

**THE CHALLENGES OF IMPLEMENTING CONTINUOUS
ASSESSMENT IN PHYSICAL EDUCATION CLASSES IN ABADIR AND
HARAR SECONDARY SCHOOLS IN HARARI REGIONAL STATE.**

MED THESIS

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HARAMAYA UNIVERSITY, HARAMAYA

**THE CHALLENGES OF IMPLEMENTING CONTINUOUS
ASSESSMENT IN PHYSICAL EDUCATION CLASSES IN ABADIR AND
HARAR SECONDARY SCHOOLS IN HARARI REGIONAL STATE.**

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POSTGRADUATE PROGRAM DIRECTORATE (PGPD)

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DEDICATION

I dedicate this piece of work to my father and my mother who helped me morally and spiritually since the start of my postgraduate study to manage all ups and downs that I encounter.

STATEMENT OF THE AUTHOUR

First, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation. I affirm that I have cited and referenced all sources used in this document. Every serious effort has been made to avoid any plagiarism in the preparation of this thesis.

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ACRONYMS AND ABBREVIATIONS

1	CA	Continuous Assessment
2	CAT	Classroom Assessment Technique
3	CDC	Center of Disease Control
4	IEP	Individualized Education Plan
5	IFSP	Individualized Family Service Plan
6	MOE	Ministry of Education
7	NHS	New Hampshire Standards
8	PE	Physical Education

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The Challenges of Implementing Continuous Assessment in Physical Education Classes in Abadir and Harar Secondary Schools in Harari Regional State.

ABSTRACT

The main purpose of this study was to assess factors that affect the implementation of physical education classroom assessment in some selected secondary schools in Harari regional state. A cross sectional descriptive survey method of study was designed for the purpose of the study. The study participant of the study were 436 students selected by using stratified random sampling techniques; 5 physical education teachers selected by purposive sampling technique and 2 principals were selected by available sampling technique. Both qualitative and quantitative data of the study were obtained through questionnaires, interview guide and document analysis. Descriptive statistical analyses were employed for the quantitative data. The data obtained were analyzed using frequency, and percentage. Over crowdedness of the classrooms, students' lack of interest to towards physical education, shortage of time due to physical education class is out of school schedules and shortage of resource materials are becoming obstacles, lack of school administrators' follow up and supervision were the factors affecting implementation of continuous assessment in sport class in secondary schools of Harari regional state. The teacher stated that CA increases the relationship between teachers and students, teachers believe that it will help them to know the progress of their students' easily are sources of interest in their effort towards the use of continuous assessment in physical education. The common types of assessment methods used by physical education teachers were performance test, test and exam frequently; group assignment and individual assignment sometimes and home work, class work, oral question and role play rarely to assess their students. Furthermore, with respect to the possible strategies to solve the challenges in implementing CA in PE the finding shows that fulfilling necessary sport facilities/ sport fields , providing necessary physical education teaching aids or materials, decreasing the number of students per class , motivating PE teachers to implement CA, enhancing students interest towards physical education class, strengthening school administrators' follow up and supervision and providing on job training to improve knowledge and skills of teachers towards assessment is essential for the proper implementation of CA in PE.

Keywords, *Challenges, Implementation, Continuous Assessment*

1. INTRODUCTION

1.1. Background of the Study

Sustainable national development is unthinkable without education (Birhanu, 2004). He further argued that in modern society; education is increasingly viewed as the primary means of solving social, economic and political problems. One of the major activities in the teaching-learning process is assessment of students. Assessment, according to the views of some scholars, is inseparable from the teaching-learning process “Like a design that waves into a fabric by a weaver. Instruction and assessment are interconnected. They are part of the teaching-learning process and one naturally leads to the other. No one can hesitate that assessment is part of the teaching-learning process and it helps educators, teachers and school officials to make sound decision on the students’ progress. What should be considered there is that weather this assessment is able to provide a complete picture of the students’ progress. How this approach of assessment should be practiced? What materials and resources are required to assess student? And others can be raised here. The assessment approach that is intended to be practiced by schools is continuous assessment. This is because it is dependable in revealing the real changes in students’ behavior. Continuous assessment in addition to being more powerful and more inclusive, as highlighted by (Mitko, 2004) has the following merits.

It promotes frequent interaction between students and teachers that enable teachers to know the strengths and weaknesses of learners and identify which student need review and remediation. Students receive feedback from teachers based on performance that allows them to focus on topics they have not yet mastered. Similar idea was formulated in (Copper, 1996) that this in turn promotes a student-teacher relationship based on individual interactions, students learn that the teachers value their achievements and that their assessment outcomes have an impact on the instruction that they receive and one-to-one communication between the teacher and the student can motivate learners to continue attending school and to work hard to achieve higher level of mastery. In the same article, it is stated that, continuous assessment helps teachers to assess the curriculum as implemented in teaching learning process. It allows evaluating the effectiveness of their teaching strategies relative to the curriculum and changes these strategies as directed by their students. Considering the very advantages of continuous

assessment in Ethiopia, teachers are expected to implement continuous assessment. However, from the experience of the researcher, it seems that continuous assessment is not being used.

Some of the reasons may be lack of awareness of the important feature and uses of continuous assessment by teachers, lack of professional competency, absence of positive attitude to it, and irresponsibility of teachers. Good leadership capacity and teaching methods are always seen as basic development tools in schools concerning the application of continuous assessment. Leaders are important because they serve as anchors, provide guidance in times of change, and are responsible for the effectiveness of organization. On the basis of the foregoing, the researcher argues that the successful implementation of continuous assessment policy in the Further Education and training band requires the objective perspective of the manager as well as the flashes of vision and commitment wise leadership provides. Furthermore, the researcher argue that the successful implementation of Continuous assessment in schools will depend, among other things, on an ability by the school managers to influence staff' actions as well as efficiently and effectively maintaining organizational structures. The challenges confronting the continuous assessment policy have always betrayed the purpose it intended to achieve in many Ethiopian schools.

In order to address these challenges, this research suggests that the leadership and management perspective is crucial to optimize utilization of staff potential. This research is an attempt to investigate and explain the role that should be played by school managers in the implementation of the continuous assessment policy in the various schools of Harar city, and further examines the extent at which the school managers and teachers perform leadership and management roles such as the instructional leadership, management of parent involvement, learner management, motivation, and monitoring and support.

1.2. Statement of the problem

The process of continuously assessing students' performance and progressing learning level is hard and task. Teachers have to continuously try to identify whether their students have mastered the required skills for the respected course. The teachers use the information gained through assessment to decide whether to provide an extra help for students assessed as under qualified based on the criteria and can also be used for evaluating the educational methods

used. For continuous assessment to be most effective there must be an operational linkage between curricular goals, instructional methods and the assessment process. But there are some problems that may be obstacles to effectively applying this continuous assessment method in schools. This particular research aims to investigate and determine the challenges of continuous assessment in physical education and sport classes in some selected schools of Harari Regional State High School.

Therefore this study tried to answer the following basic questions:-

1. What are the challenges of implementing continuous assessment in physical education class?
2. What are the attitude of teachers and students towards the implementation of continuous assessment in physical education?
3. What types of assessment techniques do teacher use to assess students' performance?
4. What are the possible strategies to solve problems in implementing continuous assessment in sport science?

1.4. Objective of the study

1.4.1. General objective

The main objective of the research was to investigate challenges facing the effective implementation of continuous assessment in physical education and sport in Abadir and Harar senior Secondary school in Harari Regional state.

1.4.2. Specific objectives

The study specifically intended:

1. To identify the challenges of implementing continuous assessment in physical education and sport class.
2. To investigate the attitude of teachers and students towards the continuous assessment in physical education class.
3. To identify the type of assessment that teachers apply to evaluate their students.

4. To find the possible strategies to solve problems in implementing continuous assessment in sport science.

1.5. Significance of the study

Assessment is a general concept indicating a consistent level of performance. In order to make an important assessment one must know the desired objectives, know which tools and techniques should be used in the continuous assessment and make unbiased judgments concerning educational significance. In this paper such points and other related important ideas to give hint to the physical education teachers. It shall also be point out that it is through research that the physical educator is able to determine effective means of continuous assessment. So through this research study the physical education teacher will get idea to correct their errors made during the process of continuous assessment in using various tools and techniques of measurement.

- The result will also help to create awareness among physical education teachers about tools and procedure used in the continuous assessment.
- The result shall shed light on the current physical education assessment approaches in the school by clarifying the extent to which continuous assessment has been practiced in the school.
- The research work tries to give some relevant information to physical education teachers to improve their teaching activity and their continuous practical assessment mechanisms. And also develop teachers' awareness on the use of continuous practical assessment method in physical education.
- Serve as a reference for further investigation on the area

1.6. Delimitations of the Study

The scope of this research was limited to two selected secondary schools such as Abadir and Harar secondary schools out of six government secondary schools found in Harari National Regional State.

1.7. Limitation of the study

There was reluctance of some teachers, and students to fill and return the questionnaire by the time table set at the beginning also shortage of time for class observation. Therefore, the result of the study should be considered with this limitation.

