to use effective physical education assessment in practical lessons. Accordingly, 7 (87.5%) teachers have shown an interest in the use of effective physical education assessments in their practical lessons while 1 (12.5%) teacher has shown that he or she has no interest to use assessments in such lessons.

The physical education teachers have explained their reasons why they are interested to use effective classroom assessment especially in the practical lessons. In response to this, 1 (12.5%) teacher stated a reason that he/she uses it because it increases the relationship between teachers and students. At the same time, 2 (25%) teachers believe that it will help them to know the progress of their students' easily. It is however there are teachers who were interested in the use of effective physical education assessments but don't agree with the reasons that it is less biased and student's accept their results. The remaining half 4 (50%) teachers believe that all the reasons: increases the relationship between teacher and students easily know the progress of students, less biased and student's accept their results are sources of interest in their effort towards the use of effective physical education assessments.

Unlike teachers that have an interest to use of effective practical lesson assessments, there is one teacher who thinks that doing such assessments is difficult. However, there is one reason that is not considered by teachers as a reason i.e. time wastage.

4.1.2.1.6 Common Assessment Methods used by Physical Education Teachers

Learning assessment in the classroom (both by teachers and by students themselves) is an integral component of the teaching-learning process. Much of this kind of assessment is subjective, immediate, and on-going. In addition to ongoing teacher observation, it involves classroom questioning and dialogue, and the marking of homework. It occurs during learning and is designed to assist or improve students' acquisition of knowledge and skills (ADEA, 2003).

Suggestions designed to improve teachers' classroom procedures had been proposed by Kellaghan and Greaney (2003) in such a way that assessment should be an integral and frequent aspect of teaching, in which questions that focus on meaningful aspects of learning are used; teachers should develop reasonable, but challenging, expectations for all pupils, using a variety of methods in a variety of situations for example, performance, essays, homework, and projects; questions should require students to explore/expand on issues, not just repeat information; the results of assessments, when appropriate, should be communicated to parents and other interested parties (e.g., other teachers); the use of criterion-referenced tests can enrich teachers' classroom assessment practice. So, the below table shows the most common assessment methods used by physical education teachers.

Table 15: Summary of Teachers Common Assessment Methods

No.	Item	Teachers Response										Total
		Rank in Order										
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	
1.	Performance	5	0	0	0	0	0	0	0	0	0	5
	%	67.5	0	0	0	0	0	0	0	0	0	**67.5**
2.	Peer assessment	1	1	1	1	0	0	0	0	0	0	4
	%	**12.5**	**12.5**	**12.5**	**12.5**	**0**	**0**	**0**	**0**	**0**	**0**	**50**
3.	Group assignment	1	1	1	1	0	0	0	0	0	0	4
	%	**12.5**	**12.5**	**12.5**	**12.5**	**0**	**0**	**0**	**0**	**0**	**0**	**50**
4.	Written quizzes	0	1	1	1	0	0	0	0	0	0	3
	%	0	**12.5**	**12.5**	**12.5**	0	0	0	0	0	0	**37.5**
5.	Test and exam	0	1	1	0	0	0	0	0	1		3
	%	0	**12.5**	**12.5**	0	0	0	0	0	**12.5**		**37.5**
6.	Role play	1	0	1	1	0	0	0	0	0	0	3
	%	**12.5**	**0**	**12.5**	**12.5**	**0**	**0**	**0**	**0**	**0**	**0**	**37.5**
7.	Home work	0	0	0	1	1	0	0	0	0	0	2
	%	0	**0**	0	**12.5**	**12.5**	0	0	0	0	0	**25**
8.	Oral questions	0	0	0	1	1	0	0	0	0	0	2
	%	**0**	**0**	**0**	**12.5**	**12.5**	**0**	**0**	**0**	**0**	**0**	**25**
9.	Class work	0	0	0	0	0	1	1	0	0	0	2
	%	**0**	**0**	**0**	**0**	**0**	**12.5**	**12.5**	**0**	**0**	**0**	**25**
10.	Project work	0	0	0	1	0	0	0	0	0	0	1
	%	0	0	0	**12.5**	0	0	0	0	0	0	**12.5**

Table 15 above illustrates degree or rank given by teachers to the most commonly used assessment methods to assess their physical education students. Accordingly, 5 (65.7%) teachers ranked performance first. Peer assessment and group assignment were equally ranked second and third i.e. each task was selected by 4 (50%) teachers. In the same way, written quizzes, test and exam, and role play are ranked fourth, fifth, and sixth i.e. each task were selected by 3 (37.5%) teachers. In addition, home work, oral questions, and class work were ranked seventh, eighth and ninth by 6 teachers while each task were selected by 2 (25%) teachers. Finally, project work is ranked tenth by 1 (12.5%) teacher which is one of the least common physical education assessment methods by teachers. However, as in table 5 of student respondents, in the above table total number stated in each task's row indicates frequency of teacher respondents as they have told to rank the 10 common assessment methods.

4.1.2.1.7 Teachers Preference on the Type of Tests Used the Theoretical and Practical Parts

There are teachers that perceive effective physical education classroom assessment as testing fail to understand the learning potentials and difficulties experienced by their students during the learning process. These teachers don't have an interest and believe in effective classroom assessment because, instead of asking the question, "Will I support my students to learn this with minimal difficulties?" They ask the question, "Will I cover all the topics within the given period for my students to be able to take the test?"

