

Continuous Assessment (CA) perceived barriers vis-à-vis the attainment of major Educational domains: A university sport science teachers' perspective

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ABSTRACT: The study attempted to assess Continuous Assessment (CA) perceived barriers vis-à-vis the attainment of major educational domains, focused on a university sport science teachers' perspective. In so doing, the study was confined to Hawassa, Dilla, Wolayita-Sodo, Ariba-Minch, and Wachamo public universities in the Southern, Nation, and Nationalities, Peoples' regional [SNNPR] state, Ethiopia. Cross-sectional descriptive research design was, accordingly, employed in collecting data from (n=48) sport science teachers, which were selected randomly. Questionnaire was used as an instrument for data collection, specifically framed into four central themes of the research: demographic characteristics; frequency in which CA employed; CA perceived barriers and assessment methods vis-à-vis the attainment of educational domains. Beside this, open-ended item was included on the same topics cited above. Data were analyzed using graphs, charts, percentage, mean score, standard deviation, and Pearson product moment correlation; though qualitative data were analyzed in words. The result of the study, therefore, revealed that typical sport science teacher in the sample universities, as a male 32 years old and master degree holder, who has 4 years of teaching experience. The most frequently employed timetable in the implementation of CA was found to be every week. The three major factors, which hindered the implementation of CA in their ascending order from the most serious to the least ones were identified as Large class size more than 40, followed by shortage of instructional materials, and Lack of sufficient time. Although there are various kinds of CA strategies, sport science teachers most often used were skill test, class participation, observation, written tests, group project, and take home assignment. It was equally revealed that Sport science teachers did not fully utilize various assessment methods to check the students' mastery of the desired knowledge, skills, and attitudes alike. Likewise, Pearson product moment correlation test demonstrated that moderate positive relationships were among the three interrelated educational domains--cognitive, affective, and psychomotor. Generally, it appears that assessment focuses on accumulation of marks for final grading, albeit there was somewhat follow-up on the activity of CA at the departmental level, which has not reached to a scale to bring about a change among the sport science teachers, as to make CA a part of the instructional process. Based on these findings, some recommendations were proffered.

Key Words: Continuous Assessment (CA), Educational domains, Sport Science

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I. INTRODUCTION

Continuous Assessment (CA) is an assessment approach, which depicts the full range of sources and methods teachers use to gather, interpret and synthesize information about learners (Airasian, 1991). Likewise, Birhanu (2013) indicated that CA is a mechanism whereby the final grading of learners in the cognitive, affective, and psychomotor domains of learning systematically takes account of all their performances during a given period of schooling. Equally important; however, to attain such an assessment involves the use of a great variety of modes of evaluation for the purpose of guiding and improving the learning and performance of the students.

On their own part, Baker and Stites (1991) opined that CA should involve a formal assessment of learners' affective characteristics and motivation, in which they will need to demonstrate their commitment to tasks over time, their work-force readiness, and their competence in team or group performance contexts. From the aforementioned definitions, one can easily deduce that CA is very important method of evaluation, which assesses learners regularly and continuously to prove their achievement and performance in different aspects of their learning.

Interestingly, the issue of CA has been one of heavy weights in the Ethiopian education scene and even affirmed in the policy document as one of the objective of teacher education (Ministry of Education [MoE], 2003). In the implementation of this policy, the Federal Democratic Republic of Ethiopia (EDRE) has also promulgated higher education proclamation in 2009. Among other things, the policy addresses important elements pertaining to students' evaluation in Article 22. Beside this, assessment of students learning outcomes is one of the focuses of Ethiopian universities senate legislations and signified in particular as one of the duties of institutions (MoE, 2003; Desalegne, 2014).

However, teachers face a challenge while they assess students' work in educational settings where they have not enough access to the type of assessment information that will enables them carry out the assessment accurately and fair (Pierce, 2002). Similarly, Fradd and Lee (2001) pointed out that most teachers feel unprepared to assess in the way the institution or the department requires them to do, teachers use the same type of assessment techniques, especially their teachers used while they were at school.