2. REVIEW OF RELATED LITERATURE

2.1. Definition of Continuous Assessment (CA)

Continuous assessment is a formative mode of assessment that used multiple ways and format. It combines the scores obtained from paper pencil, assignment projects, discussion and presentations, oral paper penal, observation, etc. this and suit a lot of definition have been given by many scholars /researchers, educators, psychomotoricians, etc. However, it may not be feasible, need impossible to mention all here, and rather those related to the domain of the study i.e. continuous assessment of learners' overage progress are given emphasis. Continuous assessment is a process of collection and interpretation of information to make decisions about learners based on what they know and can demonstrate as a result of classroom instruction (copper, 1996). Thus, from the above definitions continuous assessment is a process that is used in collecting information about students' performance with regard to all learning domains made throughout the teaching learning process. From those definitions we can dive out the following main points.

- Continuous assessment is a tool to collect information about learners
- It involves interpretation of information to have objective ground to make decisions with regard to learners rearming status.

The change in the assessment policy was introduced in the South Africa schools in 2001 by the former Minister of Education, Prof. Kader Asmal Alausa (2003:2) ascribed one advantage of Continuous assessment to the fact that it places teachers at the center of all performance-assessment activities and that it encourages more teacher participation in the overall assessment or grading of learners. He further states that this new assessment model is used to determine the learner's achievement during the course of the grade or level, and to provide information that is used to support a learner's development and enable improvements to be made in the learning and teaching process. Although the change in the assessment policy was intended to improve the quality of teaching, learning and assessment, it also introduced schools to the challenges associated with the implementation of educational change.

The argument presented in this study is simply that every change produces new information and concepts which create challenges. The change in assessment policy calls for a realignment of existing values, practices and outcomes (Morrison, 1998:11). Alausa (2003:3) identified some of the problems working against the proper implementation of Continuous assessment which calls for the realignment of values, practices and outcomes in schools. Some of the challenges that are associated with educators include a lack of skills in test construction and test administration, attitudes towards Continuous assessment, and record keeping. For Continuous assessment implementation to succeed, Alausa (2003:3) argues that teachers need to give more tests and that will result in more marking for the teachers. They are expected to constantly observe learners to see if they are progressing towards the set outcomes. All these could mean more work for the teachers, greater demands on their time, and increased responsibility.

2.2. Techniques and Tools for Continuous Assessment

The techniques of continuous assessment listed below will not necessarily be new to you. In fact, you will recognize these techniques not only as good assessment strategies, but as excellent teaching strategies as well. These, when combined with some familiar tools, help you to gain and document information about students' understanding of science concepts, the practice of scientific dispositions, and the development of the processes of science (see Resource A for user-friendly charts that summarize the techniques and tools of continuous assessment). Alausa (2003;3)

Techniques for Continuous Assessment are:-

- **Sitting and listening closely:** -Teachers watch the behavior of the students at work and listen closely to their conversations. At times, they may ask questions during conversations to clarify details about what students are doing and what they are finding out, but otherwise do not interfere.
- **Purposeful Questioning:**-Teachers ask open-ended questions that enable students to reflect on, clarify, and explain their thinking and actions and give their point of view during investigations.

- **Sharing New Material/Information:-**Teachers give students new materials or information to help them move deeper in their inquiry.
- Sparking Science Conversations:-**Teachers structure opportunities for whole-class, group, and individual conversations to explore the learning occurring through the inquiry.
- **Student Self-Assessment:-**Students conduct routine reflection.

Tools for Continuous Assessment are:-

- Teacher's observation notes
- Videotape
- Audiotape
- Photographs
- Student science writing
- Artifacts and products of student science

You will see a more thorough description of the benefits of each technique and tool, and an explanation of how each can be used to enhance student learning.

2.3. Types of Assessment

Assessment strategies entail the utilization of a variety of methods to give learners ample opportunity to demonstrate their abilities more fully. The choice of what assessment strategies to use is a subjective one, unique to each educator grade and school dependent on the educator's professional judgment. The availability of space and resources influences this assessment decision: however, even when resources are similar educators differ in the way they make their assessment choices. The methods chosen .for assessment activities must be appropriate to the assessment standards and the purpose of the assessment must be clearly understood by all learners and educators involved (RNCS. 2002:54). Educators utilize various types of assessment to evaluate the performance of learners. Among these types of assessment are the following:

- Evaluative assessment.
- Formative assessment.
- Diagnostic assessment.
- Summative assessment.

- Norm referencing.
- Criterion referencing.
- Self-assessment.
- Peer assessment.

Evaluative assessment

According to Hawkins (1998:155) the term evaluative means to estimate the value of something. Evaluative assessment is usually applied at the beginning of a new set of activities. The purpose of this type of assessment is to enable the educator to establish the amount of knowledge learners are already equipped with and the skills they have. Evaluative assessment also assists the educator to compare the aggregate information about the learner's achievements so that it can be used to assist in curriculum development and evaluation of teaching and learning (Parker, 1998:19). This type of evaluation helps to inform the educator of the learner's previous knowledge which will serve as foundation on which to impose new knowledge.

Formative assessment

Formative assessment aims at informing the educator about the learning experience of each learner and takes place during the learning process (Jacobs & Gawe, 1996:280). This means that formative assessment aims at helping learners grow and progress. Formative assessment involves a developmental approach and is designed to monitor and support the learning process. It builds on learning activities on a continuous basis, guiding the learner and the educator through constructive feedback (DoE, 1998b:27). According to Raggatt (1994:18) formative assessment can motivate learners through the admission of personal experience as a relevant source of learning and of data for assignment, and through feedback from the educator which can help learners to develop self-esteem and confidence in their development. Formative assessment is applied so that the positive achievements of the learner may be recognized and discussed and the appropriate next steps may be planned. In other words this type of assessment enables the educator to discover the learner's strengths and weaknesses and address them, and to do remedial work.

Diagnostic assessment

Certain learners have certain leaning difficulties and diagnostic assessment aims at discovering and addressing these difficulties. This is done by identifying the nature and cause of these leaning difficulties. The educator can consult with other or previous educators or parents of the learner to learn more about his learning difficulties. After the learning difficulties have been identified and scrutinized. The educator endeavors to provide appropriate remedial assistance and guidance.

Summative assessment

Jacobs and Gawe (1996:280) describe summative assessment as the type of assessment which takes place at the end of learning experiences and is always norm referenced. This usually means a major test or examination written at the end of a school term or a school year. Summative assessment aims at finding out how much subject content a learner can remember. Traditionally the promotion of learners to the next grade depended on summative assessment. Summative assessment encompasses a series of assessment activities taken simultaneously resulting in an overall report on the performance of the learner. It should be seen as formative feedback to the learners and educator. The result should feed into the next planning stage (Freiberg. 1996:87).

Norm referencing

Manna (1995:720) maintains that a norm is a standard or yardstick which implies that the educator assesses a learner's competence by comparing it to the competence of other learners. Traditionally norm referencing was done by means of class averages. Individual learners' marks are calculated and compared to the performance of all the learners in that particular class. Norm referencing does not indicate what the learner has already learnt or what has not yet been learnt.

Criterion referencing

Criterion referencing refers to the practice of assessing a learner's performance against an agreed set of criteria. In case of OBE the learner is assessed against agreed criteria derived

from the specific outcomes (DoE. 1997c:14). Criterion referencing uses criteria as reference points (Wolf. 1995:9). Criteria are reference points against which other things can be assessed. The criteria as reference points are specified beforehand and the learner is only assessed according to these criteria. Some examples of specified criteria may be punctuality, self-control, responsibility, cooperation, respect, Leadership, cleanliness and good manners.

Self-assessment

One of the aims of assessment is to develop learners to become loyal and responsible beings. The relevant type of assessment to be applied in achieving this goal is self-assessment. Vogel (1997:3) maintains that learners need to be taught how to assess their own work. This practice encourages learners to assume more responsibility for their own work. Educators are expected to involve learners in the selection of assessment criteria to be used. However, educators should be more alert when criteria are chosen. Assessment criteria chosen should describe in line with what the educator expects his learners to achieve in a lesson. Jacobs and Gawe (1996:285) say the important role played by self-assessment is that:

- ❖ It helps learners to think critically about their own work;
- ❖ If done properly learners have a good idea about their progress;
- ❖ It encourages learners to take more responsibility for their own learning; and
- ❖ Educators can give learners much more meaningful feedback.

Peer assessment

According to Hawkins (1998:320) the term peer refers to someone who is equal to another in rank or merit. Argah (200J:72) sees a peer as someone who is either the same age or in a similar position as oneself. Peer assessment refers to the process whereby learners assess one another's work. This can be an individual task where learners assess one another or how another learner performed in a group task {DoE. 1998b:36}. Educators have to teach learners how to conduct peer assessment.

- ✓ It is a real attempt of involving learners in assessment.
- ✓ It is a more transparent form of assessment as it involves more than one person.
- ✓ Group and paired activities are designed to suit peer and self-assessment.

- ✓ Learners are encouraged to help each other in peer activities.