The research question that focused on assessment methods and tools used by teachers to assess their students was central to this research. As in most subjects, in physical education classroom assessment methods, a test would not provide such information because tests are normally given at specified time intervals. In addition, it is not possible to administer tests every day, but it is possible to assess students on a daily basis through different assessment methods that are highly recommended for physical education teacher's to assess their students.

Tests help the teachers to check, as one teacher said, what students have achieved. This means that other methods and tools must be used in order to understand the quality of teaching and learning. Generally tests in physical education assessments do not give students a chance to

improve because the tests are administered after the major practical learning process has taken place.

Table 16: Type of Tests Used the Theoretical and Practical Parts

No.	Questions	Alternatives	Teachers Response	
			Total	**Percent**
1.	Which types of tests do you often use in theoretical part?	Selection type (true false, matching, multiple choices).	8	100
		Essay tests	0	0
		Fill in the blank.	0	0
		Other, specify	0	0
		Total	8	100
2.	Which types of tests do you often use in practical part?	Performance tests(demonstrating exercises)	8	100
		Oral presentation (the exercise is performed in this way, tell the steps).	0	0
		Other, specify	0	0
		Total	8	100

Table 16 above depicts the types of tests that physical education teachers use to assess their students through theoretical and practical lessons. As we can see from the responses indicated in the above table, all, 8 (100%) teachers replied that they often use selection test types (true-false, matching and multiple choices) to assess their students in theoretical part. Essay and fill in the blank test types were not supported by teachers for assessment.

Similarly, physical education teachers mostly use performance tests to assess their student's practical skills. In this regard, all, 8 (100%) have chosen performance tests as their best ways of assessing their students. Oral presentation and other types of tests were not among the choices of teachers.

4.1.2.1.7 Teachers Perception towards Students Perception of Good Physical Education Classroom Assessment

Table 17: Teachers Perception towards Students Perception of P. E Classroom Assessment

No.	Questions	Alternatives	Teachers Response	
			Total	**Percent**
1.	Do you think that your students have good perception about P-E classroom assessment?	Yes	6	75
		No	2	25
		Total	8	100
2.	If your answer is 'Yes' what is your reason?	I tell them the purpose of assessment is more than grading.	1	12.5
		I try to make the assessment procedure in clear criteria	1	12.5
		Most of the time I encourage my students	4	50
		Other, specify	0	0
		Total	6	75
3.	If your answer is ''No'' What are your reasons?	Most of the students don't like the subject, the assessment too.	1	12.5
		They have poor relationship with me	0	0
		Unsuccessful previous experience	1	12.5
		I think they think I assess them in unfair way.	0	0
		Other, specify	0	0
		Total	2	25

Table 17 above presents the perception of teachers towards student's perception about physical education classroom assessments. Accordingly, 6 (75%) teachers believe that their students have good perception towards physical education classroom assessments. While 2 (25%) teachers think that their students doesn't have as such good perception towards physical education assessment.

Those who think that their students have good perception towards physical education classroom assessment replied the following reasons in response to their agreement. Accordingly, 2 (25%) teachers believe that their students have developed good perception towards assessment because they tell their students the purpose of assessment is better than grading and put the assessment procedures in clear criteria respectively. The remaining 4 (50%) teachers encourage their students to develop positive perception towards the physical education classroom assessments.

On the other hand, teachers who believe that their students have poor perception towards classroom assessments presented the following reasons. Consequently, 2 (25%) teachers believe that most of their students don't like the subject assessment and have unsuccessful previous assessment experiences respectively. However, teachers in this category don't agree with the reasons: poor relationship with students and unfair assessment of students as a source for their student's poor perception towards physical education classroom assessments.

4.1.2.1.8 Teachers Response about the Suitability of Schools and Classrooms Environment

There are many contributing factors to high quality education, but suitability of schools and classrooms environment is perhaps the central factor especially in the effective teaching and learning process of physical education classes. A school may have good classrooms and all the necessary teaching and training materials, but if it lack basic ground plays, sport equipments and related facilities and administrators are not able to organize the schools and classrooms environment to promote the learning process, all the materials and classrooms mean nothing.

Table 18: Teachers Response about the Suitability of Schools and Classrooms Environment

No.	Questions	Alternatives	Teachers Response	
			Total	Percent
1.	Are there suitable play fields in your school?	Yes	2	25
		No	6	75
		Total	8	100
2.	If your answer is " Yes " Then what are they?	Football	1	12.5
		Volleyball	0	0
		Basketball	1	12.5
		Handball	0	0
		Total	2	25
3.	Do you get shower in your school after your practical lesson both (teachers and students)?	Yes	2	25
		No	6	75
		Total	8	100
4.	Do you think that the sport equipments available in your school are enough for teaching, assessing, etc? (hint like balls, mats, ropes gymnastically equipments etc).	Yes	0	0
		No	8	100
		Total	8	100
5.	Does your school have dressing room for students before and after their practical class?	Yes	0	0
		No	8	100
		Total	8	100

Table 18 above presents the response of teachers about the suitability of schools and classrooms environment. Accordingly, 2 (25%) teachers believe that there are suitable play fields in their schools. As an evidence for their response, they mentioned football and basketball fields. The

remaining, 6 (75%) teachers believe that there are no suitable play fields and related facilities in their schools.

