

**A SURVEY STUDY ON THE PRACTICE OF ASSESSMENT IN
PHYSICAL EDUCATION: THE CASE OF SELECTED SECONDARY
SCHOOLS IN ARERO, DIRE AND WACHILE WOREDAS IN BORENA
ZONE, OROMIA REGIONAL STATE, ETHIOPIA**

MEd THESIS

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JUNE 2017

HARAMAYA UNIVERSITY, HARAMAYA

**Survey Study on the Practice of Assessment in Physical Education: The
Case of Selected Secondary Schools of Arero, Dire and Wachile Woredas in
Borena Zone, Oromia Regional State, Ethiopia**

**A Thesis Submitted to the Department of Sport Science,
Postgraduate Program Directorate**

HARAMAYA UNIVERSITY

**In Partial Fulfillment of the Requirement for the Degree of
MASTER OF EDUCATION IN TEACHING PHYSICAL EDUCATION**

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JUNE, 2017

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DEDICATION

Necessarily, fundamentally and pleasantly it must be dedicated to thanks my Allah and Sister Doko Bedada and Semira Tashite.

STATEMENT OF THE AUTHOR

By the signatures below, the researcher declared and affirms that this thesis is researcher's work. The researcher has followed all ethical, technical principles of scholar ship in the preparation, data collection, data analyzes is and compilation of this thesis. Any scholarly matter that is included in the thesis has been given recognition though citation.

This thesis has been submitted in partial fulfillment of the requirement for the MEd degree in "Teaching Physical Education" at Haramaya University. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of my academic degree.

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ACKNOWLEDGEMENTS

I thank forever, the almighty God who gave me the health, the stamina and strength to go through the rigor of graduate study and, helped me to finish the research work, thesis write up and led me to successful complete of the study.

I would like to express my deepest gratitude to Dr.Wegene Waltenege, my major thesis advisor and Dr,Shemelis Mekonnen my thesis co-advisor for their constructive comments and encouragements throughout this study. It would have been impossible to complete this study without their unreserved support and guidance. I extend my thanks to the school's principals I am working in, my colleagues who offered their support in one way or the other and those participants in the questionnaires, classroom observations and interviews who contributed a lot for the success of this study.I would like to extend my thanks to my friends, Nemomsa Asfaw , Kamal Kedir and Dado Debela, for their moral supports and for giving me their computer skill. My genuine pleasure is also extended to Ministry of Education (MOE) and Haramaya University for giving me this opportunity to pursue my education and providing me with the required financial support for the thesis research work. Finally, my thanks go to Oromia Education Bureau in sponsoring to join the Postgraduate Program.

ACRONYMY, AND ABRIVIATIONS

MoE- Ministry of Education

PE- Physical Education

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A Survey Study on the Practice of Assessment in Physical Education: The Case of Selected Secondary Schools of Arero, Dire and Wachile Woredas in Borena Zone, Oromia Regional State, Ethiopia

ABESRACT

The purpose of this study was to investigate the practice of Assessment in PE and it is challenges while the Assessment was practiced in the secondary schools at Arero, Dirre and Wachille Waredas in Borena Zone in Oromia Regional State. Using mixed type of research design, it is attempted to seek out the practice of Assessment in PE class. Semi structured questionnaire for PE teachers as well as students and structured interview for school principals. The total population of the study was 3600. The data were distributed and collected from 360 students and 8 PE teachers and also interviewed 12 principals of the schools. In the selection of the sample population purposively for PE teacher, school principals and probability random sampling were used for the students. The main instrument of data collection was questionnaires and interview and also observassion. The data obtained through these tools were analyzed both quantitatively and qualitatively. Quantitative analysis data is made using tables of descriptive percentage and interpret through percent value and using wards. Based on analysis major challenges were drawn as the findings of the study shows that the 75% of the Assessment practice in PE was low, those challenges were associated with materials 75%, 75% insufficient guidance and 58.5% instructional time, 62.5% large class size, inadequate equipment's and facilities, 62.5% teacher related challenges and school environments is also found as a challenges which limits students and PE teacher in involved in the practice of Assessment in PE. Form major findings, the researcher provided possible solution for teacher; students and all concerned bodies. Accordingly, curriculum experts and policy makers should reconsider teaching materials at different levels to make them inclusive, physical education teachers should play great role to minimize the problems encountered the practice of Assessment in Physical Education. Finally the studies suggest the possible solution n for the challenges, changing the perception of the PE teachers and students and create favors able environment, and facilities to be conductive to students and school society.

1. INTRODUCTION

This part discusses back ground of the study, statement the problem, scope of the study, significance of the study, and objective of the study.

1.1 Background of the study

Sustainable national development is unthinkable without education (Birhanu, 2004). The 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?

Assessment is very vital in helping the learners because it is effective, to collect different strategies which are believed to make students become competent in their learning. Many of the scholars in the field of education point out that without assessment it is difficult to identify or pin point the student’s achievement or their failure to achieve their learning, due to this their learning is provided to be less rewarding, regarding this described that assessment is the process of collecting, interpreting and synthesizing information the help teachers understand their pupils plan and monitor instruction and establish a conducted classroom atmosphere and also that assessment is the process of gathering and syntheses information to make decisions about learners and instruction. Assessment provides much more detailed information about the learning of and Achievement of individuals, specifically as they relate to the learning objectives of the lesson or the unit of work. (D. Sidentop ,1991) identified three fundamental reasons of assessment: feedback, progress and motivation. Feedback provides information about pupil’s progress, which allows teachers to evaluate the effectiveness of their teaching by

assessing how well the learning objectiveness has been achieved. Finally assessment is a key factor in encouraging pupils to strive to succeed and improve their skills, knowledge and understanding, and as such is an effective mechanism for future improvement and motivation. Similar idea was to promote 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. Physical education is one part of education in general that part of children through the use of movement experience. Physical education activations are valuable education activities which deserve a fair share of the school time. Assessment is one of the major elements of educational activity. Assessment can be defined as the process of gathering data and fashioning them into interpretable from the decision making. It involves collecting data with a view to making value judgment about the quality of a person, objects, groups or events. Assessment is not necessarily integral to all teachings, but it is integral to good or effective teaching and learning (Grout and lomg, 2009).

1.2 Statement of the Problem

Assessing students in the teaching learning process has a lot of benefits. It can expose learners to experience creative reflections through which the teacher proves their understanding to elicit answers for the quotations he or she poses. Concerning this (Wiggins, 1993) define continuous assessment as practical judgment of the quality of individuals work or performance on a-day-to day basis. Students do not learn much just by listening to teachers memorizing prepackaged items and spitting out answers. Rather they need to be continuously assessed by their teachers. While continuous assessment is a student evaluation system that operates at a class room level and it's integrated with the instructional process; it is important to determine the relationship between what is attended and what is achieved (Thomas A. Anglo 1994).

Recognizing the importance of assessment the MOE in our country introduced it at different levels of the educational institutions. As stated in education and training policy the practical task of implementing the new curriculum at different educational levels (high school, colleges

and Universities) requires assessment as part of the curriculum in general and instructional process in particular. To realize this, the role of teachers and student has paramount importance. This means that teachers and student should be well informed and have the awareness about the concept and procedures of practicing assessment before they are made to implement it. In similar way, assessment in education is concerned with obtaining and interpreting information about pupils' skills, knowledge and understanding and their learning needs,(Bailey, 2001).

Thus the main purpose of this paper is to assess the practice of assessment in PE at Arero, Dire and Wachille Woredas,in Borana zone, Oromia regional state.

Based on the statement of the problem the researcher tries to answer the following question:

1. What are the perceptions of physical education teachers about assessment?
2. What types of assessment techniques do physical education teachers use during practical lesson?
3. How PE teachers assess their students?
4. What are the characteristics of an effective assessment in physical education program?
5. What are the major factors that influence PE teachers in a practice of assessment?

1.3. Scope of the study

The study was covered three Woredas of Borana zone at Arero, Dire and Wachille secondary schools: from those secondary schools PE teachers, schools principles and students were be included as respondents.

1.4 Significance of the Study

The study may lead to better understanding of assessment in physical education and improving assessment. The other importance of this study is identifying the challenges which are existing in the practice of assessment in physical education particularly in secondary school PE teachers and finding ways to overcome the challenges and was able to improve the practice of assessment in physical education in Arero, Dire and Wachille Woredas at Borena Zone Oromia Regional State. In additions to these, this study is important in-

1. Identifying the teachers to improve their assessments approach.
2. Characterizing of an effective assessment in physical education program
3. Motivating physical education teachers' to improve instruction

4. Perceptions of physical education in today's schools. And also it gives
5. Justifications concerning about assessment types according the habit of Physical education

1.5 Objective of the Study

1.5.1 General objective

The general objective of the study was to investigate the currents status of assessment in PE class at Arero, Dire and Wachille woredas secondary schools in Borena zone.

1.5.2 Specific objectives

The specific objectives of the study are to -

- Investigate the perception of PE teachers about assessment.
- Identify the practical assessment techniques practiced by physical education teachers in the schools.
- Examine how physical education teachers assess their students in the school.
- Identify the effective assessment technique in PE.
- Sort Out the major factors that influences the PE teacher's assessment.

2 REVIEW OF RELATED LITERATURE

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

2.1 Definition of Assessment

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

Regarding the concept of assessment, different authors have forwarded their definition of assessment relying on the purpose of education. Among the most plausible definitions of assessment,(D. Siedentop 1991) noted that assessment is collection of information, reliable, valid, for purpose of improving performance. In (Kyriacou, 1998) more specified definition; assessment is presented as part of teaching activity that used to upraise students' performance. In similar way, Assessment is the process of collecting, synthesizing and interpreting information to aid classroom decision making. Further, Kyriacou suggested that assessment includes all methods and procedures that teachers use to collect information on what is happen in their classroom and the effect it has on learners' achievement. Hence from above definitions, it is possible to note that the concept or notion obtained from assessment basically indicates the multi-purpose driven process that used to make different decisions about students' achievement, additional instruction or improvement of teaching materials aiming whether to improve the method of teaching-learning or not.