This phenomenon seems for the most part common in sport science, as the subject comprise both theoretical and practical orientations that require assessing the three interrelated educational domains equally. In favor of this, James et al.,(2001:65) remarked , “ playing a game does not only involve executing various psychomotor skills, but also requires an understanding of particular rules of the game as well as some elements of strategy”.

Along the same line, Wuest & Lombardo, (1998) a bit generally move to elucidate that , it would be totally illogical, for example, to grade students by means of a written test only in a volleyball unit, if the entire unit is not devoted to cognitive domain (mental concept, knowledge of rules and strategies, skill analysis, mechanical principles and wellness concept), but the affective (social behaviors, relations with others, attitudes, appreciation, leadership, cooperation, sportsmanship, and emotional control and development) and psychomotor elements (motor ability, motor skills and proficiency, skill in games, and physical fitness components), should be a part and parcel of the assessment process, in order to ensure that assessments taken is as fair as possible to show the true picture of the student. To this end, the following reasons have necessitated the researchers to undertake this particular study:

1. To the Knowledge of the researchers, in the Southern Nation and Nationalities Peoples' regional [SNNPR] state Hawassa, Dilla, Wolayta-Sodo, Ariba-Minch, Wachamo, and Mizan-Tapi universities undertake undergraduate training in sport science and following this, the first five universities were considered in this study, bearing in mind, their proximity.
2. The researchers have taken in to account the peculiarity of these universities in terms of the numbers of sport science teachers exist and years spent after the program has commenced. Along with this, CA has long been recognized as maintaining central position in students' learning, and indicated as one of the top priritroized activities of higher education teachers in Harmonized academic policy of Ethiopian public Higher Education Institutions (MoE, 2003).
3. The researchers are with a strong belief that sport science teachers are the principal implementers of CA and the sites are appropriate in getting a clear picture. For the most part, assessment as a system appears to rest on a well-considered theoretical underpinning and there seems to be major shortcomings at the practical implementation level. This is assumed, of course, on some preliminary discussions with pertinent source.
4. The researchers are well versed that CA has been not yet adequately examined from sport science teachers' perspective and attainment of major educational domains, as there are no documented reports aimed at the aforementioned topic in the Ethiopian education scene. Finally yet importantly, assessment in sport science should be more holistic with specific performance criteria towards cognitive, affective, and psychomotor domains, as assessment in the subject is not merely delimited to paper and a pencil tests. For these reasons, therefore, the researchers are motivated to undertake this research.

1.1. Statement of the problem

As education progresses through time, change is something that naturally occurs whether one likes it or not. Currently, we are living in a day where people want physical documentation or evidence to monitor student learning that give careful thought to purpose, content, and process as well as require students to think about what they have learnt. In the same vein, ICDR (1999:189) argued that coming to a certain decision based on assessment enables teachers to organize and monitor activities like planning and delivering instruction, determining pupils' academic achievement, controlling order and discipline, etc.

In fact, these conditions will not be realized without collecting, interpreting, and synthesizing a variety of adequate information. On the other hand, not all desired outcomes can be assessed with paper and pencil tests, for example, psychomotor skills and affective characteristics. In this regard, as per Desalegn's (2004:21) assertion that, giving tests every month and accumulating pupils' marks for final grading is an insignificant aspect of the assessment package. The same author a step further underlined that CA is a demanding task that requires the use of various assessment tools in order to assure the achievement of curriculum objectives.

Keeping all this in view, the problems facing sport science teachers' may be different in its magnitude from other subject teachers in the practices of CA, as students' over all behavioral changes should be appraised from the three educational domains ,which are interwoven to give meaning for movement. So far, however, in the Ethiopian context, as the knowledge of the researchers is concerned, no study has been adequately conducted on CA implementation in sport science. It was worthwhile, therefore, on the part of the investigators to look into the CA perceived barriers with regard to the attainment of major educational domains from a university sport science teachers' perspective.