Regarding the availability of showers after physical education practical classes, 2 (25%) and 6 (75%) teachers replied that 'there is' and 'there is no' shower facilities in their schools respectively.

When we see the availability of sport equipments that can be used for teaching and assessing physical education practical classes, all, 8 (100%) replied that their schools have poorly equipped with sport facilities and gymnasiums. Similarly, there are no dressing rooms available for both students and teachers during their practical classes.

4.1.3 Interview Respondents

4.1.3.1 General Characteristics of P.E Department Heads Respondents

The below table indicates the general characteristics of physical education department head respondents specifically their school, teaching experience and sex background information. The below table indicates a summary of physical education department heads background information

Table 19: Summary of Physical Education Department Head's Background Information

Item			
School	**Sex**		**Number of Respondents**
	M	F	
Guro	1	0	1
Cheha	1	0	1
Gumer	1	0	1
Izha	1	0	1
Inamor	1	0	1
Total	5	0	5
%	**100**	**0**	**100**

Table 19 above indicate that 6 (100%) male physical education department heads were selected to establish their perceptions of physical education classroom assessment affecting factors. Out of the 6 physical education department heads who participated in the interview, no female respondents were included because all of the department heads were males in all of the five schools.

4.1.3.2 Interview Questions and P.E Department Heads Answers

In this section, the 5 respondents were represented by R1, R2…R7 where R is abbreviated to designated (Respondent) and the numerals to the number of questions and responses. For each P.E department head respondents, 7 interview questions (Qs) were provided each of which have to do with their perception towards physical education teachers and students, and factors that affect the effectiveness of classroom assessment in physical education classes. In addition to these, they were asked to state some mechanisms of improving the physical education classroom assessments in their schools. The below are the interview questions and respondents answers.

Q1: **Do you think that P. E teachers have enough knowledge about classroom assessment? How?**

R1: All (five) physical education department heads who participated in the interview slightly agreed that most of the physical education teachers lack both knowledge and skills to implement effective classroom assessment. Supporting this, one of the five respondents said, ‘‘They gave no individual written or verbal feedback to students. There was no written feedback in students’ notebooks apart from some noted offered notes directly given them to write and in some cases marks indicating how many questions the student got correct during some classroom assessments’’. They said that some teachers felt grades are always meaningful to students. For the question of How, all of the P.E department head believe that most of the physical education teachers lack additional trainings. Besides, they noted that class size may have contributed to the way teachers taught and managed their classes, but their perception of classroom assessment may have contributed even more.

They also emphasized that physical education teachers should competently trained be able to choose and develop assessment methods appropriate for instructional decisions; administer, score, and interpret assessment results and use assessment results when making educational decisions; develop valid assessment-based grading procedures; communicate assessment results; and recognize unethical, illegal, and inappropriate methods and uses of classroom assessment.

Q2: What do you think about the attitude of P.E teacher toward the implementation of effective classroom assessment?

R2: In response to this interview question, all of the respondents said that there may be physical education teachers who perceive classroom assessment as tests, elements of learner-centered approaches were clear in their lessons and some elements of classroom assessment methods. Because of this, their teaching experience and flexibility to learn new ideas might have influenced their classroom assessment practices and they will strive less for the implementation of effective classroom assessments. In the middle of this interview, one respondent reflected his view. He said ‘‘Most interesting of all was there is a teacher that I knew and who perceive classroom assessment as a tool that teachers use to inform learning and teaching. His lessons, however, were not only teacher-centered but also his lessons had no elements of classroom assessment practices’’. This indicate that teachers may have the theoretical knowledge of physical education classroom assessments but fail to translate it to practice

Q3: What types of assessment the teachers most of the time use?

R3: Since two of the five P.E department heads were P.E teachers as well, they don’t want to be identified as they are incapables. However, mention the types of assessment that P.E teachers often use. Accordingly, theoretical tests and exams, class works and home works are among the most preferable assessment types used by teachers. They also pointed out three reasons why the P.E teachers do not use multiple assessment methods. The reasons were because some of those teachers have limited knowledge of different forms of assessment, felt as they have no time to create different forms of assessment , and felt as they little or no professional guidance. As a

result of these, one respondent said, ‘‘they (physical education teachers) have no enough confidence to try out other forms of assessments’’. He also said, ‘‘they don’t want students to be lazy because the teachers have an idea that if they ask their students to work in groups or pairs they become lazy... because some students just copy work from their friends without understanding’’.

Q4: What is the perception of students towards P.E practical assessment?

R4: For this question, all heads have similar consensus observed something practicable across in all schools and both grades (9^{th} and 10^{th}) that students have a relatively positive perception towards physical education assessments however, at these grade level students start to give more attention to other subject that appear preparatory entrance examinations. Regarding this, the researcher have taken word-to-word response from one of the interviewee and he said, ‘‘Once reached 8^{th} grade students were bored with activities and the repetition of the previous year’s activities contributed to a negative attitude toward physical education assessments’’.