2.2 Assessment in physical Education

Assessment is critical to determine whether or not change is taking place and, if so, if the change is moving in a desirable direction. Responsibility becomes significant to reward teachers who are really teaching and to encourage others to see students learning as a significant part of their responsibility. Tests provide schools with accountable data on the achievement of their students, (Frederiksen ,1984). Essentially, an accountability system in education as any other systems is a chain of responses to perceived needs or demands; a set of

activities that emerges to fill those demands; outcomes that result from those activities; and feedback on outcomes. The feedback reflects back to the school. Depending on the power of these groups, changes in curriculum, reassigning or promoting teachers can be occur, (Frederikse ,1984). When the information about the schools takes the form of test scores, pressure for teachers to “teach the test” increases, and students may be motivated to prepare for the kind of examinations they expect. Whether test contents require to choose an answer from a list or to create an answer, they influence teaching and learning and teaching in a number of ways. Frederickson found that testing increases retention of the material tasted and that sort of answer or completion tests are more conducive to long-term retention. An important task for educators is to develop tools that can have better reflect educational goals and to find ways to use them to improve the educational process, (Shepherd, 2000). All classroom assessments should help teachers make decision. Formal assessments are not the only ones used in the classroom. Informal assessments are used on a daily basis by teachers to make decisions regarding planning, managing, judging pupils, and monitoring. These informal assessments are usually overlooked because they are so common and are not normally seen as being an important classroom assessment tool. The process of grading is when these two types of assessment interact, (Airasian and Jones 1993).The emphasis in most practical classroom measurement and assessment courses is typically on the construction and use of some formal evidence gathering technique; one that produces a score, grade, or a placement. In these courses, concerns seem to be with the summative and not the formative information needs of the teachers (Wolfe and Miller ,1997).(Rink ,2002) found that many principals and teachers were not thoroughly grounded in testing and assessment in their professional preparation programs. Specific skills in assessment are not required by most state certifications for either teachers or principals. In fact when we see the trends, assessment in education is the product of the 20th (.Michael, 2005) proposes the use of formative and summative assessment in order to make the distinction between the roles of evaluation. Hence, assessment is perceived to serve two different purposes: a) informative, to improve instruction, and b) summative to measure student’s achievement. The use of assessment to classify, predict, and sort has also changed to advance the process of teaching and learning in addition to accountability purposes. Aligning with other Authors, Sheppard (2000) suggest ways that classroom assessment can be improved in order to increase learning, such as the content and the

characteristics of assessment, utilization of assessment results and integration of assessment as a course in teacher in teacher education programs. Assessment when it is applied or used correctly, can contribute a lot being as an integral component of physical education and sport program. In many ways, achievement of learning and enhancement of development in the cognitive, affective and psychomotor domains, the main purposes of assessment include: diagnosis, placement, monitoring of progress, determination of achievement, motivation, program improvement and teacher effectiveness, (Wuest and Bucher, 1999). Based on the above statements, (Kyriacou, 1998) emphasized the following major purposes of assessment. Accordingly, the purpose of assessment is to:

- ✓ Provide teachers with feedback about pupils' progress.
- ✓ Provide pupils with educative feedback.
- ✓ Motivate students.
- ✓ Provide a record of progress.
- ✓ Provide a statement of current attainment.
- ✓ Assess pupils' readiness for future learning.

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

2.3 Physical Education Assessment Framework

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

The framework proposes three strategies for teachers to assess their critical/reflective qualities: - Increase Social Knowledge - In order to better respond to the needs and interests of pupils, teachers should continue to acquire knowledge about the nature of social life as it relates to physical education, and to complementary fields practices such as recreation and sport. Teachers are also encouraged to seek knowledge about the social construction of physical education.

- ✓ Enhance Academic/Practical Skills - Teachers should continue to refine their literacy, numeracy, and communications skills and thinking to further their thinking or understanding about the social nature of physical education. Reflection emphasizes the application of principles in examining social issues in physical education. On becoming reflective, teachers learn to expose their thinking to others and open themselves to critique through dialogue and collaborative assessment.
- ✓ Develop Skills in Critical Discourse - Teachers should examine their taken-for granted practices and beliefs about physical education and strive for an open and continual process of revision. They go beyond the generic theories of teaching and learning to value their own personal theories of action which evolve from critically examined beliefs and past experiences.

2.4. The Purposes of Physical Education Assessment

Physical education has the power to provide students with constructive learning and social experiences as well as the means to realize healthier lifestyles. Unfortunately, there is evidence of marginalized opportunity in physical education demonstrated by declining percentages of students who are participating in physical education on a daily classroom basis. This is occurring, at least partially, because many physical education classes are being less assessed or marginalized as compared to other subjects, (Tannehill ,1993).In order to set the presence of physical education in schools, it is important to, not only argue for space in the overall school curriculum, but to also assess the interests and needs of the students when planning curriculum. That is, physical education stands a better chance of survival if it includes activities that students find attractive since curriculum has been found to be primary consideration for students and teachers determining their attitude toward physical education. Assessment, evaluation and communication of student achievement and growth are essential parts of the teaching and learning process. Each part of the teaching and learning process should be a positive experience for students and promote personal growth. Practices should be carried out in such a way that they support continuous learning and development, (Alberta ,1997). While its nature of learning, it is usually enhanced when assessment strategies match the learner outcomes and are aligned to instruction, integrated with instruction (unit and lesson planning), assessment relates new concept(s) to previous learning, students are involved with their own assessment, students get immediate, meaningful feedback, students of all ability

levels are able to demonstrate what they know and what they can do, and assessment engages and motivates students, (Alberta Assessment Consortium AAC, 2000). However, both teaching and learning are part and parcels of the entire process and cannot be viewed separately. This means that any kind of purpose driven assessment tasks in schools should cover the entire teaching and learning process irrespective of its variables (teachers, students, parents, school facilities and so on). In general, physical educations as part of any other subject assessments have the following outcomes:

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

2.5. Types of Assessment

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

There exist many measures to assess learning in the three domains. Professionals must carefully evaluate these measures. These are criteria for selection of measures to evaluate performance (Wuest and Bucher, 1999). Assessment may take place at many different points throughout the program.

2.5.1. Classroom Assessment

Classroom assessment covers a broad range of activities from constructing paper based tests and performance measures, to grading, interpreting standardized test results, communicating test results, and using assessment results in decision-making.

When using paper test based and performance measures, teachers should be aware of the strengths and weaknesses of various assessment methods, and choose appropriate formats to assess different achievement targets,(Stiggins, 1992).Test items should match with course objectives and instruction to ensure content validity (Airasian ,1994), reflect adequate sampling of instructional materials to improve test reliability, and tap higher-order thinking skills. In performance assessment, validity and reliability can be improved by using observable and clearly defined performance tasks,(Baron, 1991);(Schaffer, etal,1991) and (Stiggins ,1992), detailed scoring protocols, multiple samples of behaviors evaluated by several judges, and recording scoring results during assessment. Teachers should be able to revise and improve teacher-made tests based on test statistics and item analysis. Grading and standardized testing are two important components of classroom assessment. Based decisions may have lasting academic and social consequences, (Popham, 1999), teachers should weight assessment components according to instructional emphasis and base grades on achievement-related factors only. Grading criteria should be communicated to students in advance and implemented systematically to handle regular as well as borderline cases (Stigginset al, 1992). Non achievement factors such as effort, ability, attitude, and motivation should not be incorporated into subject-matter grades because they are hard to define and measure. In terms of standardized testing, teachers should avoid teaching to the test, interpreting test items, and giving hints or extra time during test administration. Teachers should appropriately interpret test scores and identify diagnostic information from test results about instruction and student learning.

2.5.2. Summative Assessment

Assessment in the context of education has been used primarily “in deciding, collecting and marking judgment about evidence relating to the goals of the learning assessed”, which makes no reference to how the information being collected and could be used, (Harlen ,2006).

Assessment of learning, identified as summative assessment in the current literature, is deeply rooted in education and what has emerged along with it is the new paradigm, assessment of learning. In addition he justifies changes in assessment practices, to be used in four purposes: summative, formative, diagnostic, and evaluative. Summative assessment which identifies the standard of attainment achieved of a particular time normally carried out at the end of period of instruction, for example end of term course, (Kyriacou ,1998). In related way, summative

assessment includes and of course assessment and essentially means that this is assessment which produce a measure which sum up some one's achievement and which has no other real use except as a description of what has been achieved (Brown, 1994); (Knight, 1994). Also, in connected with this (Nitko,1996) ; (Airasian ,1997) state summative assessment is a final summing up and judgmental which is commonly made based on test ratings on a variety of performance. Therefore, summative assessment is used to grade, certify or select student. It is not intended to improve current instruction for the benefit of those being evaluated. It measure what was happened, not what is happening. But the results can serve to indicate areas of strength and needs and these results can be used to influence later instruction, (Harlen ,2006).

2.5.3. Formative Assessment

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

Most of the current literature uses the terms formative, alternative, and authentic assessment interchangeably; however, some disagreements still exist. Some authors use the term 'authentic assessment' as a part of formative assessment that happens during the learning process whereas summative assessment is considered to occur at the end. However, (Herrera et al, 2007) include formative and summative assessment along with other types of authentic assessment, such as performance-based assessment, portfolios, self-assessment and peer-assessment, interview-based assessment, play based assessment, play based assessment, cooperative groups' assessment, and dialogue, journal, and scaffold essays. According to (Kyriaccou, 1998) formative assessment is aimed at promoting effective future learning by pupils. Typically, such assessment tends to offer advice, guidance and information to improve future performance. Similarly,(Airasion ,1997) state that formative assessment is part of a classroom instruction aimed of supporting the teaching-learning process.(Cangelos, 1990) identified the relationship between formative assessment and teaching learning process as "formative assessment are assessment about students achievement that influence a teacher's lesson plan which means that it helps the teachers to answer questions like should a lesson be extend or terminated? Is remediation needed? Is more advanced work appropriate? Should teaching strategies be altered? Answers of such questions are influenced by feedback from

formative assessment. Hence formative assessment is concerned with how things are going. It is assessment which occurs during the teaching-learning process rather than before or after it.

2.5.4 Diagnostic Assessment

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

2.6. Factors that Affecting practice of Assessment in Physical Education

2.6.1. School factor

Effective schools are distinguished from inefficient ones by the frequency and extent to which teachers learn together, plan together, test ideas together, discuss practices together, reflect together, grapple together with the fundamental vision and focus of developing students to fullest capacity. Effective schools are a learning community, a place where teachers and administrators study, work and learn together with the mission of improving student achievement. All efficient schools have a culture and it is the information one gets from a culture that sends a message to the student that they will be productive and successful. The effective teacher thinks, reflects and implements (Ontario, 2010).