2.4. Principles of Continuous Assessment

Continuous assessment is an ongoing process in teaching and learning but not episodic. This process like other processes is most effective when based on sound operational principles. These principles provide to the tutor a framework within which the process of assessment is practiced. They include:-

Determining and clarifying what to be assessed

There is need for a tutor to determine an assessment device after defining the purpose (s) of assessment. Assessment works best when the programmer seeks to improve have clear, explicitly stated purposes. As a tutor critically identify the education values you intend to assess on who in terms of what and how alongside where. The assessment techniques strategies or tools should be selected in terms of the purpose to be served. Each assessment technique tool is appropriate in one instance and in appropriate to another, therefore as a tutor consider the appropriateness of the technique or tool for the intended purpose prior to its selection. Comprehensive assessment requires a variety of assessment techniques for triangulation purposes. No single assessment tool or technique is good or adequate enough for appraising learner progress towards all the important outcomes of instruction. Assessment requires attention to outcomes but also equally to experiences that lead to those out comes therefore assessment is most effective when it reflects on understanding of learning as multi-dimensional, integrated and revealed in performance over time. Proper use of assessment techniques, tools requires awareness of their limitations strengths and appropriateness. All measuring instruments tools are subject to one or more types of errors as tutors you need to use proper and accurate assessment results aware of such instrument errors; use the most appropriate tool for a specific learning outcome. Assessment is a means to an end but not an end in itself. The use of assessment techniques, tools means that some useful purpose will be served and the tutor will be clearly aware of the purpose. The type of decisions made should be identified before assessment procedures are selected.

Good assessment practices promote ethical academic conduct

Ethical academic conduct is both a staff and students' responsibility. Good assessment design can both educate students about appropriate academic conduct and minimize academic misconduct.

Assessment practice allows students to receive timely feedback on their learning

High quality feedback is clear and constructive, and enables students to make sensible judgments about modifying aspects of their academic performance in order to meet the objectives of the course. Such feedback should enable students to understand their level of development of the required skills, their mastery of understanding embedded in the assessment activity and how their performance in each domain could be improved in subsequent learning activities.

Assessment methods should be valid reliable and consistent

Tutors should make effort to ensure that assessment methods are valid and reliable, recognizing that professional judgment is a significant and reasonable element in the indicators of achievement. It is also reasonable that such judgment is regularly subjected to peer review and discussion. Assessment fosters wider improvement when representatives from across the educational community are involved. Teacher trainee learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. As a tutor you should involve individuals from beyond the campus whose experience can enrich the sense of appropriate aims and standards for learning. Therefore treat assessment as a collaborative activity by all parties with a stake in its improvement.

2.5. Characteristics of Continuous Assessment

A more complete view of continuous assessment requires that a teacher understands information about students learning and should be used continuously during the teaching process to improve teaching and learning. Therefore, according to Jamaican Ministry of Education, youth and culture (2004), in effective classroom assessment mode, there are five features of continuous assessment.

- Continuous assessment encourages the use of multiple works. Assessment often occurs and for different purposes and is not limited to the end of term or end of year.
- Continuous assessment allows for timely feedback to the major stakeholders in the systems. When continuous assessment mode is used, the teacher can regularly monitor and report on the program that students are making towards the attainment targets and objectives set out in the official curriculum. If a teacher does not recognize a student's learning errors until the end of the term or the end of the year, it is usually too late for any corrective as well as its time lines significantly impact on how a student responds to it.
- The continuous assessment model makes it easier to use a variety of assessment methods. For example, a teacher can use a class discussion, oral questioning, a project, class work, assignments, and student's observation to help him gather different types of information he/she needs to plan, teach, decide and report. The validity of our decision is greatly improved when we use a variety of assessment methods for gathering and interpreting students' information.
- Continuous assessment gives opportunities for collaboration including students in the assessment process through self-evaluation and for evaluations and asking for reflection on what they have learned motivates them.
- Continuous assessment occurs throughout the teaching learning process. A teacher who has more understanding of continuous assessment, required to realize that assessment information should be used through all the teaching-learning process. In other words, that assessment really must be continuous. If we divide the teaching process into three stages, we can describe continuous assessment in each stage along with the main purpose of assessment.

A. Before instruction gather information about what students already know about the upcoming unit and what misconceptions they may have used this information to help plan the instruction and teaching activities for the unit.

B. During instruction gather information about how well students are learning thus far, use the information to decide which students are making good progress and which are struggling and use the information to guide change that should be made in the lesson plans or to guide remediation or re- teaching

C. After instruction gather information about how well students have learned the material that was taught, use the information to assign grades or re-teach students who have fallen defined. In general, effective assessment helps to focus effort on implementing strategies to facilitate learning both inside and outside the classroom, and demonstrates the characteristics like: congruent with instruction, and integral to it, ongoing and continuous, based on authentic tasks and meaningful learning processes and contexts; based on criteria that students know and understand, appealing to their strengths; a collaborative process involving students; multi-dimensional, and uses a wide range of tools and methods; and focused on what students have learned and can do.

2.6. The Purposes of Continuous Assessment

1. **Student learning:** -Assessment is a way for educators to measure progress, strengths, and Areas of growth. Many teachers assess their students using a pre-test, mid-term, and post- Test to gauge student learning. This may take place throughout a unit or the entire school Year. (Sayed, 2009).

2. **Improvement of Teaching:** - Teachers use assessment to determine what is effective in their teaching practices; what is working and what needs improvement. A variety of assessment tools may be used in order to determine what types of instruction are most beneficial in meeting the needs of students capper (1996),and(Elui,2008)

3. **Communication:** - Assessment should serve as a means of communication between educators, Students, administrators, and parents. Parents and students often look at assessment to see WHAT is being learned, HOW progress is being measured, and the TYPE of instruction being received. Educators and administrators use assessment to evaluate teaching practices and to determine if there are gaps in the curriculum.

4. **Program Evaluation:** - Assessment can prove a good measure of one's program, revealing Evidence of the effectiveness of that program, throughout the year, assessment can offer Direction to the program and modifications can be made to increase both student and Instructional success

5. **Program Support:** - Consistent assessment can be used to validate one's program. Data gained is objective and can show evidence of goals and objectives being met by both student and teacher. With clear data presented, a strong measure of program support may follow.

6. **Motivation:** -Assessment shows progress. When improvement is shown, students feel Positive about their learning environment. Documented assessment can offer proof of growth, thus enhancing students' motivation to perform to the best of their ability.

2.7. Teachers attitude towards continuous assessment

Attitude has been defined by different scholars in a relatively different way never the less, there is no single universally definition of attitude on the other hand all definitions are bound with two integrated elements that come in to one's mind these integrated elements in every definition of attitude are the attitude itself and the attitude object one common definition for example, is "it is a relatively enduring tendency to respond to someone or something in a way that reflects a positive evaluation of that person or thing social psychologist as cited by (Alauso, 2003:2) in the same way it is essential to think of the awareness and positive feeling of teachers (attitude) and the (attitude object) that is the program or more specifically continuous assessment that is going to be implemented. From the above ideas teachers may bear negative attitude toward the continuous assessment because of the absence of adequate orientation and training, lack of skill and knowledge without which they cannot appreciate and implement it which is practiced international with this regards, Isaac (1995), as cited in Elvi

(2008), contended teachers until liability in continuous assessment scores is an international problem the study mentioned that gross inflation is usually detachable when continuous assessment scores are compared with examination scores in south Africa. It was also claimed that issues facing 3rd mold countries in terms of implementation of continuous assessment are very different from those facing 1st as to the viewpoints of educators, proper training of teachers are reduced workload may alleviate the problems. In divisively who receive appropriate training and have time to develop the assessment would be able to develop world countries.

This is because, teachers in developing countries are underpaid unrestrained, and over worked menu have two shifts of classes, often with too many students per class, so they may be disinclined to spend additional time outside of their normal class in developing paper pencil tests, quizzes, or other approaches to assess their students. Another concern is that when course grades begin to count toward selection decisions, teachers are vulnerable to corruptions capper (1996), and (Elui, 2008). More creative, pedagogically and technically sound assessment they could develop assessment, which support.

- Independent and resourceful learning, higher order thinking and problem solving that are consistent with the principle of learner centered instruction
- That has objective criteria for evaluating student performance
- That involves students in applying knowledge, skill and concepts to solving real life problems in their communities
- And that captivate students interest and imagination (capper 1996)

2.8. Factors affecting the Implementation of Continuous Assessment In physical education

2.8.1. Large Class Size

One of the major challenges was the large class sizes. Teachers cited the large class sizes in most schools as major challenge. Teachers indicated that the workload became higher as they were required to mark and keep records of the progress of all learners. It was also observed

that despite the intensive in service training and the availability of the guidelines encouraging teachers to practice continuous assessment, a good number of teachers in the pilot schools continued to practice continuous testing by administering assessment or tests at the end of the first month and the end of the second month. A good number of teachers failed to appreciate the need to administer assessments on an ongoing basis such as weekly, fortnightly or after a topic (Kapambwe, 2010).

2.8.2 Teaching and learning resources

The majority of the teachers complained that they had inadequate teaching and learning materials. The difficulty with learning materials mainly affected the availability of appropriate teaching and learning materials in new curriculum. It was clear that they needed a lot of support in form of materials and equipment.

2.8.3. Knowledge and Skill of Teacher

One of the most basic obstacles to the uptake of assessment practice and development is that the people who matter, and that means practicing teachers, do not have any easy access to the many interesting idea and resource which they might choose to try out if they were aware of their existence. A clear concomitant of the knowledge constraint in assessment development and practice is the degree of skill which the teacher has developed for using the various techniques. There tends to be mystique about assessment technique which is largely unwarranted (Black and Broadfoot,1982).