In addition, it is possible to say that most of students do not enjoy their physical education classes and the assessments as well. This is due to fact that it is often driven by physical education curriculum that allow students to decrease physical education classes (in various ways), and lack the opportunity to cognitively develop strategies to different practical activities. Finally, all the P.E department heads concluded that although student attitudes toward physical education declined with their grade level, it is important for educators to keep curriculum enjoyable with a variety of activities and new styles of learning to appeal to all students.

Q5: How suitable is the school and classroom environment for P.E the teaching and learning process and effective classroom assessment?

R5: In this regard however, all of the five respondents believe that the problem of schools and classrooms environment among the worst reasons for the ineffectiveness of physical education classroom assessments. Surprisingly, one of the respondents said, ‘‘As a physical education department head and teacher, I always encounter many of the same difficulties with balancing classroom management with the teaching of physical skills as do most novice teachers…. with either large class sizes or inadequate equipment and space, I am always disorganized and use a

directive approach in my teaching instead of being flexible. In doing so, I mistakably communicate with my students' expectations and request them to follow me for nothing''

They noted that sport

Q6: What are problem to be faced in implementing effective P.E classroom assessment?

R6: According to the respondents, major problems that affect the effective implementation of P.E classroom assessments are class size, schools and classrooms facilities, physical education teachers competency, students and teachers negative perception towards the subject matter, curriculum preparation, principal's leadership and other related issues.

Q7: Would you suggest possible solution for the problems?

R7: They further suggested possible solution for the problems that they have raised during the respective interviews. Accordingly, five of them said that all their respective school principals, and physical education teachers are expected to work together to the understanding of school conditions and issues before they start work, there should be high levels of participation in professional development activities, high-quality instructional practice, prioritize student achievement as the primary goal, and focus time management towards instructional priorities.

Finally all of the department head interview respondents suggested that assessment practices of teachers can be improved if students are given more opportunities to take responsibility for their own learning. Too much emphasis is placed on prescribed examinations and so students are not allowed enough time for practical learning. If they are allowed more time to explore, exercise and discover through the performance based method, they would use more and assessment would be more meaningful.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

The following chapter is divided into three main sections. The first section will discuss a summary of the research. The next section will review the conclusions based on the research questions. The third section will recommend the implications for current and future physical education teachers, educators, curriculum designers and researchers.

5.1 Summary

The main purpose of the study was to assess factors that affect the effective implementation of physical education classroom assessment in some selected secondary schools in Gurage Zone. In chapter one, it has been tried to sketch some of the overall background of the study. Hence, major questions in areas such as physical education classroom assessment issues held by teachers of Gurage Zone, about the appropriate knowledge, skills and attitude about classroom assessment techniques and procedures, the type of assessments that teachers use to assess their students, and perception of the students towards the classroom assessment procedures were discussed.

In chapter two, it has been navigated to capture previous literature pertaining to the definitions, such as physical education, educational assessments, trend and purposes and types of classroom assessment. It also explores factors affecting the implementation of classroom assessment in physical education classes.

Chapter three, was about the methodological issues that this study passed through. Hence, this study was conducted in five government high schools with selected 165 grade 9 and grade 10 students, 8 physical education teachers and 5 physical education department heads.

In chapter four, the data obtained through the questionnaire were tabulated and analyzed in the form of tables. The data obtained through interview were presented in text formats in more comprehensive and whole inclusive discussion ways. Besides, questions in both the questionnaires and interviews were rewritten in addition to the appendices attached at the back of this thesis so as to make the data analysis consistent with the discussions.

The last chapter, i.e. chapter five have summered the four chapters with major findings or conclusions that this study come across and recommended some of the areas that should be done in the future.

5.2 Conclusions

Classroom assessment refers to the process used in the classroom by the teacher to obtain information about students' performances on assessment tasks, either as a group or individually, using a wide range of assessment methods, to determine the extent to which students are achieving the target instructional outcomes. It involves various activities including, but are not limited to, developing assessment methods such as written tests and performance measures.

- As a conclusion, the major findings are presented as follow. A vast majority (84.2%) students believe that their teachers have an interest of using effective practical based physical education assessment. Still majority of the students believe that assignment and home works, oral test and exam, class work and peer assessment are among the good physical education classroom assessment methods. More than two-third (69.7%) students often assessed by their teachers through the test type selection (true-false, matching and choices) in theoretical parts. Due to this, the majority of students have negative perception towards good physical education classroom assessments.
- Although it is not satisfactory as such, responses of the students indicate that there are suitable play fields in their schools equipped with no shower rooms and sport facilities. As a result of these, majority of them believe that there are problems that affect the effectiveness of physical education classroom assessments.
- With regard to teachers trainings, majority of the physical education teachers have the know-how of assessing their students. However, they don't assess their students because of no perforce assessment guiding principles supplied by their schools. Consequently, they don't do anything to compensate their students who scored below the pass mark even though most of them use performance, peer assessment and group assignment assessment methods to evaluate their students practical performance. In addition, all teachers use selection test types (true-false, matching and multiple choices) to assess their student's theoretical performance. Despite that fact that there are problems that students

believe, most teachers claim that their students have good perception towards physical education classroom assessments even if the teachers themselves are facing challenges of finding suitable play fields and related facilities for their students. Besides, the following well squeezed statement is presented about factors that affect the effective implementation of physical education classroom assessment in some selected secondary schools in Gurage Zone.