1.2. Objectives of the study

The study has attempted to assess CA perceived barriers with regard to the attainment of major educational domains: A sport science teachers' perspective. In so doing, the study was confined to Hawassa, Dilla, Wolayita-Sodo, Ariba-Minch and Wachamo universities and thus the researchers set forth the following basic research questions:

1. How often do sport science teachers employ CA?
2. What are the major barriers, if any, confronting sport science teachers in the practice of CA?
3. What are the major types of CA techniques practiced in line with the attainment of educational domains?
4. What are the possible suggestions to overcome the problems identified?

The specific objectives of this study include:

- To determine the frequency in which sport science teachers employ CA
- To discover major CA perceived barriers, if any, in the implementation process.
- To identify the assessment methods employed in line with the attainment of educational domains
- To provide possible recommendations to overcome the problems identified in the implementation CA

1.3. Significance of the study

Students can, with difficulty, escape from the effect of poor teaching, they cannot escape the effects of poor assessment (Bond, 1995). This statement vividly indicates that no other activity, which takes place in education, brings with it so many challenges as assessment. Accordingly, the present study would be useful in providing some useful information in this regard for sport science teachers, students, academic units and educational quality assurance offices' of the respective universities, this in turn will enable in designing new approach at department level and revising the existing ones. Information obtained can also be a feedback for improving CA practices in order to make teaching more effective through amending the frequency of assessment, techniques used, and learning outcomes assessed. Above all, contribute to initiate other researchers to undertake further research in the area at national level including students, teachers, and Administrators as well as Stakeholders in educational sectors.

1.4. Delimitation of the study

This study was delimited to explore CA perceived barriers vis a' vis the attainment of major educational domains: a university sport science teachers' perspective. In so doing, the study was confined into five universities in the Southern Nation and Nationalities Peoples' regional [SNNPR] state i.e., Hawassa , Dilla, Wolaya-Sodo, Ariba-Minch and Wachamo universities, bearing in mind, the undergoing sport science undergraduate program.

1.5. Operational definition of terms and concepts

- Continuous assessment (CA) refers to observing periodically to find out what a student knows, understands, and can do (Desalegn, 2004).
- Implementation: refers to actual use of CA in/out of a classroom relating to the attainment of major educational domains.

II. MATERIALS AND METHODS

2.1. Study area

As the entire study of this research was delimited to five public universities in the Southern, Nations, Nationalities, and peoples' Regional State (SNNPRS), namely Hawassa, Dilla, Wolayta-Sodo, Ariba-Minch,

and Wachamo. It would be useful to provide a description of the region interims of geographic and population status. As a result, this region is one of the nine states making the Federal government of Ethiopia, with the geographical location between 4^o 43' and 8^o 58' north latitude and 34^o 88' and 39^o 14' east longitude and accounts for about 10 percent of the total area of the country, with an area of 113,539 square Kilometers. It roughly accommodates around 17.9 million peoples (Centre UN OCHA-Ethiopia).

2.2. Participants and sampling

From (N=98) sport science teachers of five public universities in SNNPR state-Ethiopia, employing simple random sampling (n=50) teachers were taken as a representative sample i.e., fifty- percent and roughly ten teachers from each university. In fact, two questionnaires were not correctly filled-in and the sample size (n=48) was attended. Since the study was designed to assess the aforementioned topic, it is assumed that it would be quite appropriate to get the relevant data directly from the horses' mouth i.e., sport science teachers, as the principal implementers and the very important factors in the ultimate success or miscarry of this practice. This study was carried out from November 21 to December 2016.

2.3. Study design

A cross-sectional descriptive research design, as Cresswell, (2003) illustrated that, "a suitable to describe a situation, phenomenon, and program", was employed in this study to canvass opinion of sport science teachers on the issue of CA practices in line with the attainment of major educational domains .

2.4. Instrument of Data Collection

Questionnaire was set to obtain information from sport science teachers. Accordingly, to elicit the necessary information from the research participants, questionnaire was constructed based on the reviewed related literatures and framed into four main categories considering the leading research questions listed under the purpose of the study. These includes: I) Demographic characteristics (Q.1- 4); II) How often C.A employed (Q.5 - 7); III) CA perceived barriers (Q. 8); and V) Assessment methods employed in line with the attainment of educational domains (Q.9 - 10). Moreover, to consolidate the results obtained quantitatively, the Questionnaire included open-ended items on the same issues (Q.11- 13).