2.6.2. Physical environment

The physical environment can affect both conditions for learning and opportunities for physical activity and healthy living. The physical environment includes the school building and grounds, routes to and from the school, and materials and equipment used in school programs. A healthy physical environment would include clean and accessible facilities, shade structures and a naturalized play environment, the availability of healthy food choices, and the absence of environmental carcinogens, including any that might be found in cleaning products. Visual cues, such as bulletin boards and signs with healthy-school messages, can be an indicator of a healthy physical environment. The design of the built environment can

enhance or restrict opportunities to assessment practice for physical activity and healthy living (Ontario, 2010).

2.6.3. The social environment

The social environment has a positive impact on students' learning. Students are more able and more motivated to do well and achieve their full potential in schools that have a positive school climate and in which they feel safe and supported. "School climate" may be defined as the sum total of all the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion and are modeled by all, a culture of respect becomes the norm. Students, teachers, and parents can all benefit from a social environment, and there are various Practices of assessment that can foster such an environment – from formal measures (e.g., school policies, programs, and guidelines that promote assessment and the removal of systemic barriers; bullying prevention, healthy foods, and anaphylaxis protocols; clubs and organized support groups) to informal behavior (e.g., occurring within unstructured peer interaction or free play) (Ontario, 2010).

2.6.4. The human factors

➤ Teachers

Teaching is a key to student success. Teachers are responsible for using appropriate and effective instructional strategies to help students achieve the physical education curriculum expectations, as well as appropriate methods for assessment practice and evaluating student learning. Teachers bring enthusiasm, addressing individual students' needs and ensuring high-quality learning opportunities for every student. The attitude with which teachers approach physical education is critical, as teachers are important role models for students (Ontario ,2010).

Teachers should follow the principle of "first, do no harm" and ensure that the learning setting is always physically and emotionally safe. It is important to be aware of and carefully observe how students feel about the various requirements of the program, from changing their clothing for physical education classes to participating in activities, demonstrating learning, working with others and discussing health topics. To ensure physical safety, teachers must follow all board safety guidelines. It is also critical to student success to create an atmosphere in which students of all body shapes and sizes, abilities, gender identities and sexual orientations, and

ethnic cultural, racial, and religious backgrounds can feel accepted, comfortable, and free from harassment (Susan, 2004).

To increase their comfort level and their skill in teaching physical education and to ensure effective practice of assessment delivery of the curriculum, teachers should reflect on their own attitudes, biases, and values with respect to the topics they are teaching, and seek out current resources, mentors, and professional development and training opportunities, as necessary. Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to enhance their living skills as they develop the knowledge and skills required for active living, movement competence, and healthy living (Ontario, 2010).

These hands-on learning experiences should enable students to make meaningful connections between what they already know and what they are learning. Teachers should reflect on the results of the learning opportunities they provide, and make adjustments to them as necessary to help every student achieve the curriculum expectations to the best of his or her ability (Richard, 2008). Learning in physical education can play a key role in shaping students' views about life, relationships, healthy development, physical activity, and how they learn (Susan, 2004).

➤ **Students**

Students' responsibilities with respect to their own learning develop gradually and increase overtime, as they progress through elementary and secondary school. With appropriate assessment instruction and with experience, students come to see how an applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behavior and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. Learning to take responsibility for their improvement and achievement is an important part of every student's (Grout and Long, 2009). Mastering the skills and concepts connected with learning in the physical education curriculum requires on-going practice, an effort to respond to feedback, personal reflection, and commitment from students. It also requires a willingness to try new activities, work with peers, and always follow safety practices. Through on-going practice and reflection about their development, students deepen their appreciation and understanding of themselves and others, and of their health and

wellbeing. Students' attitudes towards physical education can have a significant effect on their learning and their achievement of the expectations. Students who are strongly engaged and who are given opportunities to provide leadership are more likely to adopt practices and behaviors that support healthy, active living (Macdonald and Brooker, 1997).

➤ **Parents**

Parents play an important role in their children's learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the physical education curriculum, parents can better appreciate what is being taught in each grade and what their children are expected to learn. This awareness will enhance the parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress (Ontario, 2010). Knowledge of the expectations will also help parents to understand how their children are progressing in school, to interpret teachers' comments on student progress, and to work with teachers to improve their children's learning. Effective ways in which parents can support their children's learning include the following: attending parent-teacher interviews, participating in Parent workshops and school council activities (including becoming a school council member), and encouraging their children to practice at home and to complete their assignments. Parents can be supportive by promoting and attending events related to healthy, active living at their children's school (Ontario, 2010).

Parents who work in the health or recreation fields, for example, may be able to contribute as guest speakers or as volunteers during health or physical education classes or co-curricular activities. Parents and all adult role models can also provide valuable support for their children's learning by being physically active themselves and making healthy choices connected to eating, substance use, relationships, personal care, injury prevention ,and Parents help to show children the value of their learning in physical education by taking an interest in the curriculum topics and helping to make connections at home. Such an interest encourages students and promotes a positive attitude about healthy, active living. Through discussion with their children, parents have an opportunity to learn about new approaches in physical activity and about emerging health issues. Helping students apply their learning may involve things like including children when making food purchasing decisions and preparing meals, discussing activity choices and ways of building fitness into each day's activities, and

creating or facilitating activity opportunities. By recognizing the achievements of their children in physical education, parents can help them develop confidence (Bailey, 2006).

➤ **Administration**

According to (Jacky and Marianne, 2007), found that projects sustenance and success was highly related with principals Students with teachers of positive attitude towards teaching and curriculum are found to be high-level achievers in learning. Administrations are one of the human factors that influence implementation understating the crucial role of school administrations in implementation is incredibly hard and that successful implementation generally required a combination of pressure (introducing new idea).

2.7 .Other Factors

2.7.1. Skills in writing objective for learning

Learning is generally defined as an observable change in behavior as an outcome of the teaching process. How does a teacher know that learning has occurred in the field? How does a physical education know for certain that a student has achieved specified educational goals?

It is the purpose here to assist the teachers in their efforts to evaluate the teaching process by identifying learning outcomes. These learning outcomes are in the form of observable, measurable behaviors that the teacher has brought about through the establishment of two type of object instructional and behavioral (instructional objectives are those goals or aims that the teacher defines for the program of activities or the unit understudy. The presentation of instructional objectives will be addressed first (Grout and Long, 2009).

2.7.2. Instructional activities

Content behaviors are those tasks performed by the teacher that directly contribute to the development of practice of assessment in PE content and the intended outcomes of the lessons. These instructional activities include such tasks as explaining and demonstrating a skill, using questions to check student's comprehension, and engaging students productively in activity. Teachers must also activity monitor students' efforts and provide them with feedback to facilitate improvement. They must be alert to modify learning tasks to meet individuals differences provision must be made to assess students' progress and evaluate learning. Teachers must seek to maximize the amount of class time they spend engaged in instructional activities. Teacher who directs the students on how to get equipment for practice or how to move from one activity to the next are also engaging in managerial behaviors efficient

performance of these tasks ensures that the time available for instruction is maximized (Calfee, 1986). Accordingly any discussion of class room organization must begin with some attention to resources and facilities that the specific setup demands for its implementation. And when there is no lack of equipment and materials that appear geographically to understanding of the pupil, teaching cannot be challenged indeed.

2.7.3. Learning time

Teachers plan adequate instructional time for all students to acquire the concept or skill being taught. Teachers plan for maximum practice trials and monitor progress so that time spent on particular learning activities is appropriate. Meaningful practice is progressive in scope and sequence to facilitate learning. Conceptual instruction transfers from one activity to another reinforcing the similarities found in sport. Teachers limit groups to low numbers e.g., three team members so activity produces maximum contact with equipment, learning, and participation (Grout and Long, 2009).

2.7.4. Planning the use of facilities and equipment

When planning the use of facilities and equipment, teachers should organize the learning environment in a way that allows for movement and ensures student comfort and safety. It is important to plan routines that students can follow as they move to and from the gymnasium or activity space, make transitions from one activity to another, and collect and put away equipment. Planning time and creating guidelines for changing clothes, using equipment, and other procedures can maximize student comfort and participation (Mary, 1999).

The curriculum contains a wide assortment of examples and prompts that illustrate different ways of meeting the expectations. Teachers can use these as a source of ideas for adapting the delivery of the expectations to meet the particular needs of their students. When making decisions about equipment and facilities, teachers should ensure that they are distributed in a way that provides fair and equal access to support the development of specific skills and add interest to physical activities, a variety of equipment should be used (Grout and Long, 2009).

When supplies are limited, teachers will have to be resourceful to ensure that each student has opportunities to use as many different kinds of equipment as possible. Teachers must provide specific instruction to students on the appropriate handling of equipment, ensure that equipment is in good repair and suitably organized (Mary, 1999).

2.7.5. Co-curricular programs

Within the context of a healthy school, the physical education curriculum provides all students with the skills and strategies they need to participate in a wide variety of physical activities.

A supportive school environment will provide opportunities for students to continue their learning either in the school, at home, or in the community. Intramural programs allow all students to participate in activities that are informal and not highly competitive. Interschool programs offer students opportunities to participate in more organized and competitive activities. Other recreational activities and clubs also provide opportunities for students with common interests to participate in physical activities in non-competitive settings. In planning and organizing the physical education curriculum, schools should use community organizations, facilities, and programs as resources to provide students with additional experiences and opportunities for physical activity and healthy living (Richard, 2008).

2.7.6. Safety guidelines

Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and ministry policies. Teachers are responsible for ensuring the safety of students during classroom activities and also for encouraging and motivating students to assume responsibility for their own safety and the safety of others. Teachers should follow board safety guidelines to ensure that students have the knowledge and skills needed for safe participation in physical education activities (Reston, 1998).

Safety guidelines should outline the practices to be followed for each activity, addressing questions related to equipment, clothing and footwear, facilities, special rules and instructions, and supervision. They should also reflect school board policies on how to conduct activities. While all physical activity involves an element of risk, administrators and teachers have an obligation to provide a safe environment to minimize that risk. Safety awareness, based on up-to-date information, common sense observation, action, and foresight, is the key to safe programming (Richard, 2008).