2.8.4. Lack of Time

Teachers are very poorly supported by service and facilities to back up their teaching. Many paper and pencil test yield doubtful results, not because of the nature of the content, but because they are scribbled in the teacher. The implication of all this is that if new ideas in assessment are to work, rather than join the pile of good ideas on the (rejected)good ideas heap, then they must be tailored to fit the time and facilities which are available in school. The problem is that available time is a contentious issue. (Black and Broadfoot,1982).

2.8.5 Students Attitude

For learning to take place effectively and for students to become successful, they should be ready and motivated to learn materials offered by their teachers. Student readiness and motivation refers to the extent to which they are willing to do assignments, and participate in practical projects and other tasks (Ayalew et al., 2009). No learning will take place unless the student is willing and committed. No potential will be realized unless the student responds to a challenge. No matter how good the curriculum, how cognitively correct the teaching methods, unless the teacher is able to motivate his/her students to stimulate about their teaching and make commitment in it, he/she will have given them little of lasting importance (Black & BroadFoot, 1982).

2.8.6 Teachers Attitude

The factors related to teachers may include inadequate professional skills, poor subject matter, unfair evaluation and lack of interest in their profession, punctuality, and respect for students. These may result in developing negative attitude, and it becomes difficult to make student-centered method practical. Positive teachers' attitude exists when teachers have confidence in their ability to teach, and committed to teaching and cooperate with each other. Teachers are committed to teaching learning and care about their students, when they set high standard of work and behavior and model themselves. Teachers are co-operative when they plan school activities and teach collaboratively and when they share ideas with each other and when teachers and administrators work together on whole school issues.(Argali, MW 2001). Assessment becomes more meaningful when the result are used to point towards the next steps in learning and instruction. Meaningless assessments may provide achievement scores with no implications and advance of learning (Johson et.al. 2002). These scholars further listed down the following problems, which teachers face in general in conducting continuous assessment as follows:

A. outcomes which are most commonly assessed are subject matter's knowledge and recognition of facts

B. time constraints are other factors which can prohibit the use of many of the most effective and helpful assessment procedures

C. Teachers' bias and expectations can also affect assessment results.

D. the other most common things is students do not understand the criteria and rubrics used to assess their work

E. Last but not the least is assessment process is not a learning experience for most students. Similarly, Rink (1998) summarizes in particular the biggest reason teachers in physical education have not attended to assessment and evaluation to the extent that they should is:

A. Physical education teacher do not provide information on students' performance to anyone. Even the grading process is to large extent void of "data" in many programs

B. Many formal tests require a great deal of teacher preparation and take too long to administer to classes with large number.

C. the failure of teacher to use assessment in the instructional process and to evaluate their programs

D. teacher have perceived many "tests" as having little relationship to what they are teaching

E. the need to provide information on students' performance to concerned parties outside of the physical education setting is least compared to other subjects. Apart from this, coaching interschool / intercollegiate or higher education sport teams in addition to teaching become a Sevier challenges for physical education teachers. In particularly on days when there are contests, coaching consumes more time in planning practices, scheduling contests, attending meetings and games. In this regard, Wuest (1994) indicated that when teachers choose to direct their time and energy to teaching often the quality of physical education instruction program suffers.

3. METHODS AND MATERIALS

This chapter deals with the research design; source of data; sample size and sampling techniques; instruments and procedures for data collection; and methods of data analysis that is employed to analyze the data.

3.1. Description of the Study Area

The research were conducted in the Harari Regional State, Harari Region is located at 526 km east of capital city of Ethiopia Addis Ababa ;This Region it is the most popular historical town in the Eastern part of Ethiopia. The native population of Harari People National Regional State has an estimated total population of 196,000, of whom 100,000 are men and 96,000 are women of these 74,000 or 37.8% of the population are estimated to be rural inhabitants, while 122,000 or 62.2% are urban. With an estimated area of 342.91 square kilometers, this region has an estimated density of 629.72 people per square kilometer and temperature of around 17.1-20.2. Furthermore, Harari Regional state Growth Developmental program document shows that there were 80,000 people or 42% of population with Illiteracy in the region (HRFEDB, 2011).

Moreover Harari region is administratively subdivided into nine (9) districts (woredas) and Harar town is the capital of the regional state. There are 53 kindergarten, 87 primary, 15 secondary schools, 8 colleges in Harari National Regional State (HEB, 2016). Therefore, secondary schools, which are selected for this research, are found in Harar town in Harari National Regional State.

3.2. Research Design

The design of this study is descriptive survey design. Descriptive survey is preferred over other methods as it enables to make investigations with predictions, narration of events, comparisons, and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population (Kothari, 2004). Prakash (2005) described that a survey research is important to collect a detailed descriptions of existing phenomena. Also survey research has intent of employing the data to justify current conditions

and practice or to make more intelligent plan for improving social, economic, or educational conditions and process.

Moreover, the instruments of data collection in this research were survey questionnaire, semi-structured interview, observation checklist and document analysis. Stratified random sampling and available sampling techniques were employed in selection of sample in this research. Finally, both qualitative and quantitative methods of data analysis were employed.

3.3. The Source of data

The researcher used both Primary and secondary data sources.

3.3.1 Primary source of data

Primary sources of data were students, teachers and school leaders (school principals) from Abadir and Harar secondary schools.

3.3.2 Secondary Sources Data

The researcher obtained secondary sources of data by critical analysis of different documents such as recent publication relevant books, journals and relevant documents.

3.4. Population, Sample and Sampling Techniques

3.4.1. Population and sample

Pearson (2010) states that sampling is the process by which a researcher select a group of participants (the sample) from a larger population. Mugenda (2003) states that to arrive at a reasonable sample size, take 10% of the accessible population if the population is large and 30% if the population is small. The target population of the research encompasses teachers' currently teaching physical education in grade 9 and 10, students in grade 9 and 10 and their respective, school principals in secondary schools of Harari Region. So from the total population of 1484 students (male=887; female=597) 30% that is 445 (male=266; female=179) students were taken as a sample; all 5 (male=5; female=0) physical education teachers and all 2 (male=2; female=0) principals were included in the sample.

3.4.2. Sampling techniques

The researcher selected grade 9 students by using stratified random sampling techniques based on sex. Stratified random sampling technique was used for the reason that the population from which the sample is drawn does not constitute a homogeneous group; they of different sex. This methods involves dividing the respondents in certain groups known as strata, which were selected in such a way that strata consists of units with specified characteristics like sex, which gives accurate, reliable and representative sample. Therefore, in order to make the samples representative students from all sections were included according to the sample in the research.

Physical education teachers were selected by using purposive sampling technique because direct and detail information are obtained from them. Moreover school principals were selected by using availability-sampling technique for they are manageable to deal with. Furthermore, secondary schools were selected by simple random sampling technique.

3.5. Data gathering instruments

Relevant data for the research were collected through different instruments. Accordingly, questionnaire, observation checklist, document analysis and interview guideline were used to collect relevant information.

3.5.1. Questionnaire

The questionnaires' were prepared for teachers, principals and students. The questionnaires include both close-ended and open-ended items. The parts of questionnaires' were prepared based on the objective of the study. Questionnaires for students were translated in to Amharic and Afaan Oromo to reduce communication barriers and to get appropriate information from respondents. Face validity of the instrument were ascertained from experts in the field and advisors. Then, Pilot test were undertaken in two Shekib and Hamaresa secondary schools (not included in the sample) for 25% to test the reliability of the instrument using Cronbach alpha, before the actual distribution of questionnaires for teachers and student to check appropriateness of the instrument and to get constructive comments from the respondents. Finally, based on the feedback from the pilot test, the questionnaires were improved and

administered to the respondents and the Cronbach alpha reliability coefficient was 0.74. This shows that the instrument was reliable.

3.5.2. Interview

Interview is one of the commonly used instruments for collecting data kothori (2006) and koul (2002) explained it as a method of collecting data through oral communication (verbally), interview is one of the major tools employed in this study to acquire qualitative data.

Semi-structured interview were conducted to obtain in depth information from principals as they are responsible for the effective implementation of continuous assessment in physical education. The interview was intended to obtain information about the challenges in the implementation of CA in secondary schools. This helps the researcher to collect primary data and support the data that were collected through questionnaire. Interview guideline was prepared in English and was translated to Amharic before conducting interview to obtain the necessary in depth information and avoid communication barriers.

3.5.3. Observation

Observation entails gathering data through vision as its main source, a method by which information is sought by way of investigators on observation without asking from respondent (kothari, 2004). The real instructional activities are manifested in the classroom while teachers teach in the classroom and students learn and observation of school environments. And also observation is used as the third complementary technique employed by the researcher in such aspects of the schools as teaching learning process.

3.6. Data gathering procedure

Review of related literature was made in advance to get information on what has been done in relation to the problem. The basic questions are formulated and data gathering instruments were prepared. Questionnaires were prepared in English for teachers and student questionnaires are translated in to Amharic and Afan Oromo in order to make them easier. The researcher validated the instruments that are developed as follows; before the actual data collection is started the instruments are given to colleagues to get valuable comment and criticism on the strengths and weakness of the item. A brief orientation about the whole purpose of the study were given for the respondents and the distribution and collection of the questionnaires were conducted in collaboration with the percentage physical education

teachers of the school and finally the interviewing with the school management was conducted.