2.5. Method of Data Analysis

In this study, both qualitative and quantitative analytical procedures were employed. In conformity of this, Flick (2002) as quoted in Muluken (2006) suggested that qualitative and quantitative methods should be viewed as complementary rather than rival camps. Hence, percentage, frequency counts, mean, standard deviation, ranks, Pearson Product Moment Correlation, and descriptive statements were used to analyze the items of the questionnaire. The data collected through structured questionnaires were presented in tables, charts, analyzed statistically and descriptive statements. While, qualitative data were analyzed by summarizing the words in the open-ended items. Finally, the data were analyzed to reach at certain findings, which in turn enabled to arrive at conclusions and possible recommendations.

2.6. Ethical Considerations

All the necessary ethical issues including consent from the participants and confidentiality were entertained in this research.

III. RESULT

3.1 Respondents' Background Information

The result of the survey showed that the vast majority 97.9% of the respondents were males and only about 2.1% female (47 males, 1 female), aged between 27- 37 years, ($M= 32.08$, $SD = \pm 5.38$). Among the study participants, an over whelming majority had at least master degree 39 (81.25%), followed by Bachelor's degree 6 (12.5), and Ph.D degree 3 (6.25%). With respect to teaching experience in higher institution, the survey result indicated that mean age of 4.11 years; $SD = \pm 2.4$. To this end, if there is a need to draw a profile of what a typical sport science teacher looks like in the sample universities; one could come up with a male- 32 years old and master degree holder, who has 4 years of teaching experience (See Table 1).

Table 1. Demographic characteristics of sport science teachers (n=48).

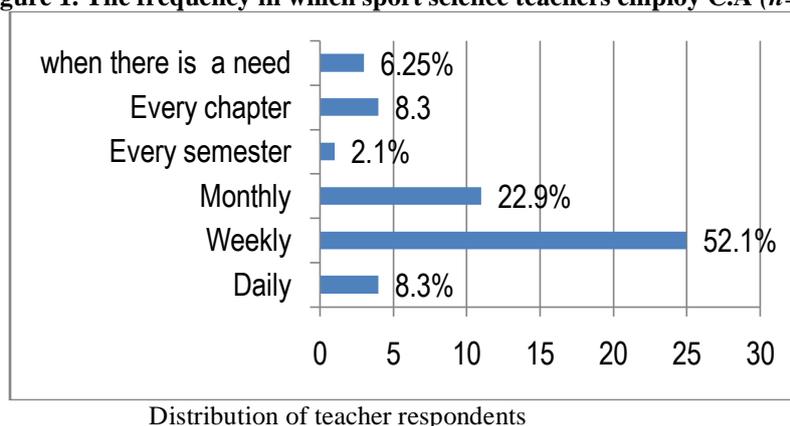
Characteristics	No	Total (%)
1.Sex		
Male	47	97.9
Female	1	2.1

Total	48	100
2.Age group		
20-30	24	50
31-40	21	43.25
41-50	3	6.25
Total	48	100
3.Education level attended		
Bachelor degree	6	12.5
Masters degree	39	81.25
PhD	3	6.25
Total	48	100

3.2. Research Question One

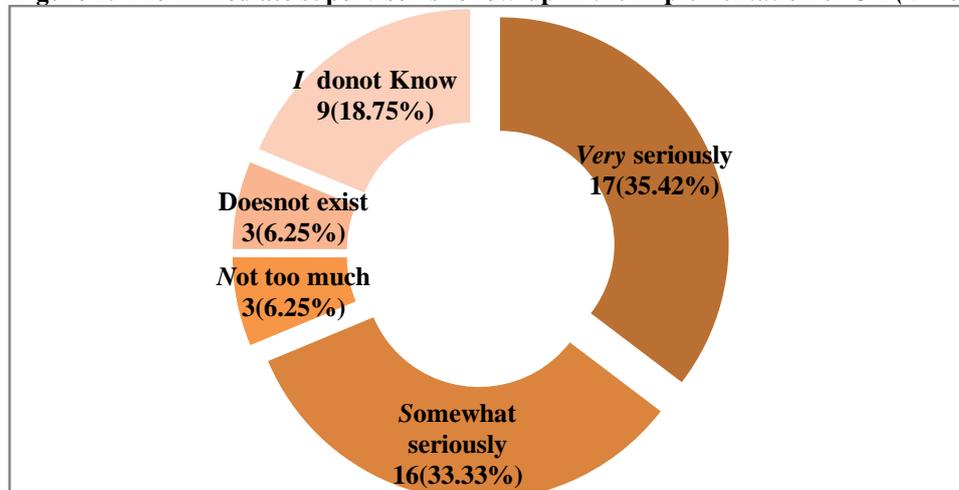
How often do Sport Science teachers employ C.A?

