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RESEARCH ARTICLE

AN ASSESSMENT ON THE CURRENTPRACTICES OF STUDENT- CENTERED METHODS OF TEACHING AND CONTINUOUS ASSESSMENT IN PHYSICAL EDUCATION: IN THE CASE OF SOME SELECTED SENIOR SECONDARY SCHOOLS IN BENISHANGUL-GUMUZ REGIONAL STATE.

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Abstract

The purpose of this study was to investigate the current practices of student centered methods of teaching and continuous assessment in physical education class; Mean while this study helps to assess how the perceptions of physical education teachers and students influence their practices of student centered methods of teaching and continuous assessment and to explore factors affecting the practices of student centered methods of teaching and continuous assessment in physical education class. Hence, to conduct the study, qualitative and quantitative methods were employed. The study was conducted in four selected high schools of Assosa zone of Benishangul-Gumuz Region and the data was collected from 260 students, 5 physical education teachers and 6 school managements of the selected high schools inthe region. In underweighting this scientific study random sampling was used to determine the sample size whereas purposive sampling was done in determining the population size respectively. The main instruments of data collection were questionnaire, observation and interview. The data were analyzed using percentage and simple mathematical expressions and the results presented numerically. Accordingly, the research revealed the following results; The extent of practicing student-centered approach was very low in teaching physical education, Teachers were used few types of assessment tools. Factors such as' :large class size, shortage of time, lack of interest from teacher, student belief and perception, and lack of cooperation are most serious, shortage of facility and equipment and classroom learning environment are not conductive were some of the challenges that impacts implementation of active learning and continuous assessment in teaching physical education.

Introduction:-

Education is a process by which human beings transmit their experiences, new findings, and values accumulated over the years, in theirstruggle for survival and development, through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and

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attitudes. One of the aims of education is to strengthen the individuals and society's problem-solving capacity, ability and culture starting from basic education and at all levels.

Education also plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual Understanding and cooperation among people Education does not operate in isolation, and rather it has to be integrated with research, practice and development to contribute towards an all rounded development of society(MoE: 1994).

To convene the demand of education teachers engages in many different activities and perform a diversity of function when teaching their students, those tasks performed by teachers directly contribute to the achievement of the intended outcomes of the lesson. They must be alter to modify learning tasks to meet individuals' needs and to accommodate a wide variety of individual differences, provision must be made to assess students' progress and evaluate learning. (Wuest and Lombardo;1994)

However, effective teaching and learning require the use of different methodologies and continuous assessment to meet the demands of the learners. The traditional 'chalk and talk' approach with the students as recipients of knowledge may not be suitable for today's generation. This is why in schools throughout the world there is a movement from learning that is made up of facts to a new model i.e. active-learning and continuous assessment which emphasizes understanding, making connections in the world around us, collecting and using information in active manner (Leu, 2000)

In connection with the above statement Burnard (1999) elaborates, the term student-centered learning (SCL) is widely used in the teaching and learning process. Many terms have been linked with student-centered learning, such as active learning, experiential learning, and self-directed learning and therefore the slightly overused term 'student-centered learning' can mean different things to different people

As stated in the ETP (MoE:1994) one of the objectives of education is "to develop the physical and mental potential and problem solving capacity of individuals by expanding basic education for all". From the above argument, it can be realized that active- learning and continuous assessment are an essential component that can bring problem solving capacity to a reality.

Teaching methods used in class differ from subject to subject. Since physical education is a professional subject, it is very crucial to have someone who is equipped with all the knowledge and skills to teach this subject both practically and theoretically. Recent studies reveled that most teachers in Ethiopia lack not only subject matter knowledge but also pedagogical skills to deliver the subject matter. Most teachers are not well equipped with pedagogical skills. They failed to implement the new curriculum mainly because they had little understanding of the contents and methods of delivering the new curriculum (Derebssa;2001).

Even though, different research were conducted on the impact of continuous assessment and active learning, none of these study' examined the current practices of student centered approach and continuous assessment in teaching physical education in the target area. Therefore, it is with this information that the researcher initiated to conduct a research on the issue of the current practices of student centered method of teaching and continuous assessment

Statement of the Problem:-

The teaching learning process requires use of various methods of teaching, tools of measurement and continuous follow-up. Therefore, the educational progress of the learners needs a diversity of teaching methods and frequent assessment to make the teaching learning process more interesting and achieve the desired learning objective. The various dimensions of the learning activities of the learners should be assessed by different methods. Teachers and students need to have profound knowledge of the application as well as the theoretical concepts such as types, forms and purposes of student-centered methods of teaching and continuous assessment in order to utilize it effectively. The Education and Training Policy and the existing curriculum of Ethiopia call for the applicability of active-learning and continuous assessment to bring up learners progress. Moreover, as indicated in the Education and Training Policy document of Ethiopia (MoE, 1994), the previous curriculum design and instructional processes suffered from old and traditional approach. It is quite evident that the active involvement of the students in classroom and outside the classroom teaching-learning process enables them to develop critical thinking skills. It is hypothesized that there are different factors affecting the practices of student centered and continuous assessment.