3.7. Methods of Data Analysis

Depending on the nature of the collected data and the objectives of the research, both quantitative and qualitative methods of data analysis were used to interpret the data gathered through different data collection tools. The data gathered through the closed ended questionnaire were tabulated and analyzed by descriptive statistics such as percentage and frequency. Furthermore, the qualitative data which were collected through interview and open ended questionnaire was narrated in words. The data obtained through interview and document analysis were narrated in words. The interpretation and analysis was made by triangulation of the results obtained through different data collecting instruments based on the stated objectives. Finally, the result of the interpretation are discussed and summarized to give recommendations.

3.8. Protocol and Ethical Consideration

According to Best and Khan, (1993) involving participants in a research work, it is important considering the ethical principles lay down to protect them. The researcher clearly inform to the respondents about the purpose of the research that is purely for academic purpose. The participant's consent to participate in the research were voluntary, free of any coercion or promises of benefits unlikely to result from participation and no group should be disadvantaged by being excluded from consideration. Thus, in this research work consideration was given to ethical issues like, accurate acknowledgement of source of others research works used in this research, getting willingness of the research participants for collecting the data from them, keeping their name and place of work confidential.

4. RESULTS AND DISCUSSION

This chapter deals with the presentation and analysis of data gathered from groups of respondents using questionnaire, interview, and observations. The questionnaires were distributed to 445 of respondents. Out of these questionnaires 426 (95.7%) were filled out and returned. Out of the total 445 questionnaires, 426 questionnaires were distributed to students while 5 questionnaires were distributed to sport science teachers. Finally, 426 (95.7%), of the questionnaires distributed to students, sport science teachers filled out, returned and used for the analysis quantitatively. In addition interview was conducted with 4 secondary school principals. Moreover, observation was conducted in secondary schools which are selected as a sample by using observation checklist. Then interview responses and observation results were analyzed qualitatively. Results from different sources were triangulated in words under each objective.

4.1. Demographic Characteristics of Respondents

This part of the study deal with the characteristics of respondents in terms of Sex, Age, Educational back ground and work experience.

Table: 1. General profile of the students

No	Items	students		
		Frequency	Percentage	
1	Sex	Male	266	59.8
		Female	179	40.2
		Total	445	100
2	Age	14-16	384	86.3
		17-20	52	11.7
		Above 20	9	2

A total of 445 respondents were included in the study. As shown in table 1 above 266 (59.8%) students were male while the remaining 179 (40.2%) were female. The findings showed that the male participation in secondary schools is by far more than that of the females. This implies that in secondary schools of Harari national regional states the participation of females was low;

much has to be done to reduce gender gaps in secondary schools. Concerning the age of respondents, 384 (86.3%) students were in the age group of 14-16 years. That is more than three fourth of the respondents students were in this age group. The other few 52 (11.7%) respondents were between the age of 17-20 years and the rest very few 9 (2%) respondents were in the age group of above 20 years. This shows that most of the students were in the age of secondary school first cycle completion age.

Table: 2. Age, Educational Background and work experience of Respondents Teachers

No	Items	Teachers		
		Frequency	Percentage	
1	Sex	Male	5	100
		Female	-	-
2	Educational Background	Diploma	-	-
		Degree	5	100
		MA/MSC	-	-
		others	-	-
		Total	5	100
3	Work experience	1-10 years	2	5.3
		11-20 years	1	21.1
		21-30	2	36.8
		Above 30	-	-
		Total	5	100

As indicated above; 2 sport science teachers were included in the study. Among them, all (5) sport science teachers that are 5 (100%) were male. This indicates that there is no female participation as sport science teacher in secondary schools of Harari national regional state. Regarding to educational background (qualification), all sport science teachers 5(100%) were degree holders. This revealed that the qualification of sport science teachers was to the standard to teach from grade 9-10. With regard to the experience of sport science teachers the majority 2 (40%) of them

have an experience between 1-10years and 21-30years and only 1 (20%) of them have an experience between 11=20years.

4.2. Challenges of Implementing Continuous Assessment in Physical Education Class.

Table 3. Response of teachers and students on challenges that influence the implementation of CA in physical education class.

No	Items	Teachers						Students					
		Agree		Undecided		Disagree		Agree		Undecided		Disagree	
		f	%	f	%	f	%	f	%	f	%	f	%
1	Shortage of period allotment	4	80	-	-	1	20	426	100	-	-	-	-
2	Lack of sport facilities/ sport fields	3	60	-	-	2	40	310	72.8	40	9.4	76	17.8
3	Shortage of necessary physical education teaching aids or materials	5	100	-	-	-	-	394	92.5	-	-	32	7.5
4	Large class size	5	100	-	-	-	-	275	64.6	98	23	53	12.4
5	Lack of commitment of sport teachers towards implementing CA	-	-	-	-	5	100	361	84.7	33	7.8	32	7.5
6	Students lack of interest towards sport class	4	80	-	-	1	20	268	62.9	74	17.4	84	19.7
7	Lack school administrators' follow up and supervision	4	80	-	-	1	20	353	82.9	46	10.8	27	6.3
8	Lack of knowledge and skills of teachers towards assessment	1	20	-	-	4	80	86	20.2	316	74.2	24	5.6

*f=frequency

As it can be observed from table 3, regarding to shortage of time the majority 4(80%) of teachers replied that shortage of time is the major factor affecting implementation of continuous assessment in sport science. While only 1(20%) of teachers replied as disagree. Similarly the majority of students 426 (100%) replied their agreement that shortage of time is the major factor affecting implementation of continuous assessment in sport science. *Besides these principals during the interview said that, there is limited time for sport class and its period is out of the program and students came for sport class in the opposite shift and it has only one period per week this makes it very difficult to sport teachers to implement continuous assessment.* Shortage of time due to

physical education class is out of school schedules and shortage of resource materials are becoming obstacles.

Concerning item 2 of table 3, the majority 3(60%) of teachers replied lack of sport facilities/ sport fields is the major factor affecting implementation of continuous assessment in sport science. While only 2(40%) of teachers replied as disagree. Similarly the majority of students 310 (72.8%) replied their agreement that Lack of sport facilities/ sport fields is the major factor affecting implementation of continuous assessment in sport science. while small number of students 40 (9.4%) replied as undecided. Besides this, the interview held with Secondary school principals' shows lack of sport facilities/fields were not the major factor affecting continuous assessment in sport class.

Concerning item 3 of table 3, all 5(100%) of teachers replied shortage of necessary physical education teaching aids or materials is the major factor affecting implementation of continuous assessment in sport science. Similarly the majority of students 394 (92.5%) replied their agreement that Shortage of necessary physical education teaching aids or materials is the major factor affecting implementation of continuous assessment in sport science. while small number of students 32 (7.5%) replied as undecided. From this we can conclude that the majority of the respondents testify that Shortage of necessary physical education teaching aids or materials was the factor affecting implementation continuous assessment in sport class in Harari regional State.

Similarly in item 4 of the same table, all 5(100%) of teachers replied large class size is the major factor affecting implementation of continuous assessment in sport science. Also the majority of students 394 (92.5%) replied their agreement large class size is the major factor affecting implementation of continuous assessment in sport science. while small number of students 32 (7.5%) replied as disagree. The data obtained from document analysis shows that there was an average of 60-65 students per class which was very difficult to continuously assess student performances and to apply student centered teaching method. From this we can conclude that the majority of the respondents agreed that large class size/overcrowded classroom was one of the factors affecting implementation of continuous assessment in sport class in secondary school of Harari regional state.

With respect item 5 of table 3, all 5 (100%) of respondents replied disagree that lack of commitment of sport teachers towards CA the factors affecting implementation of continuous assessment in secondary schools. However the majority 361(84.7%) of students show their agreement that lack of commitment of sport teachers towards CA the factors affecting implementation of continuous assessment in secondary schools. While small number of students, 32 (7.5%) replied as disagree.

Concerning item 6 of table 3, the majority 4(80%) of teachers replied Students lack of interest towards sport class is the major factor affecting implementation of continuous assessment in sport science. While only 1(20%) of teachers replied as disagree. Similarly the majority of students 268 (62.9%) replied their agreement that Students lack of interest towards sport class is the major factor affecting implementation of continuous assessment in sport science. while small number of students 74 (17.4%) replied as undecided. From this we can conclude that the majority of the respondents testify that lack of students' interest to learn sport science was the factor affecting implementation continuous assessment in sport class in Harari regional State.

Moreover, concerning item 7 of table 3, the majority 4(80%) of teachers replied lack school administrators' follow up and supervision is the major factor affecting implementation of continuous assessment in sport science. While only 1(20%) of teachers replied as disagree. Similarly the majority of students 353(82.9%) replied their agreement that lack school administrators' follow up and supervision is the major factor affecting implementation of continuous assessment in sport science. while small number of students 27 (6.3%) replied as disagree. From this we can conclude that the majority of the respondents testify that Lack school administrators' follow up and supervision was the factor affecting implementation continuous assessment in sport class in Harari regional State.

Furthermore, the majority 4(80%) of teachers replied lack of knowledge and skills of teachers towards assessment is not the major factor affecting implementation of continuous assessment in sport science. While only 1(20%) of teachers replied as agree. Similarly the majority of students 316(74.2%) replied undecided that lack school administrators' follow up and supervision is the major factor affecting implementation of continuous assessment in sport science. while small number of students 24 (5.6%) replied as agree. From this we can conclude that the majority of the

respondents testify that Lack of knowledge and skills of teachers towards assessment was not the factor affecting implementation continuous assessment in sport class in Harari regional State.