Figure 1. The frequency in which sport science teachers employ C.A (n=48)



The finding in Figure 1 depicts that the timetable most often teachers follow to conduct CA. Accordingly, the three most often frequently employed timetables were weekly (52.1%), monthly (22.9%), and each daily and every chapter comprised (8.3%) . The other timetable that constituted less 9 % was when there is a need (6.25%), and every semester (2.1%).

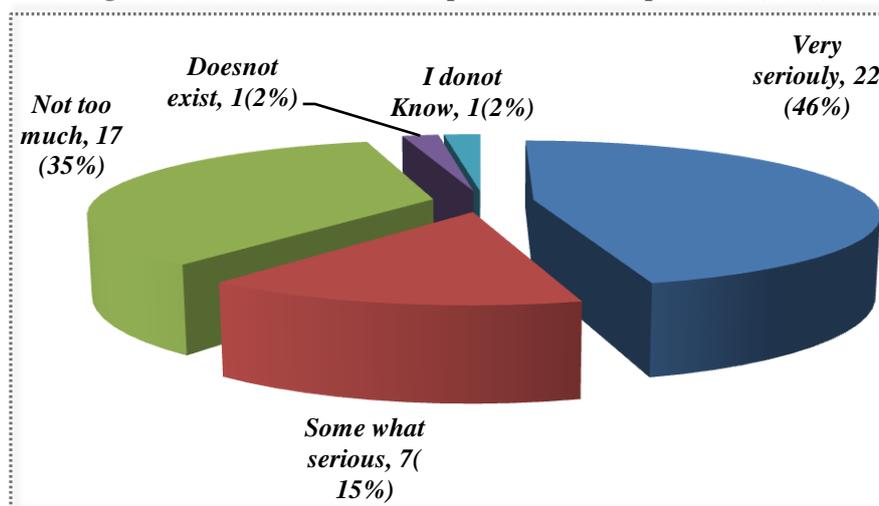
Figure 2. The immediate supervisor's follow-up in the implementation of CA (n=48)



As portrayed in Figure 2, the department's follow-up with regard to the implementation of CA that the vast majority respondents 17 (35.42%) and 16 (33.33%) reported that there were "a very serious" and "somewhat a

serious” follow-ups respectively, followed by 9 (18.75%) who reported, “I do not know”. Still, a very small proportion of respondents from both group “Not too much” and “Doesn’t exist” reported 3 (6.25%) each.

Figure 3. The extent that CA is practice in the department (n=48)



As can be seen from Figure 3 above, 22 (46%), 17 (35%) and 7(15%) respondents have indicated that CA was carried out “very seriously” “not too much”, and “somewhat seriously” in the sport science department respectively. While, 2% in each categories have indicated ‘ it does not exist” and “I do not know”

3.3. Research Question Two

What are the major factors that hinder the implementation of C.A in Sport Sciences?

Table 2: Major barriers in the implementation of C.A

Instruction: Kindly rank order, at least 5 factors that you would consider the most serious barriers in the implementation process of CA: Rank 5 for the most hindering factor to 1 for the least one.