Concern for safety should be an integral part of instructional planning and implementation. In a safe learning environment, the teacher will: be aware of up-to-date safety information; plan activities with safety as a primary consideration; observe students to ensure safe practices are being followed; have a plan in case of emergency; show foresight; act quickly. Moreover teachers must think about safety before having students participate in any activity. They must

consider any potential dangers, assess those dangers, and implement control measures to protect the students from the risks. By implementing safer instructional practices, such as using logical teaching progressions and transitions and choosing appropriate and developmentally appropriate activities, teachers can reduce risk and guard against injury. Students demonstrate that they have the knowledge, skills, and habits of mind required for safe participation in physical education activities when they: understand why rules are in place; follow established routines. When considering student safety, including their physical safety, it is important to ensure that students feel comfortable emotionally and psychologically (Richard, 2008).

2.7.7. Planning for special education needs

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. They commit to assisting every student to prepare for living with the highest degree of independence possible. Education for All the Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs describes a set of beliefs, based in research that should guide all program planning for students with special education needs. Teachers planning physical education programs need to pay particular attention to these beliefs design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research tempered by experience. Classroom teachers are key educators for a student's literacy and numeracy development. Each student has his or her own unique patterns of learning (John and Jacqui, 2007). Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs. Fairness is not sameness. In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of on-going assessment are important elements of programs that accommodate a diversity of learning needs (Macdonald and Brooker, 1997)

2.7.8. Perception of students towards assessment

Various studies revealed that how students perceive about assessment are an important and an indispensable tool for investigation of sources for the problems that affect assessment process. Furthermore, exploring the intentions of students today may provide some insights on how assessment of student's achievement can be improved. According to (Alex, 2006), there are many factors that can affect the perceptions of students about assessment applied in physical education classroom. The following are some of the factor that can affect students perception about assessment practices employed in physical education instructions.

2.7.9. Assessment relevance

(Alex, 2006) asserts that great attention should be paid to perception of relevance in assessment design. In Crossman's argument, we can easily identify that assessment that make good connection with the outside world of work appear to have a positive influence on student learning lack of relevance in assessment may be equated with "jumping through hoops" in timewasting activities that endowed experience with transient quality. This entails us that the relevance of assessment needs to be clear to students. Student can also interpret relevance of assessment in different ways. For some, assessment is relevant when it is applicable to other contexts or when it aims to prepare student in dealing with real situation. Other, considers assessment as irrelevant if they are not graded. Above all, Alex,2006) confirm that students may perceive alternative assessments particularly assessments that are very relevant to them. However, he added that in many situations, students perceive assessment negatively considering it as a totally prescribed by the academic whereas in rare situations students who perceive assessment should be through negotiation is perceive positively.

2.7.10. Assessment Anxiety

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

2.7.11. Large class size

Teachers usually face problems of teaching fundamental skills in a situation where there are small spaces and in adequate facilities but large class sizes. Sometimes the situation becomes so untenable that teachers abandon desirable activities and resort to informal play with undesirable

3. MATERIALS AND RESEARCH METHODS

This chapter discusses the research design and methodology of the participants and setting, sampling procedures, instruments, procedures of data collection and analysis. The purpose of the study was to identify practice of assessment in physical education in three selected Woredas of governmental secondary schools in the Borena Zone, Oromia Regional State..

3.1. Description of the study area.

This study was conducted in Borena zone Arero, Dire and Wachille Woredas that located around 670 kilometers in South East of the capital city from Addis Ababa. Arero, Dire and Wachille are those of the Woredas at Borena Zone in the Oromia Region of Ethiopia. Those three Woredas were bordered on the south and southwest by Dillo Woreda, on the north by West Guji Zone, on the northeast by Somale Ethiopia, and on the south and southeast by the Yabello Woreda. The administrative centers of those woredas were Arero town, Megatwon and Wachille town.

3.2. Research Design

The design of the study is descriptive survey method which is appropriate to collect information and opinions from large number of respondents. Because, this design enables to involve the arrange of participants with different backgrounds and ages from the overall sampled population. Both qualitative and quantitative data were be used to get insight about the situation in the study area regarding practice of assessment in physical education was related to practice of assessment in physical education. The purpose of this study well suited for qualitative and quantitative research methods.

3.3. Sample Size and Sampling Techniques

This study was conducted in three selected secondary schools in the Borena Zone at Arero, Dire and Wachille woredas. The total population of the study was 3600, from those selected secondary schools, the sample size of (380) which includes: students (360), school principals (12), and physical education teachers (8), population was selected and Regarding the sampling techniques purposive sampling; and probability random sampling stratified would be involved As a specific sampling technique, the researcher was used purposive sampling for the principals and physical education teachers because their response was more reliable and valid, since they

are expect in the area. The researcher used simple random sampling techniques for the students sampling. The reason of the researcher to use simple random sampling techniques was that it gives all units equal chance to be selected. The researcher used the sample size of students from total population by using Slovin's formula, that is:-

$$n = \frac{N}{1+Ne^2}$$

Where n= the sample size

N= the population size

e= the margin of error

$$n = \frac{3600}{1+3600(0.05)^2}$$

$$n = 360$$

In other words, to determine proportion n/N the sample size required was 360. Therefore, n=360, was multiplied by the number of Sample size in each stratum by the obtained proportion, that was, 0.1 in order to determine the sample size.

3.4. Data Collection Instruments

Since it is a survey study, the researcher used both open and close ended questionnaires, structured interviews, and observation for data collection, for those students and teachers the researcher administered questionnaires were used, believing these were done for success of the stated objectives. Instruments employed to gather the necessary data for this study are questionnaire frequency count, observation checklist and interview.

3.4.1. Questionnaire

Questionnaire was to be chosen as a data collection instruments. A questionnaire is a printed self-report form designed to elicit information that can be obtained through the written responses of the subjects. Questionnaire facilitates the collection of data by asking all, or a sample of people, to respond to the same questions. It is less expensive, often gather anonymity of respondents and appropriate for collecting factual information (Kumar 1999).

According to(Best and Khan,2004), questionnaire was prepared to get information from students on their perception of the subject and the behavioral changes the claims as a result of the instruction in physical education. They were made to give their responses up on each item with the full information.

3.4.2. Interviews

An interview was appropriated to collect in depth information and allow opportunity for explanation of questions and can be applied to any type of population (Best and Kahn, 2004). For this study semi-structured question were developed for the school principals. One of the main advantages of interview was that provides uniform information, which assures the comparability of data (Kumar, 1999). Interviews helped to obtain useful information because they presented an opportunity to ask probing questions and capture nuances.

3.4.3. Observation

The observations item was appropriated with reference to the nature and objectives of the study. Items were grouped into appropriate categories. The units of observation were simple and carefully worded so as to facilitate precise and uniform recording. Observation checklist set to the major challenges of assessment practice in teaching physical education in secondary schools. Moreover, observation check lists can deal with PE teacher's activity, student's' activity, adequacy of assessment facilities and equipment's and method of teaching employed while the lesson of PE is progress, how they feel with the helped in making them and better the students.

3.5. Source of Data

Both primary and secondary data was used in the study. The primary data was obtained randomly and purposively selected by respondents from the school principals, PE teachers and students by questionnaires, interview and observation and from three schools namely Arero secondary school, Mega secondary school and Wachille secondary data were be collected if any documents available from school documents about the assessment practice in PE.

3.6. Method of Data Analysis

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

The collected data were tailed and properly organized using table and graphs according to their classification in different categories to give detailed background information about the sample. After organizing the collected data, it was analyzed using percentage method.

3.7. Pilot Study

The researcher were used the pilot study before the actual studies are carried out, pilot studies was conducted to get the relevant information about the study in order to get the relevant information by measuring the validity and reliability of this study by using percentage.

3.7.1. Validity

Validity was obtained by minimizing the mistakes in the way the data are recording and analyses. This was achieving by the process of member checking and external auditing as described in the section. An audit trail should be establishing to ensure the reader can determine that the research study is valid. According to (Yore et al, 2007) States that validity looks at whether the instrument measures what it is intended to measure. The instruments prepared by researcher should address the research objective and answer the research questions under investigation .the face construct and content validity of each item in the instruments were proved by a group of experts of physical education, physical education teachers, advisors, and expert of measurement and evaluation. Content validation was established by cross referencing the content of the instruments to those elements contained in the basic research questions to determine if there was indeed a match. That is the items constructed were in line with the answer to the research questions .content validity addresses to what extent the appropriate content is represented in questions. The experts validate the instruments that were developed as follows; before actual data collection started; the instruments were given to respondent so as to get valuable comments and criticisms on the strengths and weakness of the items. Based on the comments obtained, necessary modifications were made and give to the thesis advisor for further comments ,criticisms and evaluation.

3.7.2. Reliability

The questionnaires were pre-tested with the participants in the pilot study were the nine (9) physical education teachers and thirty one (31) students in the sampled secondary school who is volunteered to participate and those does not included in the sample of study. The purpose of this test is to check the appropriateness of the items and to make the necessary corrections based on the feedback obtained. The measure was found to be reliable with 95% of responded as possible to study and 5% responded that no. The piloting also helped improving the investigators questionnaire techniques more confidence. At the time of questionnaires exercises the teachers were given enough time to reflect on the question before responding, the interpret technique was used thus getting more details from a particular question. Thus, the instruments were found reliable to collect data for the main study and administered as scheduled.

3.7. Ethical Issues

Researcher ethics refers to the types of agreement the researcher enters into with her or his study participants. Ethical considerations play a great role in all research studies and all researchers have to be aware of and attend to the ethical considerations to their studies. Therefore researcher has created smooth relationship with all selected high schools. The purpose of study was made clear and understandable for all respondents. Efforts were to be made to make the researcher process professional and ethical. To this end, the researcher was tried to clearly inform to the respondents about the purpose of the study which is purely academic; as he introduced its purpose in introduction parts of questionnaires and interview guide. The respondents were confirmed that subject's confidentiality was protected. In addition to this, they were informing that their participation in the study was based on their consent.