Generally the results obtained in table 3 it can be concluded that the majority of respondents replied that Shortage of time, lack of sport facilities/fields, lack teaching materials, large class size, lack of commitment of sport teachers towards CA, lack school administrators' follow up and supervision and students lack of interest towards sport science were the factors affecting implementation of continuous assessment in sport class.

In large class sizes it is also difficult for teachers to know their students and to appropriately understand their backgrounds and experiences, yet “effective PE teachers are better able to gain their students’ cooperation and respect when they get to know them as individuals” (Fisette, 2010, p.43). PE teachers face the challenge of teaching these large classes with minimal facilities and equipment. A class of 40-50 students would need a considerable investment in balls and other facilities to ensure that PE is taught adequately. However this depends on the financial resources at the disposal of the respective school and the willingness of the school principals to spend money on such equipment.

This finding agrees with the report teachers gave at the response they gave at the open ended questions about the problem in the implementation of CA ,were the majority of the teacher described that lack of proper follow up, support from the school administration and supervision system was one of the problem in the implementation of CA. But AED/BESO II (2005) described that encouraging teachers to use CA is a necessary business in order to improve teaching and student learning. Birhanu (2004) also suggested that administrators of schools should help teachers in the implementation of continuous assessment.

4.3. Attitude of teachers and students towards continuous assessment.

4.3.1. Teachers Attitudes towards the implementation of Continuous Assessment in Physical Education class.

Table 4: Teachers Attitudes towards the implementation of Continuous Assessment in Physical Education class.

No	Questions	Alternatives	Frequency	%
1	Is CA applicable to physical education class?	Yes	3	60
		No	2	40
2	Do you think it is possible to conduct CA in large classes' example a class size of 60 or above?	Yes	1	20
		No	4	80
3	Are you interested towards the use of continuous assessment method in physical education?	Yes	4	80
		No	1	20
4	If your answer is 'Yes' what is your reasons?			
		It increases the relationship between teacher and students.	2	50
		I easily know the progress of students.	2	50
		It is less biased.	-	-
		Because student's accept the result	-	-
5	If your answer is 'No' what is your reasons?			
		It consumes time.	1	100
		I think it is difficult to do it	-	-
		I have no enough time.	-	-
	It is wastage of time to do that.	-	-	

As it can be observed from table 4, regarding the attitudes of teachers applicability of continuous assessment in sport class the majority 3(60%) of respondents replied that continuous assessment can be applied in sport class. Only 2 (40%) of respondents replied that continuous assessment cannot be applied in sport class. However, these principals during the interview said that, teachers in these schools had low interest and motivation to apply continuous assessment in practical and theoretical classes of physical education. The information obtained from open

ended questionnaire from teachers show that students lack of interest to learn physical education subject due to their poor background knowledge in practical activities was affecting our interest to teach the subject.

However, with respect to item 2 of table 4 the majority 23 (82.1%) of respondents replied that it is impossible to conduct continuous assessment in large classes' example a class size of 60 or above while only 5 (17.9%) replied that it is possible to conduct CA in large classes' example a class size of 60 or above. In addition they gave their reason in the open ended question that it is impossible to follow up every student's activity within a period, and if they do it in the next two or more classes, it makes bias and it is impossible to record all students' day to day progress.

With respect to item 3 of above table 4 the majority of teachers, 4(80%) teachers have shown an interest in the use of continuous assessment in physical education class while 1 (20%) teacher has shown that he or she has no interest to use assessments in physical education class.

In item 4 of above table 4 the physical education teachers have explained their reasons why they are interested to use continuous assessment in physical education classes. Accordingly, 2(50%) teacher stated a reason that he/she uses it because it increases the relationship between teachers and students. Similarly, 2 (50%) of teachers believe that it will help them to know the progress of their students' easily are sources of interest in their effort towards the use of continuous assessment in physical education. Unlike teachers that have an interest to use of continuous assessment in practical lesson, there is one teacher who thinks that doing such assessments consumes time.

Generally regarding the attitudes of teachers' applicability of continuous assessment in sport class the majority of respondents replied that continuous assessment can be applied in sport class. However the majority teachers replied that it is impossible to conduct continuous assessment in large classes' example a class size of 60 or above In addition they gave their reason in the open ended question that it is impossible to follow up every student's activity within a period, and if they do it in the next two or more classes, and it is impossible to record all students' day to day progress. Moreover the majority of teachers have shown an interest in the use of continuous assessment in physical education class. Teacher stated a reason that he/she uses it because it increases the relationship between teachers and students, teachers believe that it will help them to

know the progress of their students' easily are sources of interest in their effort towards the use of continuous assessment in physical education.

4.3.2. Students Attitudes towards the implementation of Continuous Assessment in Physical Education class.

Table 5: Response of Students Attitudes towards the implementation of Continuous Assessment in Physical Education class.

No	Questions	Alternatives	Frequency	%
1	Do you have interest about CA in P.E?	Yes	312	73.2
		No	114	26.8
2	If your answer is "Yes" What are your reasons?	It increases the relationship between teacher and students.	115	36.9
		The teachers easily know my progress.	42	13.5
		I like the subject	155	49.6
3	If your answer is "No" What are your reasons?	I do not like the subject	83	72.8
		I have poor relationship with my teacher	12	10.5
		My Previous unsuccessful experience in sport	19	16.7

Table 5 above shows the attitudes of students towards physical education continuous assessment. Consequently, the majority 312 (73.2%) of students have interest towards continuous assessments in physical education. Students who have interests have their own reasons. Among those, 115 (36.9%) of them have given a reason that it increases the relationship between teacher and students. The remaining students have forwarded that the teachers easily know my progress and because they do like the subject are represented by 42 (13.5%) and 155 (49.6%) respectively.

The other category was those students who don't have interest towards continuous assessments physical education. Among those, 83 (72.8%) and 12 (10.5%) of students them have given reasons that they don't like the subject at all and have poor relationship with their

teacher respectively. The remaining 19(16.7students have forwarded their previous unsuccessful experience especially in practical classes as reasons for their bad attitudes towards physical education assessments.

Generally with respect to the implementation of continuous assessment in physical education the majority of students have interest. Students who have interests have their own reasons. They have given a reason that it increases the relationship between teacher and students. The remaining students have forwarded that the teachers easily know my progress and because they do like the subject respectively.

4.4. The Common types of Assessment techniques used by Physical Education Teachers

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 play 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 6 below.

Table 6: Students response about the Common Assessment Methods

No	How often do your teachers use the following assessment methods in your P.E class?	Response					
		Frequently		Sometimes		Rarely	
		f	%	f	%	f	%
1	Group assignment	58	13.6	287	67.4	81	19
2	Home work	61	14.3	50	11.7	315	74
3	Oral questions	35	8.2	97	22.8	294	69
4	Test and exam	392	92	34	8	-	-
5	Class work	-	-	80	18.8	346	81.2
6	Role play	-	-	196	46	230	54
7	Individual assignment	56	13.1	233	54.7	137	32.2
8	Performance test	247	58	179	42	-	-

*f=frequency

Table 6 illustrates responses of students about commonly used types of assessment methods by physical education teachers. Accordingly, the majority of students 287 (67.4%) replied that physical education teachers sometimes use group assignment as assessment method while only 58 (13.6%) of students replied that physical education teachers rarely use group assignment as assessment method. However, the majority of students 315(74%) and 294(69%) replied that physical education teachers rarely use homework and oral questions as assessment method respectively while only 50 (11.7%) of students replied that physical education teachers sometimes use homework as assessment method and 35(8.2%) of students replied that physical education teachers frequently use oral question as assessment method.

Moreover the majority of students 392(92%) replied that physical education teachers frequently use test and exam as assessment method while only 34(8%) of students replied that physical education teachers sometimes uses test and exam as assessment method. However, the majority of students 346(81.2%) replied that physical education teachers rarely use class work as assessment method while only 80(18.8%) of students replied that physical education teachers sometimes uses class work as assessment method.

Furthermore, the majority of students 239 (54%) replied that physical education teachers rarely use role play as assessment method while only 196 (46%) of students replied that physical education teachers sometimes uses role play as assessment method. However, the majority of students 233 (54.7%) replied that physical education teachers sometimes use individual assignment as assessment method while only 56(13.1%) of students replied that physical education teachers frequently uses individual assignment as assessment method.

Finally, the majority of students 247 (58%) replied that physical education teachers frequently use performance test as assessment method while only 179 (42%) of students replied that physical education teachers sometimes uses performance test as assessment method.

Generally the findings obtained from students with respect to the common types of assessment methods used by physical education teachers revealed that teachers mainly use performance test, test and exam frequently; group assignment and individual assignment sometimes and homework, class work, oral question and role play rarely to assess their students.

4.3.2. Common Assessment Methods used by Physical Education Teachers

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 table below shows the most common assessment methods used by physical education teachers.