NO	Possible factors	Weights (n=48)										Cumulative points	Rank
		5 point		4 point		3 point		2 point		1 point			
		F*	%	F	%	F	%	F	%	F	%		
1.	Large class size above 40	34	70.8	4	8.3	1	2.1	2	4.2	6	12.5	199	1 st
2.	Involvement in intra & extramural sport preparation & competition	3	17.6	2	11.8	1	5.9	5	29.4	6	35.3	42	8 th
3.	Teachers negative attitude towards CA	0	0	3	21.4	5	35.7	4	23.5	2	11.8	37	9 th
4.	Lack of teachers' awareness on the process	2	8.7	5	21.7	6	26.1	4	17.4	6	26.1	62	4 th
5.	Shortage of instructional materials	4	11.1	13	36.1	7	19.4	9	25	3	8.3	114	2 nd
6.	Lack of adequate guidelines	1	4	5	20	4	16	7	28	8	32	59	5 th
7.	Absence of good practice to benchmark	0	0	5	23.8	6	28.6	3	14.3	7	33.3	51	7 th
8.	Lack of commitment	2	8.7	4	17.4	3	13.1	8	34.8	6	26.1	57	6 th
9.	Lack of sufficient time	3	10	8	26.7	11	36.7	5	16.7	3	10	93	3 rd

N.B=Values in the upper column frequency (F *) multiplied by the respective point arranged horizontally from five to one point gives cumulative point.

The finding in table 2 above shows, the major factors, which hindered the implementation of CA from sport science teachers' perspective. Accordingly, the most five barriers were listed in their ascending order from the most serious to the least ones as Large class size more than 40 (199 point), followed by shortage of instructional materials (114 point), and Lack of sufficient time (93 point). On the other hand, the remaining six factors that hold the least positions were the following: Lack of teachers' awareness on the process (62 point), Lack of adequate guidelines (59 point) Lack of commitment (57point), Absence of good practice to benchmark (51 point), Involvement in intra & extramural sport preparation & competition (42 point), and Teachers negative attitude towards C.A (37 point).

3.4. Research Question Three

What are the major techniques most often practiced in C.A implementation with the respect to the attainment of major educational domains?

Table 3: The frequently used CA instruments in sport science

No.	Types of assessment	Frequency in each scale (n=48)					Mean
		<i>always (4)</i>	<i>several times (3)</i>	<i>Some times (2)</i>	<i>When necessary (1)</i>	<i>Do not use (0)</i>	
1.	Observation	22	12	2	12	0	2.92
2.	Written test	9	22	14	3	0	2.77
3.	Skill test	14	22	14	3	0	3.19
4.	Student portfolio	1	3	10	18	16	1.06
5.	Event task	2	3	10	18	16	1.15
6.	Class participation	20	14	12	3	1	2.96
7.	Group project	4	18	18	7	1	2.35
8.	Interview	0	5	6	16	21	0.90
9.	Take home assignment	2	17	19	7	3	2.17
10.	Peer-evaluation	2	4	15	9	18	1.23
Grand mean							2.07

The result of data analysis in table 3 showed that the most frequently employed CA instruments were skill test, class participation, observation, written tests, group project, and take home assignment, as the mean values significantly outnumbered the grand mean value, that is, 2.07. On the other hand, student portfolio, event task, interview, and peer-evaluation were among the least used ones, as the mean values had lower scores compared to grand mean value.

Table 4: Pearson Product Moment Correlation test

Educational domains	N	Correlation Coefficient (r)	Sig (p-value)	Result
I. Cognitive	48	0.57	0.000*	Moderate + ve Relationship
Psychomotor	48			
II. Affective	48	0.60	0.000*	Moderate + ve Relationship
psychomotor	48			
III. Cognitive	48	0.56	0.000*	Moderate + ve Relationship
Affective	48			

*Correlation is significant at the 0.01 level (2-tailed)

As revealed in Table 4, the bivariate Pearson correlation test was conducted to determine the significant relationship, strength, and direction of the integrity of the three interrelated educational domains in the practice of CA. A result of p-value < 0.01 is considered significant. As rule of thumb, a weak relationship is indicated by a (r) value of less than 0.4, values between 0.4 and 0.7 indicate moderate relationship and a strong relationship has a value higher than 0.7. The correlation coefficient (r) value is (+ 0.57) between Cognitive and Psychomotor. As for Cognitive and Affective, correlation coefficient (r) is (+ 0.56). Meanwhile, the correlation coefficient (r), is higher (+ 0.60) between Affective and Psychomotor.