4. RESULTS AND DISCUSSIONS

4.1. Introduction

This chapter deals with the presentation, analysis and interpretation of the data gathered from the respondents through questionnaires and interview with the management. Thus, the quantitative and qualitative analysis was incorporated in to this chapter. The closed ended question in questionnaire part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through interview and observations data is analyzed qualitatively. The total population of study was 3600 from selected governmental secondary high school grades 9th and 10th and data was collected from the sample of 380. To this effect, the questionnaires were distributed to 8 Physical Education Teachers and 360 for student and 12 School principals were interviewed as a respondent. The return rates of the questionnaire were 8(100%) from PE teachers and 360 (100%) from the students. The chapter consists of four major parts.

The first section deals with the characteristics of respondents, the second sections present the analysis and interpretation of the main data and finally, interpret data gathered from interview and observation

4.2. Background and information of respondents

Five demographic variables of the respondents were gathered as background information. These are: sex, age, work experience, Educational level and teaching load was summered in the following table below and frequencies expressed in percent.

Table 1: characteristic of the respondents

No	Items		Types of respondents					
			Students		PE teachers		School principals	
			Freq.	%	Freq.	%	Freq uenc y	%
1	Sex	Male	210	58	7	87.5	12	100
		Female	150	42	1	12.5	-	-
		Total	360	100	8	100	12	100
2	Age	15-19	150	42	-	-	-	-
		20-25	210	58	3	37.5	-	-
		26-30	-	-	4	50	-	-
		31-35	-	-	-	-	4	33
		Above 36	-	-	1	12.5	8	67
		Total	360	100	8	100	12	100
3	Work experience	0-4 years	-	-	5	62.5	-	-
		5-8 years	-	-	1	12.5	2	17
		9-12 years	-	-	1	12.5	3	25
		13 & above	-	-	1	12.5	7	58
		Total	-	-	8	100	12	100
4	Educational level	Grade 9 th	190	53	-	-	-	-
		Grade 10 th	170	47	-	-	-	-
		Certificate	-	-	-	-	-	-
		Diploma	-	-	1	12.5	5	42
		Degree	-	-	5	62.5	7	58
		Master	-	-	2	25	-	-
		Total	360	100	8	100	12	100
5	Teaching load	Below 10	-	-	-	-	12	100
		10-15	-	-	2	25	-	-
		16-21	-	-	5	62.5	-	-
		22 & above	-	-	1	12.5	-	-
		Total	-	-	8	100	12	100

As can be seen from item (1) of table (1) 210(58%) of students were male whereas, 150(42%) are female. As shown from the above table item (2) 150(42%) of students are between the

ages of 15-20, 210(58%) of the students are between the ages 20-25. From 360 total respondents of the student 190(52.8%) are grade 9th and 170(47.2%) are grade 10th. As can be seen from item (1) of table (1) 7(87.5%) of teachers were male whereas, 1(12.5%) of teacher is female. As shown from the above table item (2) 3(37.5%) of teachers are between the ages of 20-25, 4(50%) of teachers are between the ages 26-30, 1(12.5%) of the teacher is 36 and above year. As shown from the table above item (3) the work experience of the teachers was one of the most important issues that could influence commitment of the teachers to their professional. Accordantly, 5(62.5%) of were found in the category of 0-4 years, 1(12.5%) of between 5-8 years, 1(12.5%) were between 9-12 and 1(12.5) of the teacher were 13 and above years' experience. This indicates that year of prior teaching experience is related to the professional development of teachers.

As can be seen from item (4) of table (1), 1(12.5%) of PE teachers are diploma,5(62.5%) of PE teachers have first degree and 2(25%) of PE teachers are masters in subject and Concerning their teaching load of the teachers 2(25%) were found in the category of having be 10-15 periods per week, 5(62.5%) were found in between 16-21 a periods per week and 1(12.5%) of teacher having be 22 and above periods per week. This shows that 80% of the teachers were loaded and this condition could affect their work negatively between they thought more than 16 periods per week. As can be seen from item (1) of table (1) 12(100%) of school principals were male. As shown from the above table item (2) 4(33.3%) of school principals are between the ages of 31-35, 8(66.7%) of school principals are between the age of 36 and above year. As shown from the table above item (3) the work experience of the school principals are one of the most important issues that could influence commitment of school principals to their professional. Accordantly, 2(16.7%) of school principals were found in the category of 5-8 years, 3(25%)of school principals between 9-12 years, 7(57.3%) of school principals were 13 and above years' experience. This indicates that year of prior administration of experience is related to the professional development of school principals. As can be seen from item (4) of table (1), 5(41.7%) of school principals are diploma and 7(58.3%) of school principals have first degree.

4.3. Analyses and Interpretation of the data

The respondents of the study were asked different questions to practice of assessment and in the physical education in the selected secondary schools of Borena zone. Their responses were organized into tables furthermore, the frequency counts and percentage were computed the purpose of analyzing and interpreting the findings as follow:-

Table 2:in-service and preserves background training of teachers on the practice of assessment

No	Description	Alternatives	Teachers respondents	
			No	%
1.	Have you take a course in assessment practice?	Yes	5	62.5
		No	3	37.5
2	Did you taken any training on the practice of assessment in your service program?	Yes	5	62.5
		No	3	37.5
3	If you have taken, how many days did you take?	One day	3	37.5
		Three days	2	25
		A week	3	37.5
		A month	-	-
		If other	-	-

As shown on the above table 2 focuses in service and pre-service background training of teachers on the practice of assessment in PE. Thus, the views from respondents summarized as follows. As indicated in item one of table 5(62.5%) of the teachers on take practical assessment through pre-service and 3(37.5%) of the teachers responses show that no training taken on the practice of assessment through pre-services. As shown in the above table of item (2) in service training that was given in the school shows 5(62.5%) of them received and 3(37.5%) replied that they did not take any training. This shows that most of the teachers did not take training on the practice of assessment in P.E pre-service and in service training. Generally, without having appropriate practice of assessment, cannot be effective in teaching learning process. So, the effective practice of assessment in PE depends on training of PE teachers and students .If this is no, there will be no progressive on learning and improvement in instructional process.

According to (Wuest and Bucher, 1999). These are criteria for selection of measures to evaluate performance. Assessment may take place at many different points throughout the program.

Table 3: integrations of assessment method in course plan

No	Integrations of assessment	Alternatives	Teachers responses	
			No	%
1	Using assessment plan in your practical class	Yes	4	50
		No	4	50
2	Frequency of corporation in practical techniques in a lesson plan	Always	4	50
		Some time	3	37.5
		Rarely	1	12.5
		Not at all	-	-

Accordingly, as shown in a table item (1) of table three concerning usage of practical assessment plan for a lesson 4(50%) reflected that they were using assessment plan and 4(50%) responds that they were not reflected using assessment plan. Regarding the frequency usage of practical assessment techniques 4(50%) responds that they use always incorporated practical assessment in their lesson, 3(37.5%) of items replied the use some times variety of assessment techniques and 1(12.5%) responds that they rarely used different types of practical assessment in their lesson plan. The incorporation of practice of assessment is mostly occurred some times in the instructional process. These facts have their own effects on assessment practice and on students have their effects on assessment practices and on student's behavioral change about their teaching learning process. From the above table we can understand that practice of assessment planning was not the major problems for the teachers. However, the practice of assessment plan even through the duration was not in continuously manner. As we have seen from their responses above almost half of the teachers used assessment practice some times in their lesson plan. If they do not plan continuously, there will be a problem in their instructional process and it affects the changes that will be expected from teachers and students, According to (Wuest and Bucher, 1999) Assessment refers to gathering and evaluating data about participant's progress throughout the program. This mode of assessment

contributes to learning by providing meaningful feedback to both the participant and the professional. Most of the current literature uses the terms formative, alternative, and authentic assessment interchangeably; however, some disagreements still exist. Some authors use the term ‘authentic assessment’ as a part of formative assessment that happens during the learning process whereas summative assessment is considered to occur at the end. However, (Herre et al, 2007) include formative and summative assessment along with other types of authentic assessment, such as performance-based assessment, portfolios, self-assessment and peer-assessment, interview-based assessment, play based assessment, play based assessment, cooperative groups’ assessment, and dialogue, journal, and scaffold essays

Table 4: Frequency of practice of assessment in PE in class room activities

No	Level of assessment of implementation	Alternatives	Teacher respondents	
			No	%
1	Practical assessment used every day	Yes	2	25
		No	6	75
2	State of practical assessment used	At the beginning	1	12.5
		While the lesson is going on	1	12.5
		At the end of the lesson	2	25
		At each stage(before, during and after)	1	12.5
3	Times used for tests and exam	Two times	-	-
		Three times	2	25
		Four times	1	12.5
		More than four times	-	-

As shown in the table 4, concerning daily usage of practical assessment 2 (25%) teachers replied by saying ‘yes’ and 6 (75%) responded to ‘No’.

Concerning the time when practical assessment used, 1(12.5%) of the teachers responded to beginning of the lesson, 1(12.5%) during the lesson, 2(25%) of them after the lesson and

1(12.5%) in each stage of the lesson. Regarding the time of the practical tests and exam provision, 2(25%) of the teachers responded three times, 1(12.5%) to four times, no one responded to two times and more than four times. From table above we can understand that most teachers assessed their student's every day but, during the practical observation most teachers did not do these activities, this show that their responses to the questioner were not supplemented by practical Class room practices. On the other hand, those who said yes for every day Assessment practice, their Assessment was not properly practice because most of them assessed for the sake of grading and for checking, and literature taught us that the practice of assessment should be practiced in the three levels in every lesson. According to (Kyriaccou, 1998) formative assessment is aimed at promoting effective future learning by pupils. Typically, such assessment tends to offer advice, guidance and information to improve future performance. Similarly,(Airasion ,1997) state that formative assessment is part of a classroom instruction aimed of supporting the teaching-learning process. Such that before, during and after the lesson. All of them have their own importance for student's progress as well as for instructional improvement in assessment practice in P.E. The result of practical observation shows that most teachers used the practice of assessment at the end of the lesson partially, so we can say that the practice of assessment was no easy to see progress in teaching and learning concerning the number used practical test three times, this also affects the improvement of assessment practice, because of the purpose of assessment practice is mostly to focuses on formative assessment using a variety of the tools.