- Major categories associated with positive and negative physical education classroom assessment have been found to be curriculum content, schools and classrooms atmosphere, sport equipments, assessment methods in both theoretical and practical lessons, teachers knowledge and trainings, teacher behavior, and self-perception are some. Schools and classrooms atmosphere, sport equipments and assessment methods were also among the major problems associated with both positive and negative perception that students developed towards effective physical education classroom assessment. Many subjects in the interview cited incidents related to a sociable and enjoyable class atmosphere as experiences during physical education that were positive in nature. The conclusions drawn from this study offer insight into factors that affect the effective implementation of physical education classroom assessment in the Gurage Zone high schools. Although this study will contribute to the research in this area, additional investigations are needed.

5.3 Recommendations

There is not one particular best practice or situation when it comes to designing educational environments to facilitate motivation. Quite the opposite is true in terms of structuring and organizing classroom assessment climates within schools. It is necessary at this point to investigate ways to implement practices, which have been identified as successful in enhancing both students and teachers perceptions towards classroom assessment by examining the kinds of teachers, students, and schools where these practices work best. Therefore, the squeezed suggestions are:

- The Gurage Zone Education Bureau, curriculum designers, school principals, physical education department heads and teachers, parents, educational researchers, stakeholders and other concerned bodies should seek to better understand what practices are most likely to be effective in specific settings and contexts for the effective implementation of physical education classroom assessments in general and the schools in this study in particular.

- While a great deal of research has been conducted in this realm, there is a need for further understanding. It is necessary to better understand issues such as what factors may additionally affect physical education assessment, what factors may affect students and teachers perceptions towards classroom assessment and so on. So, further research is needed to investigate the factors that affect the implementation of physical education classroom assessment in additional high schools of the Zone.

- Finally, the researcher wants to recommend that assessment theory and global trends, ways of assessing students' prior knowledge and experience and how to use those assessments, increasing both teachers and students participation in assessment, performance assessment, scoring and providing feedback, teaching assessment methods that are appropriate for the effective implementation of physical education classroom assessments in the Zonal high schools should greatly emphasized.

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Appendix- A

Addis Ababa University

Schools of Graduate Studies

Faculty of Life Science Physical

Department of Sport Science

Questionnaire to be filled by Physical Education Teachers

Dear Teacher!

The purpose of this questionnaire is to investigate how P.E teachers assess their students and identify the factors that affect effective classroom assessment and to seek solution for the problems in Gurage Zone Secondary Schools.

N.B. – Be confident that the information you provide will be kept confidential.

- Don't write your name in any of the parts of the questionnaire.

Thank you very much for your time and cooperation sincerely!

Part I: Background Information

I. Please put a tick (√) mark for questions with alternatives in the box placed in front of the alternative.

II. Please supply your response for questions with blank space.

1. Name of your school_____.
2. Sex: ☐ male ☐ female
3. Age: ☐ below 25 ☐ 26-30 ☐ 31-35 ☐ above 36
4. Qualification: Diploma_____Major_____Minor_____

BA/BED_____Major_____Minor_____

MA in_____

5. Teaching experience ☐ 0-3 ☐ 4-7 ☐ 8-11 ☐ 12 and above
6. Your teaching load per week

   ☐ 10 and below☐ 11-16 ☐ 17-22 ☐ above 23
7. If you have extra responsibilities other than teaching please specify?

   _____

Part II: Main Data

1. Have you had training on how to assess student's during physical education class?

   A. Yes B. No
2. If your response for question No. 1 'Yes' how did you get the training?

   A. In different workshops C. in seminar

   B. In short training D. Other, specify_____
3. In your class how many times do you assess your student's per month?

   A. More than four times C. 3 times

   B. 2 times or less D. 4 times E. other, specify_____
4. In assessing your student's performance, is there any guiding principle supplied by school?

   A. Yes B. No, but only format.
5. If your answer for question No. 4 is 'Yes' then what weight the following?

   A. Test(s)_____%

   B. Mid-exam – theoretical_____% practical _____%

   C. Final-exam-theoretical_____% practical_____%

   D. Total theoretical_____% Total practical_____% Both=100%_____

   E. Group assignment_____
6. What do you do if students score is below a pass mark in your assessment (you can give more than one answer)?

   A. I teach the learning task again

   B. I ask them to discuss the learning task with highly performing students.

C. I prepare worksheet and selected activities for them

D. I do nothing

E. Other, specify_____

7. For what purpose(s) you see the results of assessment (you can circle on more than one alternative)?

   A. For improving teaching methodologies

   B. For planning lessons

   C. For grading

   D. Other, specify_____.

8. Are you interested towards the use of effective physical education assessment especially the practical lesson?

   A. Yes B. No

9. If your answer for question No. 8 is 'Yes' what is your reasons? Because:

   A. it is increases the relationship between teacher and students.

   B. I easily know the progress of students.

   C. it is less biased.

   D. because student's accept the result

   E. all

   F. Other, specify_____

10. If your answer for question No. 8 is 'No' what is your reasons? Because.

    A. it consumes time.

    B. I think it is difficult to do it.

    C. I have no enough time.

    D. it is wastage of time to do that.

    E. other, specify_____

11. What assessment method(s) do you commonly use to assess your students? (Rank order them from the most used to the list used).

