Research on Humanities and Social Sciences
ISSN 2224-5766 (Paper) ISSN 2225-0484 (Online)
Vol.12, No.6, 2022

The Effects of Implementation of Continuous Assessment in Practical and Theoretical Class of Sport Science Students at Debre Markos and Bahir Dar University

Fenta Bitew
Department of Sport Science,Debre Markos University, Debre Markos, Ethiopia
P.O.Box 269, Email fentabit@gmail.com

Abstract
The aim of this study was to obtain a better understanding of the effects of implementation continuous assessment in practical and theoretical class of sport science in Debre Markos and Baher Dar universities. Research methodology in this study was descriptive survey research. This is because the study attempts to describe the current practice of implementation of continuous assessment in practical and theoretical class of sport science courses with its effects on the academic and skill improvement of sport science students in Debre Markos and Baher Dar universities. Total population of the study were 344.The subjects of the study in this study were 15 (60%) of sport science instructors in Debre Markos and Baher Dar Universities 2 (100%) of department heads and 96 (30.2%) of sport science students at Debre Markos and Baher Dar universities. Sport science instructors and sport science students were selected by simple random sampling techniques by lottery methods. While, department heads were selected by purposive sampling. The data was collected through questionnaire, document analysis and interview. Documents like students grading formats and course outlines would also consult. Percentage was use as the main method of analysis of the data. A few qualitative data were analysis qualitatively. The results of the data showed that 78(81.25%) of sport science students strongly agree that continuous assessment assist sport science instructors in identification of problems experienced by learners in the mastering of skills in sport science course. 74 (77.08%) of sport science students strongly agree that continuous assessment provides learners with opportunities to take decisions about their careers at early stage. 80 (83.33%) of sport science students strongly agree that it motivates learners to work hard throughout the academic year. 83 (86.46%) of sport science students strongly agree that it enhances the self-esteem of learners.75 (78.13%) of sport science students strongly agree that continuous assessment provides learners with opportunities to identify their strengths and weaknesses in sport science course, 80 (83.33%) of sport science students strongly agree that continuous assessment creates conducive teaching learning environment on sport science course and developing learners achievement and skill improvement in theoretical and practical session in sport science courses.
Keywords: Academic achievement, Continuous assessment, Effects, Implementation, and Skill improvement.
DOI: 10.7176/RHSS/12-6-01
Publication date: March 31st 2022

1. Introduction

1.1. Background of the Study

In modern society education is increasingly viewed as the primary means of solving social, economic and political problems. The future welfare of nations has been placed on the shoulder of higher institution especially on universities. Sport science courses in higher education enables sport science students to have the skills and knowledge in assessing and developing their own personal physical activity. Furthermore, it helps to demonstrate responsible, personal and social behavior as well as maintain health related by following safe practices, rules, procedures in all physical activity setting.

Sport science classes are more of practical and contribute to enriching other subject. The goals of sport science are to promote movement components, useful physical skills and health related physical fitness. Furthermoree, it is promoting lifelong participation in whole recreational activities. Therefore, to realize all these, the three domain objectives must be considered both during theoretical and practical class or during teaching and learning process of sport science courses, because this is vital for identifying assessment strategies.

Continuous assessment occurs frequently during the academic year and is part of regular instructors-students interactions. Students receive feedback from instructors based on their performance that allows them to focus on topics they have not yet mastered. Instructors simply identify which students need review and remediation and which students are ready to move in to more complex work. Thus, the results of the assessments help to ensure that all students make learning progress throughout academic year. According to Education Training Policy of Ethiopia (1994), Continuous assessment is clearly stated with its application in academic and practical subjects to ascertain formulation of all round profile of students at all level

Alausha (1991) stated that, continuous assessment begins with the decisions that the teachers perform on

the first day of school and ends with the decisions that the teachers and administrators make on the learners regarding end of year grading and promotion. Continuous assessment should be systematic, compressive, cumulative and guidance model. One time final examination or test does not bring a complete or true picture of students' performance including the higher order thinking skills. The effects of implementation of continuous assessment in higher education is that, instructors can get feedbacks about the proper attainment of the desired behavior or the extent to which the student performance has improved over a period of time Moreover, instructors gathering relevant information about progress of each students.

The effect of implementation of continuous assessment allows sport science instructors to monitor the impact of their lessons on students understanding. Instructors can modify their pedagogical strategies to include the construction of remediation activities for students who are not working at the expected level. Hence, continuous assessment process supports a cycle of self-evaluation and student-specific activities by both students and sport science instructors. So with this understanding, an attempt is made in this thesis is to give tangible and concreate information about the effects of implementation of continuous assessment in practical and theoretical class of sport science students at Debre Markos and Bahir Dar universities.