Table 5: Student's involvement in a practice of assessment

No	Item	Alternatives	Teacher respondent	
			No	%
1.	Involvement of students in practical assessment activities	Yes	4	50
		No	4	50
2	Communicate instructional objectives with your students?	Yes	5	62.5
		No	3	37.5

As indicated in the above table concerning about involvement of the students in the practical assessment process, 4(50%) replied to 'Yes', 4(50%) responded to 'No'. Regarding the communications of the instructional objectives, 5(62.5%) of the teachers replied by saying 'Yes' and 3(37.5%) of teachers responded to 'No'. From the above table, we can understand that involvement of students in the practice of assessment process in PE .To make practice assessment more effective, students should assess their own work and their peer work in practical activities .From the findings based on the data obtained through practical observation it shows that the observed teachers were judged very low in encouraging students to assess their classmates.

In item (2) of the above table we can understand that students are not clearly informed about the objectives of the lesson. If this is done, students could understand the aim and the objectives of the lesson. Then, it becomes challenges of the practice of assessment in PE. If the teachers always communicate with their students about the objectives of the lesson, students can follow and become active. According to (Wiggins and McTighe, 1998) assert that pre-assessments "include checks of prior knowledge and skill levels and surveys of interests of learning-style preferences" (p.101).This overlaps with the formative assessment, but specifically identifies learning difficulties or Problems

Table 6: Response of the teachers and students on the provision of the feedback on the practice of assessment

No	Item	Alternative	Teachers responded		Students responded	
			No	%	No	%
1	Feedback used timely	Yes	4	50	150	41.66
		No	4	50	210	58.33
2	Frequency of feedback	In each	-	-	-	-
		Some times	3	37.5	-	-
		In each practical test	4	50	-	-
		At the end of semester	1	12.5	-	-
		If any other	-	-	-	-
3.	Reasons for not using feedback	Lack of the time to cover the topic	4	50	-	-
		No need for feedback	1	12.5	-	-
		Students are not interested	2	25	-	-
		You told their weakness	1	12.5	-	-

As indicated in the table above concerning the provision of the feedback, 150 (41.66%) of the students respondents responded to Yes and 58.33% of the students responded to No, 4(50%) of the teachers responded to Yes and 4(50%) of the teachers responded to No.

Regarding the frequency of feedback 3(37.5%) of the teachers responded to each practical tasks 4(50%) of the teachers responded when each practical test, 1(12.5%) of the teachers to the end of the semester. Regarding to the reasons opposite concerning feedback used timely 4(50%) responded lack of time from teachers, 1(12.5%) no need for feedback, 2(25%) responded students are no interested and 1(12.5%) responded you told their weakness and regarding the feedback used timely, but from the students' practical observation it was checked that students did not get that feedback for every assessment activities most of teachers responses the frequency of feedback used after the practical test are taken place. This practice of the assessment makes certain assessment timely feedback for students was very poor. On the other hand, teachers tried to reason out for not using feedback i.e. the lack of time and

students are highly interested, especially when you tell their weakness they feel ashamed but, the teaching learning process always heads to bring a change in the instructional process of assessment practice.

Learning to take responsibility for their improvement and achievement is an important part of every student's (Grout and Long, 2009). Mastering the skills and concepts connected with learning in the physical education curriculum requires on-going practice, an effort to respond to feedback, personal reflection, and commitment from students. It also requires a willingness to try new activities, work with peers, and always follow safety practices. Through on-going practice and reflection about their development, students deepen their appreciation and understanding of themselves and others, and of their health and wellbeing. Students' attitudes towards physical education can have a significant effect on their learning and their achievement of the expectations. Students who are strongly engaged and who are given opportunities to provide leadership are more likely to adopt practices and behaviors that support healthy, active living (Macdonald and Brooker, 1997).

Table 7: Guide lines and support of school administrators

No	Item	Alternation	Teachers responses	
			No	%
1	Guide lines supplied by the school	Yes	2	25
		No	6	75
2	Support of school administrators of the practice of the assessment in PE	Very high	1	12.5
		High	1	12.5
		Average	2	25
		Below average	3	37.5
		Never	1	12.5

As indicated in table (7) concerning the existence of the practice of assessment guiding principles 2(25%) of teachers replied to Yes and 6(75%) of them responded to No. Regarding the extent of the support of school administration for the teachers, 1(12.5%) replied to Very

high, 1(12.5%) replied to High, 2(25%) replied to Average, 3(37.5) replied to Below Average and 1(12.5%) responded to Never.

From this, the researcher can understand that the practice of assessment guide line was not common for teachers in PE. There is evidence that shows every teacher have their own guide for themselves. This has a negative influence on the practice of assessment in PE, because the aim of school administrators or school principals is to produce all rounded personality from cooperative work of teachers, but if teachers use different assessment guidelines, they cannot come to the common aim of teaching learning process.

In item (2) in above table we can understand practices of assessment support from administrators were responded by saying below average, it is true that this habit influence the teachers and students out come in the day to day in teaching learning process.

Generally, if there is no common guide lines of what, how, when and where etc., for the practice of assessment the overall objective of PE will not achieved as assessment practice and instructional must be done cooperatively and collectively rather than individually. If they were using their own guides, teachers, there would be some confusion on students and collective nature of teaching learning could not be practiced effectively and efficiently. Similarly, Effective schools are a learning community, a place where teachers and administrators study, work and learn together with the mission of improving student achievement. All efficient schools have a culture and it is the information one gets from a culture that sends a message to the student that they will be productive and successful. The effective teacher thinks, reflects and implements and Visual cues, such as bulletin boards and signs with healthy-school messages, can be an indicator of a healthy physical environment. The design of the built environment can enhance or restrict opportunities to assessment practice for physical activity and healthy living (Ontario, 2010).

Table 8: Teacher alternative and respondents

No	Item	Use always		Some time		When necessary		Don't use	
		No	%	No	%	No	%	No	%
1	Home work	-	-	3	37.5	4	50	1	12.5
2	Oral question	-	-	3	37.5	5	62.5	-	-
3	Observation	3	37.5	2	25	2	25	1	12.5
4	Group discussion	2	25	2	25	3	37.5	1	12.5
5	Presentation	2	25	3	37.5	3	37.5	-	-
6	Project	-	-	3	37.5	4	50	1	12.5
7	Practical work	2	25	3	37.5	3	37.5	-	-
8	Self-Assessment	1	12.5	3	37.5	2	25	2	25
9	Practical test	2	25	3	37.5	3	37.5	-	-
10	Exam	-	-	3	37.5	5	62.5	-	-
11	Peer Assess	1	12.5	3	37.5	3	37.5	1	12.5
12	Inter view	-	-	3	37.5	3	37.5	2	25

As show in the table (8) PE Teacher responded that for Home work is not use always, oral question not use always, homework;3(37.5%) used some time, when necessary 4(50%), 1(12.5%) do not use, oral question; 3(37.5%) use some time and 5(62.5%) when necessary, observation; 3(37.5%) always, 2(25%) some times,2(25%) when necessary, 1(12.5%) do not use, group discussion; 2(25%) always, 2(25%) sometimes, 3(37.5%) when necessary, 1(12.5%) do not use. presentation;2(25%) used always, 3(37.5%) sometimes, 3(37.5%) when necessary, project; 3(37.5%) sometimes, 4(50%), 1(12.5%) do not use, practical work;2(25%) used always,3(37.5%) some times, 3(37.5%),self-Assessment; 1(12.5%) used always,3(37.5%) sometimes, 2(25%) when necessary, 2(25%) do not use, practical test 2(25%) used always, 3(37.5%) sometimes, 3(37.5%) when necessary, exam; 3(37.5%) sometimes, 5(62.5%) when necessary, peer assessment;2(25%) used always, 3(37.5%) some times, 3(37.5%) when necessary and interviews; 3(37.5%) sometimes, 3(37.5%) when necessary, and 2(25%) do not use. Regarding table (8) used can use less infuses to use self-

Assessment, peer Assessment, practical work and practical test that means we can understand that physical education teachers focused on these practice of Assessment tools that help for simple knowledge or for recording things on the contrary as we have seen they did not give more attention for attitude and skill development. This will have its own effect on student's personality development because their potentials will develop when physical education teacher use different types of Assessment tools that initiates them to act in the same way.

Generally to practices Assessment in different ways it must needs different type of Assessment tools, effectively should be practiced now and then to the teacher's progress and improves the instructional practices of the Assessment in physical Education.

According to (Ontario, 2010).Teaching is a key to student success. Teachers are responsible for using appropriate and effective instructional strategies to help students achieve the physical education curriculum expectations, as well as appropriate methods for assessment practice and evaluating student learning. The attitude with which teachers approach physical education is critical, as teachers are important role models for students.

Table 9: practical Observation results

No	Item	Alternatives and Respondents			
		Yes		No	
		No	%	No	%
1	Teacher used appropriate Assessment planning	3	37.5	5	62.5
2	Teacher used variety of Assessment	3	37.5	5	62.5
3	Assessment are related to the lesson objectives	2	25	6	75
4	Teacher communicated instructional activities to the students	2	25	6	75
5	Teacher give information about practical Assessment process	2	25	6	75
6	Teacher used Appropriate time process for Assessment Activities	2	25	6	75
7	Giving feedback following levels of Assessment practiced	2	25	6	75
8	Record the Assessment result of the lesson	5	62.5	3	37.5
9	Information Assessment tools employed	3	37.5	5	62.5
10	Formal Assessment tools employed	5	62.5	3	37.5
11	Practical class environment is suitable for Assessment practice				
	1, Availability of playing court	4	50	4	50
	2, Reasonable student teacher ratio	3	37.5	5	62.5
	3, Reasonable material ratio	2	25	6	75

Practical Observation helps us to see the various inter personal interactions between the PE teachers and interactional aid of any and students interaction among them in the practical class thus practical class observation is variable Assessment tools in providing information that consist to be obtained in other ways. Practical class observation was conducted with the help of check lists which includes categories of PE practical class assessment practice instruction and others .AS shown in table (9) the observed 5 teachers did not have assessment plans 3(37.5%) of the teachers observed have assessment plan in lesson and 5(62.5%)not use it, researchers stated that assessment and instruction are in separable and are supports each other's concerning assessment practices tools during observation only 3(37.5%) of teachers used different device for their lesson and 5(62.5%)of them did not use varieties of assessment practices. Regarding whether practices of assessment is related to the objective of the lesson only two observed teachers were able to inform about the objective of their lesson to their students this is very important for students if they are informed before the learners tried to see other elements of the lesson because practices of assessment is a means to check the desired objectives. This also has negative impact on students learning and practices of an assessment in PE.