    ☐ Group assignment. ☐ Oral questions. ☐ Written quizzers

☐ Peer assessment. ☐ Class work. ☐ Test & exams.

☐ Homework. ☐ Performance. ☐ Role play.

☐ Project work.

12. Which types of tests do you often use in theoretical part?

A. Selection type (true false, matching, multiple choices).
B. essay tests
C. Fill in the blank. D. other, specify

13. Which types of tests do you often use in practical part?

A. performance tests(demonstrating exercises)
B. Oral presentation (the exercise is performed in this way, tell the steps).
C. other, specify_____

14. Do you think that your students have good perception about P-E classroom assessment?

A. Yes. B. No.

15. If your answer for question No. 14 is 'Yes' what is your reason? Because:

A. I tell them the purpose of assessment is more than grading.
B. I try to make the assessment procedure in clear criteria.
C. Most of the time I encourage my students.
D. Other, specify_____

16. If your answer for question No. 14 is 'No' what is your reasons? Because:

A. Most of the students don't like the subject, the assessment too.
B. They have poor relationship with me.
C. Unsuccessful previous experience.
D. I think they think I assess them in unfair way.
E. other specify_____-

17. Are there suitable play grounds in your school?

A. yes B. No.

18. If your answer for question No 17 is ‘yes’ than fill the following by using ‘ ‘

☐ Football. ☐ Volleyball. ☐ Basket ball ☐ Handball.

19. Do you get shower after practical lesson for both (teachers, and students)?

A. Yes. B. No.

20. Do you think that the sport equipments available in your school are enough for teaching, assessing, etc? (hint like balls, mats, ropes gymnastically equipments, etc).

A. Yes B. No.

21. Does your school have dressing room for students before and after practical lesson?

A. Yes. B. No

22. Do you think that there are problems that affect effective classroom assessment in P.E especially in practical lesson?

A. Yes. B. No.

23. If your answer for question No 22 is ‘Yes’ than what are the major problems that affect proper classroom assessment in P.E?

_____

_____

24. Would you suggest possible solution, if any?

_____

_____

Thank you very much for your cooperation.

Appendix-B

Addis Ababa University

School of Graduate Studies

College of Education

Department of Physical Education and Sport

Interview for Secondary School Physical Education

Questionnaire to be filled by Secondary School Students

The purpose of this questionnaire is to gather information to investigate how P.E teachers assess their students and identify the factors that affect effective classroom assessment and to seek solution for problems in Arada sub city secondary schools.

N.B. – Be confident that the information you provide will be kept confidential

- Don't write your name

Thank you very much for your cooperation!!

Part I. Background information

1. Please put tick '√' mark for questions with alternative in the box placed in front of the Alternative

   a. Name of your school_____-

   b. Age: ☐15-20 ☐21-26 ☐27-30 ☐Above 30

   c. Sex: ☐male ☐female

   d. Grade: ☐9th ☐10th

Part II: Main data information

1. Do you think that your teacher is interested towards the use of effective physical education assessment especially in practical lesson?

A. Yes. B. No.

2. If you answer for question No. 1 is 'YES' what is your reasons? Because: (you can choice more than the answer)

A. By making the assessment fair, he/she tries to increase the relationship between teacher and students.
B. The teacher tries to know the progress of us by giving effective assessment.
C. I observed my teacher when he/she tries to make fair assessment.
D. I observed when most the students accept the result.
E. ALL. F. other, specify

3. If your answer for question No. 1 is 'NO' what is your reasons? Because:

A. Our teacher assess us as he/she likes
B. I feel that my teacher use assessment only for grade, not to see my performance progress.
C. I think my teacher is not ready to use fair assessment.
D. Other, specify_____

4. Which assessment methods, your teacher commonly use to assess you? (Rank order them from the most used to the list used)

☐ Group assignment ☐ oral questions
☐ Peer assessment. ☐ Class work
☐ Home work ☐ observation
☐ Project work ☐ Written quizzes
☐ Test and exam
☐ Role play

1. Which types of tests your teachers often use in theoretical part?
   A. Selection type (True-false, Matching, choices)
   B. Essay test
   C. Other, specify
2. Which types of tests your teacher often use in practical part?
   A. Performance
   B. Oral presentation (telling how the exercise is performed)

C. Other, specify

3. Do you have good perception about P.E classroom assessment?
   A. Yes
   B. No
4. If your answer for question No. 7 is “yes” what are your reasons? Because:
   A. My teacher told me that the purpose of assessment is more than grading
   B. I believe that the grades on my works are awarded in physical education assessment (in practical lesson) methods are fair.
   C. I like the subject
   D. Other, specify
5. If you answer for question No 7 No what is your reason? Because: (you can circle more than one)
   A. I do not like the subject
   B. I have poor relationship with my teacher
   C. Previous unsuccessful experience
   D. I think our teacher do not give fair marks
   E. Other, specify_____.
6. Are their suitable play grounds at your school?
   A. yes
   B. no
7. if you answer for question No 10 “ yes ” then fill the following by using ‘ ’?