The aim of this study is to show the current effects of implementation of continuous assessment on the teaching learning process, academic achievement, and skill improvement on students, how it creates motivateion on sport science learners to work hard throughout the academic year and how continuous assessment enhances self-esteem of sport science students in Debre Markos and Baher Dar universities.

1.2. Statement of the problem

Kassa (2008) stated that, at the end of the course grade is the sum of testes, quizzes, assignments and the final test or examination. But this trained is changing as emphasis shifts towards how well are students learning and attaining the goals of education in general and sport science course in particular. Assessing the skills and academic performance of sport science students in continuous manner is highly challenging task; this task requires knowledge of specific methods and skill, however absence of proper methods of formative and summative assessment and providing feedback in continuous manner takes enormous time, but the effects are good for teaching learning process, academic achievement, skill improvement and providing feedback for sport science students in Debre Markos and Bahir Dar universities.

The research intends to investigate the effects of the implementation of continuous assessment in practical and theoretical class of sport science students in Debre Markos and Baher Dar universities.

1.3. Research Questions

The following research questions were raised to achieve the objective of the research.

1. Does continuous assessment an effective instrument in the course promotion of sport science students at Debre Markos and Bahir Dar universities?
2. How the effects of implementation of continuous assessment create motivateion on sport science learners to work hard throughout the academic year?
3. What are the effects of implementation of continuous assessment in practical and theoretical class of sport science students at Debre Markos and Bahir Dar universities?

1.4. Objectives of the study

1.4.1. General Objectives

The overall objectives of this study was to find out the major effects of implementation of continuous assessment in practical and theoretical class of sport science students in Debre Markos and Bahir Dar universities.

1.4.2. Specific objectives

The specific objectives of the study were to:

1. To point-out how effective implementation of continuous assessment increases opportunities for weaker sport science students to progress to the next courses.
2. To point-out the effects of implementation of continuous assessment encourage students in teaching and learning processes of sport science courses.
3. To what extent continuous assessment enhances academic achievement and skill improvement of sport science students on sport science course at Debre Markos and Baher Dar universities.

1.5. Significance of the Study

The following points were some of the importance of the study;

1. It helps for sport science instructors to know about the effects of implementation of continuous assessment in practical and theoretical class which enhance academic achievement and skill improvement of sport science course;
2. It helps for sport science instructors to know the effects of implementation of continuous assessment

creates a conducive teaching learning environment in sport science course,

3. It helps sport science instructors to get feedbacks about the proper attainment of the desired behavior or the extent to which the sport science students performance have improve over a period of time and gathering relevant information about progress.

2. Methods and Materials

The research methodology was descriptive survey research because the study attempts to describe the current practice of implementation of continuous assessment in practical and theoretical class of sport science courses with its effects on the academic achievement and skill improvement of sport science students in Debre Markos and Bahir Dar universities.

2.1. Study area and Periods

Bahir Dar and Debremarkos Universities are found in Ethiopia. Bahir Dar is located approximately 578 km north-northwest of Addis Ababa. Bahir Dar University is located in Bahir Dar. Bahir Dar University includes three existing and three new campuses Bahir Dar Teachers college, Bahir Dar polytechnic institute and Engineering Faculties, respectively. Debre Markos is located 300 km north-west of the capital Addis Ababa and 265km south east of Bahir Dar. Debre Markos University is a public university located in the town of Debre Markos. The university is located two kilometers from the central square of the town. It covers an area of cover 100 hectares. Construction for the university started in 2005. Debre Markos University is one of the thirteen new universities which were established by the Federal Democratic Republic of Ethiopia.

2.2. Source of the Data

Sport science students, sport science instructor and department heads of sport science in Debre Markos and Bahir Dar universities were used as primary source. Assessment formats, grade transfer formats, record sheets and course outline in sport science departments of both universities were used as a secondary source.

2.3. Population, Sample and Sampling Techniques

The populations of this study were sport science instructors who teach sport science course at Debre Markos and Baher Dar universities, students who join to department of sport science and department heads of sport science in Debre Markos and Baher Dar universities. According to the data obtained from administration of both universities approximately 25 sport science instructors, 317 sport science students and 2 department heads.Total population of 344 in regular program at Bahir Dar and Debre Markos universities in the academic year of 2018/2019. Out of these 15 (60%) of sport science instructors, 96 (30.2%) of sport science students and 2 (100%) of department heads were included purposively under the study while, samples were selected by simple random sampling techniques by lottery methods.