- Concerning the assessment to be informative for students 3(37.5%) them treed to inform about the assessment practice during the lesson and the rest 5(67.5%) did not inform about the practice of assessment. This also has negative impact on students learning and practices of on assessment in PE.
- This also has negative impacton the learners learning and instructional activities of assessment practices.
- Regarding the record of assessment results 5(62.5%) recorded results and 3(37.5%) did not do and this shows the teachers were highly conceptual on recording rather than giving feedback.
- Regarding the practical class environment, most class rooms were not food in line with the number of students, number of materials teaching aid and availability for learning and teaching for the practice of the assessment in PE

- Above all if the above points are not practiced, the practiced of assessment in PE could not be effective and progress in learning will be invisible and no improvement on fractional practice of assessment. The practical observation results are generally very weak for the desired outcome.
- This simply shows that the teachers working for the purpose of fulfilling their own need not for educational needs and mostly teachers practices the assessment only for collection marks.

Generally from the above information, we can conclude that the practice assessment in PE was very poor in the following points most teachers did not proper assessment plan, the number of students in class room and did not use variety of assessment practice in PE their feedback was very limited and informal assessment did not get attention, teachers followed the traditional ways practices the assessment in PE even the assessment techniques was not continuous. According to (Grout and Long, 2009). Mastering the skills and concepts connected with learning in the physical education curriculum requires on-going practice, an effort to respond to feedback, personal reflection, and commitment from students. It also requires a willingness to try new activities, work with peers, and always follow safety practices.

Table 10: students responses on the practice of assessment (used by their teachers)

No	Items	Students		
		Alternative	No	%
1.	Variety of assessment practice tools used by the teachers	Yes	145	40.28
		No	215	59.72
2	Practices of assessments tools used repeatedly	Observation	140	38.89
		Group assessment	110	30.56
		Peer assessment	40	11.11
		Self-assessment	70	19.44
		If any		

As shown in table (10) regarding the use of deferent practices or assessment in PE 145(40.28%) relied less and 215(59.22%) responded by saying no. Concerning the types of

assessment and practice mostly 140(38.89%) the PE teachers responded to observation 110 (30.56%) of the group discussion. 40(11.11%) responded to peer assessment and 70(19.44%) responded to self-assessment. As indicated above data we can understand that most commonly practices of assessment techniques were observation, Group discussion.

This finding indicate that the instruments for assessing the cognitive domain were highly practiced by the school PE teachers and instruments for assessing the affective and psychomotor domains were less practiced or neglected in the school under the study.

Table 11: student's response on practice of assessment information process (provided by teachers)

No	Items	Alternative	No	%
1.	Teachers provision information about practices of assessment	Yes	120	33.33
		No	240	66.67
2.	Possibility to assessment appear	Yes	90	25
		No	270	75

As indicated in table (11) regarding whether PE teachers provided information to students about practical assessment 90(33.33%) respondent yes and 240(66.66%) responded no. consecutively.

Regarding the possibilities to practice assessment appear 90(25%) reveled to yes and 240(75%) to no, from the above data we can understand that most physical education teacher did not provide any information about the practice of assessment or teachers did not inform them for students this indicated that PE teachers were not on the right way about practice of assessment in PE in advance.

Concerning peer assessment researcher can conclude that if learners do not assess their friends they will learn and they will not share ideas. As result the nature of assessment instruction will be affected since the teaching learning process need collaborative learning activities, is learners do not learn from their friends the one side information will not be completed more enough for the overall development of the assessment practice for the students.

Generally peer and self-assessment practice are very impotent for students to learn and to share many concepts in their learning process and this step by step helps their own progress and improves the instruction activates of assessment practices in PE .

4.4. Results of interview and open ended questions

The researcher conducted semi-structured interview with twelve school principals. These interview questions were related to the issues that were raised in the questionnaire. This interview was prepared for the purpose of triangulation, and also to get a clue why mismatch occurred between students and teachers responses in questionnaire. The data was analyzed by comparing the statements of interviewees. Accordingly, the interviews were analyzed as follows.

- The results of interview the school administration in response to the mechanisms which school director used checking whether teachers practice assessment in PE accordingly. The administrators responded that they did not have any a ways of checking and they had not thud to do so one of the interview directors said very short discussion with teachers deportment need seeks concerned to assessment practice in PE checking the class room teachers are very difficult. Regarding the attitude of most teachers to words the practice of assessments in PE they responded that practice of assessment as impossible for improvement practice of assessment in PE they think as vague, hard and very difficult with large number of students ,less understand about concepts of assessment practice PE.
- When asked challenges or barriers were faced by teachers in the practice of assessment in P.E what they commonly stressed was not difficult from what teachers on the open ended questions responded as challenges, however they Ruther said that most of teachers are young and they need more experience as well as practical training on the practices of assessment in PE.
- In conclusion the directors were asked what they say for the contribution practice of assessment in PE for encouragement “if the practice of assessment was properly applied the students were shaped by the three dominoes of learning objectives they were assessed by cognitive, psychomotor and affective demons, it was also easy to identify attitude of the warned, their resemble and ability what they want to be.

4.5. Major problems faced in the practice of assessment in PE.

As shown in the evidences for opened question and interview, almost all of the respondents showed the following major points.

1. Large class size was the first problems which the respondents under line of they indicated that attempting to the practice of assessment in PE with the large number of students in a big challenge. Depending on this issue, most of the teachers said that it is difficult to handle 60-65 students in class rooms and to come up with an effective practice of assessment in PE had there been less number of students. It would have been manageable for a practice of assessment to be practiced effectively; otherwise, it is a challenge, contrary to the findings of this study that large class size might not strategies.
2. Time constraints: - as the finding of this study indicated teachers reported that the shortage of time is a challenge for them to effective practice of assessment more specifically, the respondents justified that the number of class to teach in week is high.
3. The availability of few or shortage of materials the result from of this lack of adequate materials is a challenge for teachers to practice of assessment in their school. To integrate practice Assessment in PE with instruction the respondent added that adequate materials are indispensable and scarcity affects the practice of assessment in PE. It is evident from the above description as component or the instruction to be handed effectively and efficiently.
4. Misconception of the all concept of the practice of assessment by physical education teachers. PE teachers wrongly conceptualize the practices assessment equating with testing and this in turn has an impact on practice share the respondents attributed their misconception on of the practice of assessments lack of sufficient knowledge in the area on the bases of most teachers views it can be noted that PE teachers should be equipped with basic skill and knowledge pertaining to practice of assessment before they start to asses.
5. Lack of awareness and readiness to practice of assessment in PE.
6. Over practice of assessment students and teachers will suffer and resent practice of assessment if it appears that the assessment does not have meaning full function.

7. In sufficient materials, lack of supervision and solution of respondents on practice of assessment in PE problems.

4.6. The suggested possible solutions for the stated problems by respondents.

- ❖ Improve teachers and students attitude to words practice of assessment in PE through awareness and aware of creation programs such as conducting workshops, and seminary arranging regular experience and sharing program on practice of assessment.
- ❖ Reduction of PE teachers work load by hiring additional PE teachers.
- ❖ Motivating teachers by giving moral incentives such as further training and material incentives such as equipment, clothes, shoes, salary in cerement and etc.
- ❖ Minimizing the number of students in a class or allocation of teacher student ration.
- ❖ The administrators should give enough budgets for instructional materials to practice of assessment in PE.
- ❖ Discussion with students and encourage the relationship between students and teachers.
- ❖ Practical and intensive training for PE teachers to practice repeatedly.
- ❖ Improving the student's attitude and participation in practice of assessment in PE.
- ❖ Giving feedback for the learners.
- ❖ Using different types of active learning methods while practice assessment
- ❖ Using a variety of assessment practice and creating awareness for students on training assessment practice.

Depending on the respondent's the solution to wards practice of assessment in PE problems, the researcher arranged the respondent in categories. Therefore as they put it directly both teachers and students have get training on practice of assessment more over the PE teachers load and large class size also affect the practice assessment in PE.

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The main purpose of this study was to assess the practice of assessment in PE Borena zone some selected secondary schools for the achievement of this objective the following basic questions were raised.

1. What are the perceptions of PE teachers about practice of assessments?
2. What are the types of assessment techniques do teachers use during lessons?
3. What are major factors that influence PE teachers related to practice of assessment?
4. What do teachers do with the results of the practices of assessment?

To answer the above questions, descriptive research method was employed. The data relevant to the study were collected through questionnaire employed, interview and practical class observation checklist. In analyzing the collected data quantitative method percentage was employed to analyze the data collected by questionnaire and qualitative method was employed for interview, open ended questions and observation. Based on the analyzed data the following major points of finding were obtained .62.5% or Most physical education teachers did not include a variety of the practice or assessment tools in their plan did not use in the practical class activities. As a result the status of the practice of assessment was far from the standard and they concentrated on few tools rather than in more assessment. It was found out that most of students considered practice of assessment as a series of practical tests activates to measure students' performance. 62.5% or Most physical education teachers did not takes assessment course during their schooldays besides. They received training for short period time during the in-service program to practice of assessment as attire some and more time consuming. The study indicated that more than half of PE teachers 62.5% were promotion purpose, which excludes the major aim of Assessment practice in PE. The study also revealed that there is shortage of materials for PE teachers and students to practice Assessment in PE. 75% of the PE teachers were rated as low or they were poor concerning the provision of timely feedback for the learners. The study showed that 75% or inadequate guidance and supervision systems were employed to make the necessary follow up on whether the PE teachers practice of Assessment techniques in the instructional process or not. The data was collected through questionnaires, interviews and observation, respectively from PE teachers, students and school

principals. The collected data was analyzed and interpreted using percentage and descriptive by wards or analyzed qualitatively using narration.

5.2. Conclusions

The following conclusions were made based on the major findings of the study.