3.5. Responses from Open Ended Questionnaire

In the open-ended response, a substantial numbers of respondents indicated the hampering factors in CA implementation the following: Large class size; tight schedule; Shortage of time particularly in modularized courses and broad course contents; and Lack of skills in measuring a range of attributes. Beside this, there seems to be lack of an understanding among respondent teachers that CA is an integral part of the learning process.

IV. DISCUSSION

The purpose of this study was to look into CA perceived barriers vis-à-vis the attainment of major educational domains: a university sport science teachers' perspective. For this reason, the discussions here under are pin down in accordance with the basic research questions set at the very outset of this research. The frequency in which Sport Science teachers employ CA; major barriers in the implementation process of CA program and the major assessment strategies that sport science teachers practice in line with the fulfillment of major educational domains.

Frequency in which Sport Science teachers employ CA

Among the teacher respondents' involved in this study, (52.1%) of them confirmed that the most frequently employed timetable in the implementation of CA was found to be "every week", compared to other timetables such as monthly, daily, every chapter, when there is a need, and every semester (*See Figure 1*). Beside this, the result of the immediate supervisor's follow-up on the activities of CA revealed that CA program was followed-up "very seriously" and then to "somewhat seriously" (33.33% + 35.42%). In a like manner, the extent to which CA is practiced in the department was rated as "very seriously" and "somewhat seriously", (46%+15%) respectively, and yet (35%) reported "not too much". Owing to these, it is apparent that there is an alignment among the above three inquiries: timetable followed to conduct CA; the immediate supervisor's follow-up on the activities; and the rate at which CA practice in the department. In conformity with this, Desalegn (2014) rightly point out that emphasize given for the summative evaluation and formative evaluation in currently harmonized academic policy of higher education and included in the senate legislation of public universities in Ethiopia is 50 percent each. That is why, possibly most of the sport science teachers in the sample universities were engaged in CA package somewhat seriously on weekly-based timetable. Albeit, a considerable amount of literature's published on CA implementation, in the particular Ethiopian contexts (e.g. ICDR, 1999; Desalegne 2004; Muluken 2006; Bekalu, 2007; Getachew, 2008; Birhanu, 2013; Tefera, 2014), has indicated that CA should be implemented effectively as ongoing process or on a day-to-day basis to judge the quality of the individual's work or performance. In the same vein, Singer (2003) as cited in Bekalu (2007) states that CA can take the form of daily work (e.g. essays, quizzes, presentation, participation, project/term papers, and practical work). Apart from this, more recently literature indicated that when the professional skills of the teachers in line with the new approach, commitment of teachers towards CA, nature of the course-- parallel or block, the presence of appropriate working loads and resources seems to play the significance role in the implementation of CA appropriately (Gabriel, Nebbiyu, Teklebrhan and Hailu, 2015). Otherwise, If the teachers are not adequately prepared before and then do not possess the required competence for operating the system on day-to- day bases, it may lead to a tendency to cook up scores in the name of CA.

Major barriers in the implementation of CA

As the teacher respondents indicated, the three most hindering factors in the practice of CA were large class size above 40 (point 199), shortage of instructional materials (point 114), and lacks of sufficient time (point 93). In addition to the finding obtained from the structured questionnaire, teacher respondents' in open-ended questionnaire similarly proved that the same elements in particular, large class size; tight schedule; shortage of teaching materials and teaching loads, were the major hindering factors. This finding is also consistent with corresponding authors' work (Hassen 1998; Dessalage and Daniel 2003; Muluken 2004; Birhanu 2004; Mulu 2005; Bekalu 2007; Getchew 2008; Tefera 2014), and concurs with the study of Onwioduokit, (2002), which elucidated the challenges of CA as follows: the disparity on the provision of learning facilities, large class size, time constraints, and computational skill on the part of the teachers. Local study conducted by Raju (2007), in a similar vein, pointed out that the system of evaluation in Addis Ababa University, and in other universities of Ethiopia is supposed to include CA and final examination, as both the Ethiopian education and training policy (TGE, 1994) and harmonized academic policy of Ethiopian public higher education intuitions (MoE ,2003) advocates. As per Raju's finding, however, only one mid-term test and probably one or two assignments are in practice in Addis Ababa university because of the large number of students per class, and even an assignment that is usually a 'group' based. In this regard, Alusa (1999) also asserted that teaching a large class requires hard work, effective planning in terms of both logistic arrangements and provision of learning. There is no question, for the most part, when large class size is coupled with shortage of instructional material, the practice of CA is becoming stressful, and teachers feel uneasy to carry out assessment for a number