2.4. Data Gathering Tools

The subjects of the study were students, instructors, and department heads of sport science. Data gathering tools were questionnaires, interview and document analysis.

2.5. Data Analysis

Descriptive statistics were used to analyze, interpreted and tabulated into meaning full idea using tables and percentage. In order to make the analysis simple for presentation of the five points liker scale were used.

3. Results

The purpose of this study was to find out the effects of implementation of continuous assessment in practical and theoretical class of sport science students in Debre Markos and Bahir Dar Universities. The results were show in table 1 and 2

Table 1: Frequency distribution of respondents' on the perceptions of continuous assessment

No	Item	Alternatives	Respondents			
			Sport science instructors		Sport science students	
			F	%	F	%
1.1	An effective instrument for the promotion of learners in sport science course.	Strongly Disagree	2	13.33	13	13.54
		Somewhat Disagree	-	-		
		Neither Agree nor Disagree	-	-	6	6.25
		Somewhat Agree	-	-		
		Strongly Agree	13	86.67	77	80.21
1.2	A suitable tool for determining sport science learners progress.	Strongly Disagree	3	20	6	6.25
		Somewhat Disagree	-	-	-	-
		Neither Agree nor Disagree	-	-	10	10.42
		Somewhat Agree				
		Strongly Agree	12	80	80	83.33
1.3	A valuable instrument for developing learners' achievement and skill improvement.	Strongly Disagree	2	13.33	10	10.42
		Somewhat Disagree				
		Neither Agree nor Disagree			6	6.25
		Somewhat Agree				
		Strongly Agree	13	86.67	80	83.33
1.4	Assisting sport science instructors in identifying problems experienced by learners in the mastering of skills.	Strongly Disagree	1	6.67	10	10.42
		Somewhat Disagree				
		Neither Agree nor Disagree	-	-	8	8.33
		Somewhat Agree				
		Strongly Agree	14	93.33	78	81.25
1.5	Enhance academic achievement and skill improvement.	Strongly Disagree	-	-	14	14.58
		Somewhat Disagree				
		Neither Agree nor Disagree	1	6.67	7	7.29
		Somewhat Agree				
		Strongly Agree	14	93.33	75	78.13
1.6	Creates conducive teaching learning environment in class.	Strongly Disagree	1	6.67	10	10.42
		Somewhat Disagree				
		Neither Agree nor Disagree	3	20	6	6.25
		Somewhat Agree				
		Strongly Agree	11	73.33	80	83.33

Here, the data obtained from table 1 item 1.1, were presented and interpreted as follows. The majority of the respondents 13 (86.67%) of sport science instructors and 77(80.21%) of sport science students perceived that continuous assessment as an effective instrument for the promotion of learners. According to Jacobs and Gawe (1996) continuous assessment provides an opportunity for weak learners to improve their weakness In continuous assessment, instructors can get feedbacks about the proper attainment of the desired behaviour or the extent to which the student performance has improved over a period of time. But some scholars do not accept the above statements according to National Professional Diploma in Education (NPDE) Continuous assessment is not concerned only with giving learners a mark and a place in class, but to help educators in identifying areas in which learners do not perform well. Educators could then decide on the type of remedial work that would assist learners in the areas in which they do not perform well DESP (1995).

The data obtained from table 1 item 1.2, show that, 12 (80%) of the respondents of sport science instructors and almost 80 (83.33%) of the research sample of sport science students at Bahir Dar and Debre Markos universities were agreed that, continuous assessment is a suitable tool for determining the progress of learners The general aim of assessing learners in Outcomes-Based Education (OBE) is growth. development and support (DoE, 1998). The purpose of continuous assessment is to monitor a learner's progress through an area of learning so that decisions can be made about the best way to facilitate further learning in terms of expected knowledge, skills, attitudes and values.

Table 1, item 1.3, show that more than 13 (86.67%) and 80 (83.33%) of sport science instructors and sport science students of the respondents said that, continuous assessment is a valuable instrument for developing learners achievement and skill improvement in theoretical and practical session in sport science courses; Continuous assessment is one of the aspects of the new approach to teaching and learning. Spady (1994) regards continuous assessment as authentic. Its authenticity lies in the fact that it gathers information directly pertinent to

the quality of performance that perfectly embodies all the defined aspects of that performance. Torrance (1995) maintains that authentic strategies for assessment would not only consider a learner's memory but also skills, attitudes ,knowledge and values.