☐ Football ☐ volleyball ☐ basketball ☐ handball

12. Do you get enough in your school after a practical class?

   A. yes
   B. no

13. Do you think that the sport equipment available in your school is enough for teaching, assessing, etc? (hint like balls, mats, ropes etc).

   A. yes B. no

14. Does your school have dressing room before and after practical class?

A. yes

B. no

15. Do you think that there are problems that affect physical education class room assessment especially in practical lesson?

A. yes B. no

16. If your answer for question 15 is “yes” then what are the major problems that affect physical education classroom assessment?

_____

_____

_____

Thank you very much for your cooperation.

Appendix C

አዲስ አበባ ዩኒቨርስቲ

ድህረ ምረቃ ትምህርት ቤት

የስፖርት ሳይንስ ትምህርት ክፍል

የዚህ መጠይቅ ዋና አላማ የስፖርት ሳይንስ መምህራን እንዴት ምዘና ይሰጣሉ፣ ምዘናው በተገቢ መልኩ እንዳይካሄድ የሚያደርጉ ችግሮችን ለመለየትና ለመፍትሄ ሃሳብ ለማቅረብ ነው።

የምትሰጡት መረጃ ለጥናትና ምርምር ብቻ እንደሚውል በመገንዘብ በትክክልና በትዕግስት ሁሉንም መጠይቅ በትእዛዙ መሰረት እንድትመልሱልኝ ስጠይቅ ስለትብብራችሁ ከወዲሁ በማመስገን ነው።

ማሳሰቢያ፡- ስም መፃፍ አያስፈልግም።

ክፍል አንድ፡- ለሚከተሉት አጠቃላይ መረጃዎች የ(✓) ምልክት በማድረግ ይግለፁ።

1) የትምህርት ቤቱ ስም _____
2) እድሜ ☐ ከ14-20 ☐ ከ21-26 ☐ ከ27-30 ☐ከ30 በላይ
3) ፆታ ☐ ወንድ ☐ ሴት
4) የክፍል ደረጃ ☐ 9 ☐ 10

ክፍል ሁለት፡- ትክክለኛ ብለህ/ሽ የምታስበውን/ቢውን አክብብ/ቢ እንዲሁም ባዶ ቦታውን ከተሰጠም ይሙሉት።

1) መምህርህ/ሽ ተገቢና ትክክለኛ ምዘና ለማድረግ ፍላጎት አላቸው ብለህ/ሽ ታስባለህ/ታስቢያለሽ?

ሀ. አዎን ለ. የላቸውም

2) በተራ ቁጥር “1” መልስህ/ሽ “አዎን” ከሆነ ምክንያትህ/ሽ ምንድንነው?

ሀ. ምዘናውን ተገቢ በማድረግ በተማሪዎችና በመምህራን መካከል ያለውን ግንኙነት ለማሳደግ ይጥራሉ፡፡

ለ. መምህሬ ትክክለኛ የሆነ ምዘና በመስጠት የኛን ዕድገት ለማወቅ ይጥራሉ፡፡

ሐ. መምህራችን ምዘናውን ግልፅና ተገቢ ለማድረግ ሲጥሩ ተመልክቻለሁ፡፡

መ. አብዛኞቹ ተማሪዎች ውጤቱ በተገቢው አሰራር ነው የተሰራው እናም ውጤቱን ሳይከፋቸው ሲቀበሉ ተመልክቻለሁ፡፡

ሠ. ሁሉም

ረ. ሌላ ካለ ይግለፁ_____

3) ለተራ ቁጥር “1” መልስህ/ሽ “የላችውም” ከሆነ ምክንያትህ/ሽ ምንድንነው?

ሀ. መምህራችን ሲመዝኑን ደስ እንዳላቸው ነው፡፡

ለ. እኔ የማስበው መምህሬ የሚመዝኑን ለማርክ እንጂ የኔን የብቃት ዕድገት ለማየት አይደለም፡፡

ሐ. እኔ እንደማስበው መምህሬ ተገቢና ግልፅ የሆነ ምዘና ለማድረግ ዝግጁ አይደሉም፡፡

መ. ሁሉም

4) ከሚከተሉት የምዘና ስልቶች ውስጥ የትኞቹን መምህራችሁ ይጠቀማሉ፡፡ (ምላሽህ/ሽ በብዛት ከሚጠቀሟቸው ምንም ወደ ማይጠቀመባቸው ከ1-10 ያሉ ቁጥሮችን በመጠቀም ከስልቶች ፊት ለፊት በተቀመጡ ሳጥኖች ውስጥ በቅደም ተከተል ያስቀምጣቸው)?