Table 7: Response of Teachers Common Assessment Methods

No	How often do you use the following assessment methods in your P.E class?	Response					
		Frequently		Sometimes		Rarely	
		F	%	f	%	f	%
1	Group assignment	1	20	3	60	1	20
2	Home work	-	-	1	20	4	80
3	Oral questions	2	40	3	60	-	-
4	Test and exam	5	100	-	-	-	-
5	Class work	-	-	2	40	3	60
6	Role play	-	-	4	80	1	20
7	Individual assignment	3	60	1	20	1	20
8	Performance test	4	80	1	20	-	-

*f=frequency

Table 7 above illustrates responses of students about commonly used types of assessment methods by physical education teachers. Accordingly, the majority of teachers 3 (60%) replied that they sometimes use group assignment as assessment method while only 1 (20%) of teachers replied that they rarely and frequently use group assignment as assessment method. However, the majority of teachers 4 (80%) replied that they use homework rarely to assess their students while only 1 (20%) of teachers replied that they use homework sometimes to assess their students.

Similarly the majority of teachers 3 (60%) replied that they sometimes use oral questions as assessment method while only 2 (40%) of teachers replied that they frequently use oral question as assessment method to assess their students. However, the majority of teachers 5 (100%) replied that they use test and exam frequently to assess their students.

Moreover the majority of teacher 3(60%) replied that they rarely use class work as assessment method while only 2(40%) of teachers replied that they use class work sometimes to assess their students. However, the majority of teachers 4(80%) replied that they sometimes use role play as assessment method while only 1(20%) of teachers replied that they rarely uses role play as assessment method to assess their students.

Furthermore, the majority of teachers 3 (60%) replied that they frequently use individual assignment as assessment method while only 1 (20%) of teachers replied that physical they sometimes and rarely uses individual assignment as assessment method to assess their students. Finally, the majority of teachers 4(80%) replied that they frequently use performance test as assessment method while only 1(20%) of teachers replied that they sometimes uses performance test as assessment method to assess their students.

Generally the findings obtained from teachers with respect to the common types of assessment methods they used to assess their students revealed that they mainly use individual assignment, performance test, test and exam frequently to assess their students while group assignment, oral question and role play were sometimes used as assessment method to assess their students. However physical education teachers use homework and class work rarely to assess their students.

4.5. The possible strategies to solve problems in implementing continuous assessment in physical education.

Respondents were also asked to give their possible suggestions to improve the implementation of CA with the open ended questions and at interviews. Accordingly, the following list of possible solutions was suggested by all subjects that were involved in this study. It should, however, be noted that the suggested solutions by the respondents are not listed in prioritized order.

Table 8. Response teachers and students on possible strategies to solve problems in implementing continuous assessment in physical education

No	Items	Teachers						Students					
		Agree		Undecided		Disagree		Agree		Undecided		Disagree	
		f	%	f	%	f	%	f	%	f	%	f	%
1	School hours should be daylong rather than learning in shift (half day)	3	60	-	-	2	40	336	78.9	-	-	90	21.1
2	Fulfilling necessary sport facilities/ sport fields	5	100	-	-	-	-	350	82.2	-	-	76	17.8
3	providing necessary physical education teaching aids or materials	5	100	-	-	-	-	394	92.5	-	-	32	7.5
4	Decreasing the number of students per class,	5	100	-	-	-	-	285	66.9	41	9.6	100	23.5
5	Motivating PE teachers to implement CA	3	60	1	20	1	20	249	58.5	53	12.4	124	29.1
6	Enhancing students interest towards sport class	4	80	-	-	1	20	274	64.3	70	16.4	82	19.3
7	Strengthening school administrators' follow up and supervision	4	80	-	-	1	20	353	82.9	27	6.3	46	10.8
8	Providing on job training to improve knowledge and skills of teachers towards assessment	5	100	-	-	-	-	295	69.2	72	17	59	13.8

F=frequency

Table 8, above deals with the possible strategies provided to solve problems in implementing continuous assessment in physical education. Hence, on item 1 of table 10, the majority of teachers 3(60%) show their agreement that School hours should be daylong rather than learning in shift (half day) is essential to improve the implementation of CA in PE. The small number of teachers which sum up to 2 (40%) replied as disagree. Similarly the majority of students 336(78.9%) show their agreement that school hours should be daylong rather than learning in shift (half day) is essential to improve the implementation of CA in PE. The small number of students which sum up to 90 (21.1%) replied as disagree. From this we can

conclude that school hours should be daylong rather than learning in shift (half day) is essential to improve the implementation of CA in PE.

Regarding item 2 of table 8, all teachers 5(100%) show their agreement that fulfilling necessary sport facilities/ sport fields is essential for the proper implementation of CA in PE. Similarly the majority of students 350(82.2%) show their agreement that fulfilling necessary sport facilities/ sport fields is essential for the proper implementation of CA in PE. The small number of students which sum up to 76(17.8%) replied as disagree. From this we can conclude that fulfilling necessary sport facilities/ sport fields is essential for the proper implementation of CA in PE. *The interviewee also said that the separate period should be allotted for PE and fulfilling necessary sport facilities/ sport fields is essential for the proper implementation of CA in PE.*

With respect to item 3 of table 8, all teachers 5(100%) show their agreement that providing necessary physical education teaching aids or materials is essential for the proper implementation of CA in PE. Similarly the majority of students 394(92.5%) show their agreement that providing necessary physical education teaching aids or materials is essential for the proper implementation of CA in PE. The small number of students which sum up to 32(7.5%) replied as disagree. From this we can conclude that providing necessary physical education teaching aids or materials is essential for the proper implementation of CA in PE.

Similarly in item 4 of the same table, all teachers 5(100%) show their agreement that decreasing the number of students per class is essential for the proper implementation of CA in PE. Similarly the majority of students 285(66.9%) show their agreement that decreasing the number of students per class is essential for the proper implementation of CA in PE. The small number of students which sum up to 41(9.6%) replied as undecided. From this we can conclude that decreasing the number of students per class is essential for the proper implementation of CA in PE.

With respect to item 5 of table 8, the majority of teachers 3(60%) show their agreement that motivating PE teachers to implement CA is essential to improve the implementation of CA in PE. The small numbers of teachers which sum up to 1 (20%) replied as undecided and disagree. Similarly the majority of students 249(58.5%) show their agreement that motivating

PE teachers to implement CA is essential to improve the implementation of CA in PE. The small number of students which sum up to 53 (12.4%) replied as undecided. From this we can conclude that motivating PE teachers to implement CA are essential to improve the implementation of CA in PE.

Concerning item 6 of table 8, the majority of teachers 4(80%) show their agreement that enhancing students interest towards sport class is essential to improve the implementation of CA in PE. The small numbers of teachers which sum up to 1 (20%) replied as disagree. Similarly the majority of students 274(64.3%) show their agreement that enhancing students interest towards sport class is essential to improve the implementation of CA in PE. The small number of students which sum up to 70 (16.4%) replied as undecided. From this we can conclude that enhancing students' interest towards sport class is essential to improve the implementation of CA in PE.

Moreover, in item 7 of table 8, the majority of teachers 4(80%) show their agreement that strengthening school administrators' follow up and supervision is essential to improve the implementation of CA in PE. The small numbers of teachers which sum up to 1 (20%) replied as disagree. Similarly the majority of students 353(82.9%) show their agreement that strengthening school administrators' follow up and supervision is essential to improve the implementation of CA in PE. The small number of students which sum up to 27 (6.3%) replied as undecided. From this we can conclude that strengthening school administrators' follow up and supervision is essential to improve the implementation of CA in PE.

Furthermore as it can be seen in item 8 of table 8, all teachers 5(100%) show their agreement that providing on job training to improve knowledge and skills of teachers towards assessment is essential for the proper implementation of CA in PE. Similarly the majority of students 295 (69.2%) show their agreement that providing on job training to improve knowledge and skills of teachers towards assessment is essential for the proper implementation of CA in PE. The small number of students which sum up to 59(13.8%) replied as disagree. From this we can conclude that providing on job training to improve knowledge and skills of teachers towards assessment is essential for the proper implementation of CA in PE.

Generally with respect to the possible strategies the majority of teachers and students show their agreement that school hours should be daylong rather than learning in shift (half day), fulfilling necessary sport facilities/ sport fields , providing necessary physical education teaching aids or materials, decreasing the number of students per class , motivating PE teachers to implement CA, enhancing students interest towards sport class, strengthening school administrators' follow up and supervision and providing on job training to improve knowledge and skills of teachers towards assessment is essential for the proper implementation of CA in PE.

5. 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 Harari regional state. To identify the challenges of implementing continuous assessment in physical education and sport class; to investigate the attitude of teachers and students towards the continuous assessment in physical education class, to identify the type of assessment that teachers apply to evaluate their students and to find possible strategies to solve problems in implementing continuous assessment in physical education class.

A descriptive survey method of study was designed for the purpose of the study. The subjects of the study were 436 students selected by using stratified random sampling techniques; 5 physical education teachers selected by purposive sampling technique and 2 principals were selected by available sampling technique. Both qualitative and quantitative data of the study were obtained through questionnaires, interview guide and document analysis. Descriptive statistical analyses of data were employed. The data obtained were analyzed using frequency, and percentage.

Based on the analysis of the data, the following findings were obtained from the study. With respect to the challenges of implementing continuous assessment in physical education class in secondary schools of Harari regional state the findings obtained revealed that over crowdedness of the classrooms, students' lack of interest towards physical education, Shortage of time due to physical education class is out of school schedules and shortage of resource materials are becoming obstacles, and lack of school administrators' follow up and supervision were the factors affecting implementation of continuous assessment in sport class in secondary schools of Harari regional state.