As shown in table 1 item 1.4More than ninety 14 (93.33%) of sport science instructors and 78 (81.25%) of sport science students agreed that continuous assessment helps sport science instructors in identification of problems experienced by sport science learners in the mastering of skills. In line with this, in USAID (2003) stated that, continuous assessment is an important and a powerful diagnostic tool that enables students to understand the areas in which they are having difficulty, it enable teacher to assess the curriculum as implemented in the classroom and it provides information on achievement of particular level of skills.

The 1.5 item in table 1, show that more than ninety 14 (93.33%) of the research sample of sport science instructors and three quarter 75 (78.13%) of the research sample of sport science students agreed that continuous assessment is not only enhance academic achievement of students but also improve the skill of students; Torrance (1995), authentic strategies for assessment would not only consider a learner's memory, but also skills, attitudes, knowledge and values and 14 (14.58%) of sport science students disagreed with the statement. A possible reason for the first finding is that continuous assessment occurs frequently during the school year and is part of regular teacher-student interactions. Pupils receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. Teachers learn which students need review and remediation and which pupils are ready to move on to more complex work. Thus, the results of the assessments help to ensure that all pupils make learning progress throughout the school cycle there by increasing their academic achievement USAID (2003).

As can be seen from item 1.6 of table 1, almost three quarter 11 (73.33%) of the respondents of sport science instructors and more than 80 (83.33%) of sport science students were agreed that continuous assessment creates conducive teaching learning environment on sport science course. However 1 (6.67%) of instructors and 10 (10.42%) of sport science students were against this view. A possible reason for the first finding could be frequent interactions between pupils and teachers leads that teachers know the strengths and weaknesses of their learners. These exchanges foster a pupil-teacher relationship based on individual interactions. One-to-one communication between the teacher and the pupil can motivate pupils to continue attending school and to work hard to achieve higher levels of mastery (USAID, 2003).

Table 2: Frequency distribution of respondents' on the effects of continuous assessment on learner's performance of sport science learners

No	Item	Alternatives	Respondents			
			Sport science instructors		Sport science students	
			F	%	F	%
2.1	Provides learners who have been absent with opportunities to demonstrate their potentials.	Strongly Disagree	2	13.33	51	53.13
		Somewhat Disagree	-	-	-	-
		Neither Agree nor Disagree	-	-	14	14.58
		Somewhat Agree	-	-	-	-
		Strongly Agree	13	86.67	31	32.29
2.2	Motivates sport science learners to participate actively in their learning process	Strongly Disagree	-	-	14	14.58
		Somewhat Disagree	-	-	-	-
		Neither Agree nor Disagree	1	6.67	2	2.08
		Somewhat Agree	-	-	-	-
		Strongly Agree	14	93.33	80	83.33
2.3	Provides sport science learners with opportunities to identify their strengths and weaknesses.	Strongly Disagree	-	-	15	15.63
		Somewhat Disagree	-	-	-	-
		Neither Agree nor Disagree	1	6.67	6	6.67
		Somewhat Agree	-	-	-	-
		Strongly Agree	14	93.33	75	78.13
2.4	Provides learners with opportunities to take decisions about their careers at an early stage.	Strongly Disagree	1	6.67	10	10.71
		Somewhat Disagree	-	-	-	-
		Neither Agree nor Disagree	2	13.33	12	12.50
		Somewhat Agree	-	-	-	-
		Strongly Agree	12	80	74	77.08

No	Item	Alternatives	Respondents			
			Sport science instructors		Sport science students	
			F	%	F	%
2.5	Motivates learners to work hard throughout the academic year.	Strongly Disagree	1	6.67	11	11.46
		Somewhat Disagree	-	-	-	-
		Neither Agree nor Disagree	1	6.67	10	10.42
		Somewhat Agree	-	-	-	-
		Strongly Agree	13	86.63	75	78.13
2.6	Enhances the self-esteem of learners.	Strongly Disagree	1	6.67	7	7.29
		Somewhat Disagree	-	-	-	-
		Neither Agree nor Disagree	3	20	6	6.25
		Somewhat Agree	-	-	-	-
		Strongly Agree	11	73.33	83	86.46
2.7	Assess various potentials of learners	Strongly Disagree	-	-	10	10.42
		Somewhat Disagree	-	-	-	-
		Neither Agree nor Disagree	1	6.67	6	6.25
		Somewhat Agree	-	-	-	-
		Strongly Agree	14	93.33	80	83.33

As can been seen table 2 item 2.1, more than ninety 14 (93.33%) of the respondents of sport science instructors and eighty 80 (83.33%) of the respondents of sport science students in the research sample acknowledged that continuous assessment continuous provides learners who have been absent with opportunities to demonstrate their potentials. In traditional assessment methods (tests and examinations only) learners that were absent could possibly be disadvantaged when missing a test and/or examination. With continuous assessment which is an ongoing process and takes place throughout the whole year, earners that were absent and missed an assessment. Will have other assessment opportunities to demonstrate what they know Mamewick & Rouhani. (2000).