☐ የቡድን ምዘና
☐ የቃል ጥያቄ
☐ ቅፅበታዊ ሙከራ
☐ ብጤ ቡድን ምዘና (peer assessment)
☐ የክፍል ስራ
☐ ሙከራና ፈተና
☐ የቤት ስራ
☐ ምልከታ
☐ ሚና ጨዋታ (role play)
☐ የፕሮጀክት ስራ

5) ከሚከተሉት የትኞቹን የፈተና አይነቶች በይበልጥ ለንድፈ ሃሳብ ምዘና መምህራችሁ ይጠቀሙባቸዋል (ከአንድ በላይ ምላሽ መስጠት ይችላሉ)?

ሀ. ምርጫ ጥያቄዎችን (እውነት-ሀሰት፣ ማዛመድ ባለብዙ ምርጫ)

ለ. የፅሁፍ ምላሽ የሚሹ ጥያቄዎች (ባዶ ቦታ ሙላ፣ አጭር መልስ ስጥ/ጭ ጥያቄዎች

ሐ. ሌላ ካለዎት ይግለፁ_____

6) ከሚከተሉት የትኞቹን የፈተና አይነቶች በይበልጥ ለተግባር ምዘና መምህራችሁ ይጠቀሙባቸዋል?

ሀ. የክንውን ምዘና አይነት (በተግባር ማሳየት)

ለ. ቃለ መጠይቅ

ሐ. ሌላ ካለዎት ይግለፁ_____

7) ስለስፖርት ሳይንስ ምዘና ጥሩ አመለካከት አለህ/ሽ?

ሀ. አዎን ለ. የለኝም

8) በተራ ቁጥር "7" መልስህ/ሽ "አዎን" ከሆነ ምክንያትህ/ሽ ምንድነው?

ሀ. መምህሬ የምዘና አላማው ከውጤት (ማርክ) በላይ መሆኑን ነግረውኛል።

ለ. እኔ እንደማስበው የስፖርት ሳይንስ ምዘና በተለይ የተግባሩ በተገቢ በሆነ መልኩ ይሰራል።

ሐ. ትምህርቱን ስለምወደው

መ. ሌላ ካለ ይግለፁ_____

9) በተራ ቁጥር "7" መልስህ/ሽ "የለኝም" ከሆነ ምክንያትህ/ሽ ምንድን ነው?

ሀ. ትምህርቱን ስለማልወደው

ለ. ከመምህሬ ጋር ያለኝ ግንኙነት አናሳ ስለሆነ

ሐ. ቀድሞ ያልተሳካ ልምድ ስለሌለኝ

መ. እኔ እንደማስበው መምህራችን ትክክለኛ (ተገቢ) ማርክ አይሰጡም

ሠ. ሌላ ካለ ይግለፁ_____

10)በትምህርት ቤታችሁ አመቺ የሆኑ የተግባር ትምህርት መስጫ ሜዳ አለ?

ሀ. አዎን ለ. የለም

11)በተራ ቁጥር “10” መልስህ/ሽ “አዎን” ከሆነ ከዚያን የሚከተሉትን በ“✓” ምልክት ሙላ/ዪ?

☐ እግር ኳስ ሜዳ ☐ መረብ ኳስ ሜዳ

☐ ቅርጫት ኳስ ሜዳ ☐ የእጅ ኳስ ሜዳ

12)ከተግባር ትምህርት ስትመለሱ ውሃ ታገኛላችሁን?

☐ አዎን ☐ አናገኝም

13)በትምህርት ቤታችሁ ያሉ የስፖርት ቁሳቁሶች (እንደ ኳስ፣ ፍራሽ ወዘተ) በቂ ናቸውን?

☐ አዎን ☐ የለም

14)ከተግባር ትምህርት በፊትና በኋላ ልብስ መቀየሪያ ክፍል አላችሁ?

☐ አዎን ☐ የለም

15)ውጤታማ የስፖርት ሳይንስ ምዘና እንዳይካሄድ የሚያደርጉ ችግሮች አሉ ብለህ/ሽ ታስባለህ/ሽ?

☐ አዎን ☐ የለም

16)ለተራ ቁጥር “15” መልስህ/ሽ “አዎን” ከሆነ ዋና ችግሮች ናቸው የምትላቸውን/ናቸውን ይግለፁ?

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ስለትብርዎ አመሰግናለሁ

Appendix − D

Addis Ababa University

School of Graduate Studies

College of Education

Department of Physical Education and Sport

Interview for Secondary School Physical Education

Department Head

The purpose of this interview is to get information about how P. E teachers assess their students and the factors that affect proper class room assessment and to seek solution for the problems in secondary schools of Gurage Zone.

8. Name of the school_____
9. Teaching Experience_____
10. Sex_____
11. Date_____

1. Do you think that P. E teachers have enough knowledge about classroom assessment? How?
2. What you think about the attitude of P.E teacher toward the implementation of effective classroom assessment?
3. What types of assessment the teachers most of the time use?
4. What is the perception of the students towards P.E practical assessment?
5. How suitable is the school and classroom environment for P.E the teaching and learning process and effective classroom assessment?
6. What are problem to be faced in implementing effective P.E classroom assessment?
7. Would you suggest possible solution for the problems?

Declaration

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

Name: Aschalew Kore_____

Signature:_____

Date :_____

This thesis was submitted for examination with my approval as a university advisor

Name: _____

Signature:_____

Date :_____