of pupils for it demands more time and energy. Such a problem particularly get worse when the assessments are directed to gauge the students attainment of major educational domains--cognitive (*The Mind*), affective (*The Heart*), and psychomotor (*The Hand*) and following this, the corresponding hierarchical orders in each educational domain, which proceeds from simple to complex learning outcomes.

The frequently used CA instruments in line with the attainments of educational domains

The result of this study showed that the most frequently employed CA instruments were skill test, class participation, observation, written tests, group project, and take home assignment. On the other hand, student portfolio, event task, interview, and peer-evaluation were among the least used ones. From this notion, one can easily deduce that sport science teachers in the sample universities were not possibly employing various assessments techniques alike. Despite the fact that, utilizing various assessment techniques fully values much participation of students and assesses cognitive, social, and motor skill developments as well. In this regard, Airassian (1997) stated that, if one can assume the employment of relevant and sound measurement techniques, the student will be assessed based directly on his/ her achievement of the objectives of the program and in accordance with the usages of class time or that parallels the program emphasis. The result obtained from Pearson Product Moment Correlation test, further indicates that there is weak positive relationship among the three domains – Cognitive, Psychomotor, and Affective (*See Table 4*). A possible explanation for this result may be that all-leaning domains are hardly addressed on the same way and necessitated, too. This finding corroborates the idea of Solomon (2007), who found that most teachers, in the Ethiopian context, are inclined to use cognitive objective than affective domain. However, Stone (1983) contends that teachers should formulate instructional objectives from the affective domain as well. Following this further Dirbsa et al. (1999) pointed out that the application of psychomotor domains in all subject areas is difficult except in writing, speaking, physical exercise, driving, etc. This implies that sport science is among the subjects that are viable to the assessment scheme of psychomotor domain. In general, it is not safe to say that variety of assessment techniques have been fully utilized in sport science departments and then be able to determine the comprehensive assessments of students' performance from different vantage points -- *Know, Feel, and can Do*, which do have paramount importance in producing graduates who are able to integrate the theory and practice of the learning outcomes.

4.1. Conclusion and Recommendations

4.1.1. Conclusion

Among the many factors that impede the practice of CA in conjunction with the attainment of educational domains from sport science teachers' perspective, the following appeared to be practical problems: Large class size; Lack of skills in measuring a range of attributes; Lack of commitment towards CA, and possessing high workloads. It was also found that sport science teachers did not fully utilize various assessment methods to check the students' mastery of the desired knowledge, skills, and attitudes alike. Generally, it appears that assessment focuses on accumulation of marks for final grading, even though there is somewhat follow-up on the activity of CA at the departmental level, which has not reached to a scale to bring about a change among the sport science teachers, as to make CA a part of the instructional process.

4.1.2. Recommendations

The researchers suggested the following recommendations in light of the conclusion made:

- Since it would be out of expectation to anticipate sport science teachers without assessment skills to be engaged in CA implementation, the provision of training deserves serious consideration. In this regard, the department of sport science should endeavor to organize in-service training in collaboration with Educational and teachers professional development Studies College of the university.
- In addition to this, consulting educational quality assurance office of the university, the department of sport science should develop assessment guidelines and workbooks. On one hand, keeps intact with the university's CA framework; on the other hand, matches with the subject's nature and embrace, too, marks to be assigned to each CA, time framework, various assessment techniques that are relevant to assess practical skill, knowledge, and social development of each student.
- The department council members, upon the requests of the university administration, should redouble their effort to recruit and inject qualified teachers into the system in order to keep the class size optimal and retain modest teaching load.

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