Table 2 item 2.2, more than ninety 14 (93.33%) of sport science instructors and 75 (78.13%) of the research sample of sport science students at Bahir Dar and Debre Markos universities said that, continuous assessment motivates learners to participate actively in their learning. In continuous assessment learners are always aware of their progress and thus able to realize where their strengths and weaknesses. This knowledge can motivate sport science learners to participate more actively in their learning with the aim to improve their weaknesses. Learners can also be motivated to better their strengths.

Table 2 items 2.3 majority of respondents 14 (93.33%) of sport science instructor and 75 (78.13%) of sport science students said that continuous assessment provides learners with opportunities to identify their strengths and weaknesses. Kelloghan, R.D; and kellough, N. G (1999) says one of the characteristics of continuous assessment is transparencies, which means all assessment results, are available to the learners. When they know their assessment results learners will be able to identify where their strengths and weakness lie.

Table 2 item 2.4 more than three quarter 12 (80%) of sport science instructors and 74 (77.08%) of sport science students strongly agree that continuous assessment provides learners with opportunities to take decisions about their careers at an early stage. Leedy and Ormrod (2010) said that when learners are granted opportunities to demonstrate their potentialities at an early stage they are also able to decide on possible careers at an early stage.

Table 2 item 2.5, majority 13 (86.63%) of the respondents of sport science instructors and three quarter 75 (78.73%) of the research sample of sport science students acknowledged that, continuous assessment motivates learners to work hard throughout the year. The possible reason for respondents were tests and examinations that were traditionally written at the end of a term or year often resulted in the phenomenon that learners only work hard during test and examination times Jacobs and Gawe (1996).

As can been seen table 2 item 2.6, more than seventy 11 (73.33%) of sport science instructors and more than three quarter 83 (86.46%) of respondents sport science students agreed that continuous assessment enhances the self-esteem of learners. The self-esteem of a learner is the degree of positive or negative feeling that he/she has on the assessment or evaluation of himself Vander and Acrdweg, (1990). In continuous assessment experiences of success and effectiveness in university work enhances the self-esteem of the learners. However 1 (6.67%) of sport science instructors and 7 (7.29%) of sport science students at Bahir Dar and Debre Markos Universities disagree with the statement.

Item 2.7, On table 2 showed that, more than ninety 14 (93.33%) of sport science instructors and more than three quarter 80 (80.33%) of sport science students agreed that, continuous assessment assess the various

potentials of learners. According to Jacobs and Gawe (1996), traditional tests and examinations only tested the cognitive potential of learners. The new approach of assessing learners (Continuous assessment) not only considers learners cognitive ability but also learners' skills and attitudes.

Regarding on the interview both agreed with the phrase and said that, "Continuous assessment occurs frequently during the whole academy year therefore, sport science instructors and sport science students work their best throughout the year. Moreover, instructors learn which students' need review and remediation and which students are ready to move on more complex work this creates conducive classroom environment and contractive interaction between student and instructors in the university".

On the issues of document analysis, the document of the survey from Bahir Bar and Debre Markos universities showed that, both had assessment procedures but completely different due to the system that they were follow.

4. Discussion

Airasian (1997) explained that, the term assessment is often confused with other term like test, measurement, examination and evaluation. In most cases assessment is considered to be wider and more comprehensive than test, measurement and examination. But when we compare with evaluation it is narrower in scope. Assessment is the process of collecting and synthesizing information to aid decision making'' ICDR, (1999). According to Linn, R. and Gronulund, N (2000), assessment is a general term that includes the full range of procedures use to gain information about student learning and the formation of value judgments concerning learning process. Information is usually gathered with observation, rating of performances and paper and pencil test. In general assessment begins with the identification of learning objectives and with a judgment concerning how well those objectives have been attained.