The finding regarding the attitudes of teachers' applicability of continuous assessment in sport class the majority of respondents replied that continuous assessment can be applied in sport class. However the majority teachers replied that it is impossible to conduct continuous assessment in large classes' example a class size of 60 or above In addition they gave their reason in the open ended question that it is impossible to follow up every student's activity within a period, and if they do it in the next two or more classes, and it is impossible to record all students' day to day progress.

Moreover the majority of teachers have shown an interest in the use of continuous assessment in physical education class. Teacher stated a reason that he/she uses it because it increases the relationship between teachers and students, teachers believe that it will help them to know the progress of their students' easily are sources of interest in their effort towards the use of continuous assessment in physical education. In addition to this the findings with respect to the attitudes of students towards the implementation of continuous assessment in physical education the majority of students have interest. Students who have interests have their own reasons. They have given a reason that it increases the relationship between teacher and students. The remaining students have forwarded that the teachers easily know my progress and because they do like the subject respectively.

Moreover, the findings obtained from students with respect to the common types of assessment methods used by physical education teachers revealed that teachers mainly use performance test, test and exam frequently; group assignment and individual assignment sometimes and homework, class work, oral question and role play rarely to assess their students. Similarly the findings obtained from teachers with respect to the common types of assessment methods they used to assess their students revealed that they mainly use individual assignment, performance test, test and exam frequently to assess their students while group assignment, oral question and role play were sometimes used as assessment method to assess their students. However physical education teachers use home work and class work rarely to assess their students.

Furthermore with respect to the possible strategies to solve the challenges in implementing CA in PE the majority of teachers and students show their agreement that school hours should be daylong rather than learning in shift (half day), fulfilling necessary sport facilities/ sport fields

, providing necessary physical education teaching aids or materials, decreasing the number of students per class , motivating PE teachers to implement CA, enhancing students interest towards sport class, strengthening school administrators' follow up and supervision and providing on job training to improve knowledge and skills of teachers towards assessment is essential for the proper implementation of CA in PE.

5.2 Conclusions

Based on finding of the study the following conclusions were drawn.

- The main problems in implementing CA included, shortage of time due sport period is out of school class schedule, over crowdedness of the classrooms lack of support from the schools principals, lack of interest by teachers (perceiving CA as a complex process), large class size, and lack of facilities at school were the challenges in the implementation of continuous assessment in sport class in secondary schools of Harari regional state.
- The majority teachers replied that it is impossible to conduct continuous assessment in large classes' example a class size of 60 or above they reason out that it is impossible to follow up every student's activity within a period, and if they do it in the next two or more classes, and it is impossible to record all students' day to day progress.
- The student class-ratio created a problem on proper implementation of the continuous assessment in physical education. On the other hand, based on teachers' performances in conducting the suggested practical activities, physical education teachers have skill problems to conduct practical activities.
- With respect to existing training provided for teachers physical education teachers were not introduced to how to implement continuous assessment so more training is need to implement the physical education curriculum effectively.
- Moreover, though students' involvement in practical activities is vital part of the physical education textbook so that students learn the subject meaningfully, the majority of physical education teachers were not relating theory with practical activities. Consequently, the students failed to grasp the expected knowledge of the subject matter.
- The lack of students' interest to learn the subject, over crowdedness of the classrooms, with shortage of teaching materials for teachers may have contributed to the poor successes of the implementation process.

- Therefore, it seems reasonable to conclude that the problems would continue unless the conditions in the schools are improved.

5.3 Recommendations

In the light of the findings of the study it seems reasonable to forward the following recommendations:

1. As found in the study large class size in the schools is one of the major factors affecting the implementation of continuous assessment in physical education. Therefore, the concerned administrative bodies should find mechanisms to build additional classrooms by involving stakeholders. Attempts should always be made to bring the teacher-student ratio to reasonable range for the purpose of proper CA implementation and thereby improve the quality of education.
2. Lack of sufficient teaching materials is also found to be one of the major factors affecting the effective implementation of continuous assessment in physical education. Thus due attention should be given to provide adequate teaching materials by the school and regional education bureau.
3. In order to increase teachers' capabilities to use the basic effective assessment methods, on job training should be provided by education bureau through workshops and strengthening CPD.
4. Scientific knowledge is continually growing. Professional reading will keep the physical education teachers up to date.
5. Developing students' interest in physical education by merely teaching them facts. Teachers need to make physical education relevant to their lives.
6. 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 class assessments in the Harari regional state high schools should greatly emphasized.
7. Efforts to improve students' performance using CA are becoming necessary and CA is an important instrument as well as part of the teaching-learning process. However, this cannot be achieved, through common sense. Teachers as practitioners are the immediate agents for this

purpose. Since the idea of improving students' performance using CA is a newly emerging activity, teachers need to be encouraged and supported by training. It is recommended that a course on CA be developed for student teachers to be taken in their pre-service years and in-service CA training program for practicing teachers.

8. One of the main reasons why most teachers did not use different techniques of CA implementation was because of shortage of time due to plasma instructions. The MOE, Regional Educational Bureau, School Administration and the Woreda Education Office should develop a program that accommodates the intervention of teachers instead of filling almost all class hours by plasma instruction lessons.
9. • Support and incentives mechanism should be in place for those who implement CA effectively so as to motivate other physical education teachers.
10. Finally this study will help other researchers which conduct research in this area.

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7. APPENDICES

Appendix A

A questionnaire to be filled by teachers

Dear teachers: - The purpose of this questionnaire is to gather information require for the research to be conduct in some selected schools in Harari Regional State concerning the challenges of continuous assessment in physical education and sport classes. The ultimate result of the study is determined by the response you offer the information.

Thank you for your cooperation

Part 1:- Personal Data

Name of school_____

Department _____

Sex: Male_____ Female_____

Educational background

Experience in teaching _____ years

Working load per week in period (please specify) _____

Part-II

1. Rate the following are related the challenges of implementation of continuous assessment. Based on your judgment, put the degree of contribution of each factor by putting “√“ mark in a column you select.

No	Items	Agree (3)	Undecided (2)	Disagree (1)
1	Shortage of period allotment			
2	Lack of sport facilities/ sport fields			
3	Shortage of necessary physical education teaching aids or materials			
4	Large class size			
5	Lack of commitment of sport teachers towards implementing CA			
6	Students lack of interest towards sport class			
7	Lack school administrators' follow up and supervision			
8	Lack of knowledge and skills of teachers towards assessment			

2. Is CA applicable to sport class?

- a. Yes** **b. No**

3. Do you think it is possible to conduct CA in large classes' example a class size of 60 or above?

- a. Yes** **b. No**

4. Are you interested towards the use of continuous assessment method in physical education?

- a. Yes** **b. No**

5. If your answer is 'Yes' for question number-4 what is your reasons? (You can select more than one option.

- A. It 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

6. If your answer is 'No' for question number-4 what is your reasons? (You can select more than one option.

- 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

No	Questions	Alternatives	Option
1	Is CA applicable to sport class?	Yes	
		No	
2	Do you think it is possible to conduct CA in large classes' example a class size of 60 or above?	Yes	
		No	
3	Are you interested towards the use of continuous assessment method in physical education?	Yes	
		No	
4	If your answer is 'Yes' what is your reasons?(you can select more than one options.		
		It increases the relationship between teacher and students.	
		I easily know the progress of students.	
		It is less biased.	
		Because student's accept the result	
5	If your answer is 'No' what is your reasons?		
		It consumes time.	
		I think it is difficult to do it	
		I have no enough time.	
		It is wastage of time to do that.	

3. Rate the following are related the types of assessment methods physical education teachers use in secondary schools to assess their students. Based on your judgment, put the degree of contribution of each factor by putting “√” mark in a column you select.

No	How often do you use the following assessment methods in your P.E class?	Response		
		Frequently	Sometimes	Rarely
1	Group assignment			
2	Home work			
3	Oral questions			
4	Test and exam			
5	Class work			
6	Role play			
7	Individual assignment			
8	Performance test			

4. Rate the following are related **possible strategies to solve problems in implementing continuous assessment in physical education**. Based on your judgment, put the degree of contribution of each factor by putting “√” mark in a column you select.

No	Items	Agree (3)	Undecided (2)	Disagree (1)
1	School hours should be daylong rather than learning in shift (half day)			
2	Fulfilling necessary sport facilities/ sport fields			
3	providing necessary physical education teaching aids or materials			
4	Decreasing the number of students per class,			
5	Motivating PE teachers to implement CA			
6	Enhancing students interest towards sport class			
7	Strengthening school administrators' follow up and supervision			
8	Providing on job training to improve knowledge and skills of teachers towards assessment			

Thank you again

Appendix C

Interview for school Management

Semi structured interview for administration of the school

1. What is students' perception about continuous assessments?
2. What is teachers' perception about continuous assessments?
3. What are the major factors that affect the implementation of Continuous Assessment?
4. What is the contribution of Continuous Assessment for modern teaching style?
5. Do you support the school administration to encourage the implementation of Continuous Assessment?

Appendix D**Observation checklist**

No	Item Observation	Yes	No
1	Equipment(Facility)		
2	Playground		
3	Teacher voice		
4	Teacher use CA planning		
5	CA related to the lesson		