- ✓ The collected data show that the 62.5% or majority of Physical Education teachers did not take the basic Assessment course in preserves program. The training that was provided during the service program was very short and not sufficient for successful practice of Assessment , more specifically, it is very difficult to say that P.E teachers have adequate and complete understanding about the practice of Assessment points they perceived that the main focus of the practice of the Assessment was on products of the instructional plan or system they also understand that the emphasis of feedback in practices of Assessment in physical Education was on what students could not do rather than on what they could do.
- ✓ The study indicates that the provision of timely feedback and conditionally practice of assessment students was very poor on the observed PE teachers.
- ✓ There were no common guideline for practice of assessment and the ground rules for instructional plan to practices or activities to assess the learner's practical skills.
- ✓ During observation their PE teachers were not well planned and organized in the process of practicing of the assessment. They also the PE teachers were not supportive and initiative as such.
- ✓ As shown from the findings it can be calculated that the majority of the PE teachers used similar and simple Assessment practices in PE.
- ✓ The practice of assessment is taken as integral part of their instructional activities. However some P.E teachers and students still have negative attitude towards the practice of assessment in PE accordingly to its application. This has a negative influence on the practice of assessment in the secondary schools.
- ✓ As indicated in the study most PE teachers focused on summative assessment than formative, this show that PE teachers were not giving attention for

students' progress and for instructional plan to more practice of Assessment. Besides PE teachers were not using variety of the Assessment practice technique to be effective and psychomotor aspects of the students.

- ✓ As the study indicated that there was a lack of proper follow up and supervision from the administration which affect the practice of Assessment negatively in the schools.
- ✓ There were so many challenges found to hinder PE teachers from using the practice of Assessment in PE to assess students learning progress, specifically large class size, teaching load, lack of teaching materials, incentive of the school.
- ✓ Physical Education teachers were practiced the summative assessment practice results not to see the students improvement in their learning rather than for grading matters.
- ✓ A lot of problems were founded to prohibit Physical Education teachers from the practice of assessment approach to assess students learning progressive, specifically problems related with school context such as large class size, lack of teaching materials and lack of materials as teaching aids which may affect the

5.3. Recommendation

Based on the above findings the following recommendation was forwarded.

- The practice of assessment for both physical education teachers and students should be provided to change their knowledge, attitude and practical skills of assessment, specifically the training should be focused on.

- A. How and when to assess and provide feedback for students.
 - B. when to practice the practical assessment.
 - C. How to improve the practice of assessment and integrate it with the assessment plan.
- The student should be involved more than present practice in the process of practice assessment to enhance effectively and efficiently. Involving students in the practice of assessment process helps students to develop responsibility, confidence to develop their knowledge, attitude and practical skills of assessment practice and to know that the assessment is not the study of PE teachers only.
 - Motivation of PE teachers by providing farther education and materials also incentives in addition to this by hiring educate number of PE teaches and by giving more academic freedom such that avoiding unnecessary interference on their professional activities.
 - The problems that come from the large class size, the school, Woreda and regional education should consider the students based capacity of the school for effective practice of assessment in PE.
 - Finally researcher would like to recommend school, individuals and organizations to conduct deep and very wide research work in the area of the practice of assessment in PE.

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7. APPENDICES

APPENDIX I

Questionnaires to be filled by teachers

The purpose of this questionnaire is to obtain information about the practice of assessment in PE in Borena zone some selected high schools. The researcher asked you to cooperate in giving your response towards the stated questions.

Thank you very much In advance

Part 1

General information about respondents

1. Name of the school_____ 2. Sex_____ 3. age_____
- I. 20 - 25 year's II. 26-30 years, III. 31-35 years, IV, 36 and above years.
4. Your qualification
 - A. Diploma
 - B. BED, BSC
 - C. MA
5. Teaching Experience in the school
 - A. 0-4 years B. 5-8 years C. 9-12 years D. 13 and above years
6. Teaching load per week
 - A. below 10 B. 10-15 C. 16-21 D. 22 and above

Part II The main data information

1. Have you taken a course in assessment, particularly on the practice of assessment in pre service? A. Yes B. No
2. Did you taken any training on the implementation of assessment in service?
3. If your answer for question No 2 “yes” for how many days did you take?
 - A. One day B. Three day C. A week D. A month
 - E. If any other pleases specify _____
4. Do you use assessment plan for your practical lesson?
 - A. yes B. NO
5. If your response for question No 4 is yes why? _____
6. If your response for question No 4 is No why _____
7. Did you use different types of assessment in the practical teaching learning process to your lesson plan?
 - A. yes B. No

8. How often do you incorporate assessment technique in the practical teaching learning process to your lesson plan?
A. Always B. Sometimes C. Rarely D. Not at all
9. In the practical lesson, do you assess your students every day?
A. Yes B. No
10. If your answer for question 9 is “yes” at which stage of the instructional process do you assess?
A. At the beginning of lesson B. while the lesson is going on
C. After the end of the lesson D. at each stage (before, during and after the lesson)
11. Do you involve your students in the assessment process?
A. Yes B. NO
12. Do you communicate the instructional objectives with your students?
A. Yes B.NO
13. How often do you use tests and examinations to assess your pupils in one semester?
A. two-times B. three times C. four times D. more than four times
14. How often do you employ active learning methods in your class?
A. Always B. Sometimes C. Rarely D. Not at all
15. Do you provide feedback to your students?
A. yes B. No
16. If your response for question 15 “yes” how did you rate the frequency?
A. In each assessment tasks B. In each practical test C. At the end of the semester
D. If any other _____
17. If your response for question 15 “No” please describe your reasons
A. lack of time to cover practical class B. No need for feedback
C. Students are not interested you told their weakness D. If any other _____
18. When assessing your student’s performance, is there any guiding principles supplied by the school?
A. Yes B. No
19. To what extent the school administrators help teachers in practice of assessment in PE?
A. Very high B, high C. Average D. Below average E. never

20. What are the major problems have you faced in practice of assessment in PE to assess your student's learning?

21. What are the impacts of those problems on practice of assessment in PE teaching and learning process in the school?

Source: self-developed

APPENDIX II

Questionnaires to be filled the by students

This questionnaire is designed collect information about the practice of assessment in PE

In Borena zone some selected secondary schools. Response contributes much to the success of the research to be under taken Vance, you are kindly requested to fill the questionnaire.

Part One General information about respondents

1. Name of the school _____
2. Sex _____
3. Age A. 15-20 B. 20-25 C. 26 and above
4. Grade level _____

Part II main data information

1. Are you willing to do practical assessment activities?
 - A. Yes B. No
2. If you are not willing to do practical assessment activities, what are your reasons?
 - A. Assessment is time consuming
 - B. No effective way to measure different assessment methods in it
 - C. All group members did not provide equal contribution in different group works.
 - D. practical Tests and final exams are better than others to measure individual progress in learning.
3. If your response to question No 1 is yes what is your reason.
 - A. Because the teacher motivate slow learners to learn from active learners.
 - B. It provides practice to apply knowledge and skills.
 - C. It gives time to correct mistakes and to improve academic performance.
 - D. It provides opportunity to change learning and teaching methods .E. all
4. Do your teachers use different types of assessment practice in their lesson?
 - A. yes B. No
5. Do teachers inform you about the assessment process? A, Yes B, NO
6. Which assessment do most teachers use regularly?
 - A. Practical observation B. practical test
 - C. Peer assessment D. self-assessment E.If any other _____
7. Do your physical education teacher provide peer assessment tasks to evaluate students?
 - A. yes B. No

8. Is there timely feedback for students in relation to their practical assessment results?
A. yes B. No
9. In the practical lesson, does your teacher assess students every day?
A. Yes B. No
10. If your answer for quotation 9 is “yes” at which stage of the instructional process do your teacher assess?
A. At the beginning of lesson B. while the lesson is going on
C. After the end of the lesson D. at each stage (before, during and after the lesson)
11. Do you involve in the assessment process?
A. Yes B. NO
12. Do you communicate the objectives of assessment practice with your teacher?
A. Yes B.NO
13. How often do you take tests and examinations in one semester?
A. two-times B. three times C. four times D. more than four times
14. How often do you involve active learning methods in your class?
A. Always B. Sometimes C. Rarely D. Not at all
15. Do you take feedback from your teacher?
A. yes B. No
16. If your response for question 15 “yes” how did you rate the frequency?
A. In each assessment tasks B. In each practical test C. At the end of the semester
D. If any other _____
17. If your response for question 15 “No” please describe your reasons
A. Lack of time to contact with the teacher B. No need for feedback
C. Teacher are not interested to give feedback D. If any other _____
18. When you are taking performance assessment, is there any guiding principles supplied by the teacher? A. Yes B. No
19. To what extent the teacher help students in practice of assessment in PE?
A. Very high B, high C. Average D. Below average E. never

Source: self-developed

APPENDIX III

Semi structured Interview of Administrations of the schools

1. Sex _____ 3. Qualification _____

2. Age _____ 4. Years of service _____

1. As you already know it is clearly stated in the MOE (1994) that assessment should be practical in school.

a. In relation to this what mechanisms you have to check it if teachers are applying the assessment practice or not?

b. What support do you provide them to encourage the practice of assessment in PE?

2. What do you think are the attitude of most of the teachers towards assessment practice PE?

3. What are the major problems for full practice of assessment in the PE teachers in the school?

4. What do you say about the contribution of assessment for instructional improvement?

5. What do you benefit from practice of assessment in PE as personally as well as socially?

6. How do you rate practice of assessment in PE in your school with the others?

7. Are you voluntary to solve the problems which occur in assessment process in PE?

8. Are you supply some guide line concerning about practice of assessment in PE for teacher and students.

9. How do you rate the response you give to the problem and solve it properly to the target?

10. How do you perceive the practice of assessment in PE in the school curriculum and it is challenges?

Source: self-developed

APPENDIX IV

Practical class observation check list for the assessment practice

General information about respondents

1. Name of the school_____

2. Observers name_____

3. Date_____

4. year/grade_____/_____

Teacher's information

1. Sex _____ 2 .Age _____

3. Qualification

4. . years of experience _____

Part III practical observation check list put (X) mark on the space provided for your response y (yes) Ns (not sure) N (No)

No	Item observation	Y	No
1	Teacher used appropriate assessment planning		
2	Teacher used variety of assessment		
3	Assessment are related to the lesson object		
4	Teacher communicated instructional activities to the students		
5	Teacher gave information about the practical assessment process		
7	Teacher used appropriate time process for assessment activities		
8	Giving feedback following levels of assessment		
9	Record the assessment results of the lesson		
10	Information assessment tools employed		
11	Formal assessment tools employed		
12	Practical class environment is suitable for assessment		
	1 .Availability of playing court/ field		
	2. Reasonable student teacher ratio		
	3. Reasonable material ratio		

Source:- self-developed

APPENDIX V

Figure: The Map of Study Site