Jacobs and Gawe (1996) examined that, traditionally the evaluation of higher education learners' progress was based on test and examinations which focused only on the cognitive aspect of learners while other factors were ignored. Continuous assessment is not only concerned with the cognitive aspect of the learner but also considers other facets such as skills, attitudes and values. Nicholson (2001) describes that, continuous assessment as an instrument for promoting learners' skills, knowledge, attitudes and values. Continuous assessment is one of the aspects of the new approach in higher education of Ethiopia. Speady (1994), regards continuous assessment as authentic. Its authenticity lies in the fact that it gathers information directly pertinent to the quality of performance that perfectly embodies all the defined aspects of that performance.

According to Torrance (1995), authentic strategies for assessment would not only consider a learner's memory, but also skills, attitudes, knowledge and values. Effective teaching and learning can only take place if the learner, educator and content are constantly assessed. DOE (1998) explain that, continuous assessment can be defined as ongoing process that measures a learner's achievement during the course of a grade or level providing information that is used to support a learner's development to enable improvements to be made in the learning and teaching process.

In general aassessment is the process of gathering information about how learners are progressing in their learning. It gathers information about what learners know and can demonstrate as a result of their learning processes. Airasian (1997) explained that, Assessment is the process of collecting synthesizing and interpretation to aid in decision making. Assessment involves much more than scoring, grading and paper and pencil test. Jacobs and Gawe (1996) examined that, traditionally the evaluation of higher education learners' progress was based on test and examinations which focused only on the cognitive aspect of learners while other factors were ignored.

According to Teshome (2007), assessment in higher education is a set of process that measure the outcome of learning in terms of knowledge acquired, understanding and skill gained. It also enables instructors to evaluate to the effectiveness of their teaching. Institutions of higher education should have effective procedures for designing, approving, supervising and reviewing the assessment strategies for programs and awards.

The Educational Training Policy of Ethiopia (1994) clearly stated that, the application of continuous assessment in academic and practical subjects to ascertain the formulation of all round profile of students at all level. In continuous assessment, instructors can get feedbacks about the proper attainment of the desired behaviour or the extent to which the student performance has improved over a period of time. Instructors by gathering relevant information about student progress or improve their teaching activities in order to enable them to meet intended objectives. According to LeGrange and Reddy (1998), continuous assessment refers to the ongoing process which takes place throughout the whole learning process. The learners' progress is periodically monitored and continuous assessment is taking place on and off throughout a course or period of academic year.

Continuous assessment is a classroom strategy implemented by instructors to ascertain the knowledge, understanding, and skills attained by students (USAID, 2003). USAID, in EQ Review newsletter, explained that teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks.According to Lubisi C (1997), with continuous assessment teachers must embed the assessment in their

instructions, score the assessments and discuss standards for good learners' work with colleagues, and learners.

Bucher (1967) explained that, Class size and time allotments are the great problem in implementing continuous assessment in higher institutions. The standard established by La Porte's committee after considerable research points up the acceptable class size. It recommends not more than 35 students as the suitable size for active classes. Class should never exceed 45 for one instructor. DESP (1995) explained that, instructors could then decide on the type of remedial work that would assist learners in the areas in which they do not perform well. Sport science instructors do not only assess learners by means of testes and examinations but can utilise various methods of assessment. The guide for Diploma in Education Senior Primary Outlines (DESP, 1995) state that, there are six purpose of continuous assessment these are diagnostic, teaching methodology, motivation, formative, summative and evaluative.

5. Conclusion

Based on findings of the study, the effects of implementation of continuous assessment in practical and theoretical classes of sport science students in Bahir Dar and Debre Markos Universities:

- Continuous assessment creates conducive teaching learning environment on sport science course. Therefore, frequent interactions between students and sport science instructors lead positive effect on identifying the strengths and weaknesses of learners.
- Sport science students receive feedback from instructors based on their performance that allows them to focus on topics or skills they have not yet mastered. Moreover, continuous assessment assists educators in the identification of problems experienced by learners in the mastering of skills.
- One of the best effects of implementation of continuous assessment is that it motivates learners to participate actively in their learning.
- Continuous assessment enhances the self-esteem of learners plus learner can experience success in the un folding of his/her potentials and finds that he/she is actualising his/her self effectively.
- Learners are always aware of their progress and thus able to realize where their strengths and weaknesses are this knowledge can motivate learners to participate more actively in their learning therefore, sport science instructors keep such values.
- Sport science instructors and sport science students genuinely agreed that continuous assessment is a valuable instrument for developing learners' academic achievement and skill improvement in theoretical and practical session in sport science courses.

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