Taking all these things into account, the researcher wants to identify, the current practice of student centered methods of teaching and continuous assessment in physical education in some selected sample secondary schools in Benishangul-Gumuz Regional State. The general Objectives of this study is to investigate the current practices of student -centered methods of teaching and continuous assessment in physical education: In the case of some selected senior secondary school in Benishangul-Gumuz regional state. Following this, Specific Objectives are developedand shown in the lines within this writing. To explore factors which affect the practices of student centered approach and using continuous assessment, to examine the current practices of continuous assessment and using of student centered teaching methods in physical education classes and to assess physical education teachers' and students' perceptions on the application of active-learning and continuous assessment me. Finally, the researchquestions aretaken and developed right from the specific objectives. What are the current states and practices of student centered method and continuous assessment? What are the major factors affecting the practices and the implementation of student centered approach and continuous assessment methods? And Does the perception of the teacher towards using continuous assessment and active learning method affects teaching and learning process of physical education?

Material and Methods:-

In order to achieve the intended objectives of this study both qualitative and quantitative methods were used. Thus descriptive survey method was employed to enable the researcher to describe the current status of an area of study. Hence the source of the data was discussion (FGD) physical education teachers, school managements and students of the selected high schools. Out of the three zones of the regional state Assosa zone was selected purposively because of its proximity and accessibility for transportation. As there are 9 secondary schools found in the target area, the researcher randomly selects 4 schools namely: Assosa, Bambassi, and Homosha and Kumuruk secondary schools.

With respect to sampling size, all physical education teachers (5) and 4 school vice principal were included in the study by using availability sampling technique since they were few in number, and there were a total number of 2600 grade 9 and 10 students in which the researcher were expected to select 260 students randomly, For the applicability of the objectives set for the study a total of 271 respondents were included. In order to gather information, the researcher was used three main instruments of data collection namely: questionnaire, classroom observation and interview treated in the study.

Finally, method of data analysis employed were quantitative in analyzing data collected from teachers and students via close-ended questionnaires but the data gathered through open ended questions, interviews and observation were analyzed qualitatively.

Data Presentation and Discussion

Educators broadly agree that teacher-dominated pedagogy, placing students in a passive role is undesirable. Government policies and implementation strategies encourage learner-centered, active pedagogy, cooperative learning and the development of critical thinking and problem-solving skills.

Table 1:- The degree to which Student-Centered Methods have been practiced in the Sample schools (as Rated by Teachers and Students).

No	Items	Respondents			
		Teachers (N=5)		Students (N=260)	
		No	%	No	%
1	Demonstration				
	A. Always	2	40	94	36.2
	B. Often	3	60	75	29
	C. Sometimes	-	-	48	18.2
	D. Rarely	-	-	35	13.5
	E. Not at all	-	-	8	3.1
2	Group work				
	A. Always	2	40	90	34.6
	B. Often	1	20	77	29.6
	C. Sometimes	1	20	60	23.1

	D. Rarely	1	20	22	8.5
	E. Not at all	-	-	11	4.2
3	Co-operative learning				
	A. Always	-	-	41	15.8
	B. Often	1	20	51	19.6
	C. Sometimes	2	40	59	22.7
	D. Rarely	2	40	64	24.6
	E. Not at all	-	-	45	17.3
4	Problem solving				
	A. Always	1	20	27	10.4
	B. Often	-	-	29	11.1
	C. Sometimes	1	20	61	23.5
	D. Rarely	2	40	74	28.5
	E. Not at all	1	20	69	26.5
5	Discovery method				
	A. Always	-	-	17	6.6
	B. Often	-	-	21	8.1
	C. Sometimes	1	20	57	21.9
	D. Rarely	1	20	20	29.6
	E. Not at all	3	60	88	33.8
6	Project method				
	A. Always	-	-	54	20.8
	B. Often	1	20	41	15.8
	C. Sometimes	1	20	72	27.7
	D. Rarely	-	-	68	26.1
	E. Not at all	3	60	25	9.6
7	Field trip				
	A. Always	1	20	9	3.5
	B. Often	1	20	14	5.4
	C. Sometimes	1	20	23	8.8
	D. Rarely	-	-	98	37.7
	E. Not at all	2	40	116	44.6
8	Role play				
	A. Always	-	-	18	6.9
	B. Often	1	20	33	12.7
	C. Sometimes	1	20	57	21.9
	D. Rarely	1	20	66	25.4
	E. Not at all	2	40	86	33.1

Item 1 of this table shows that the subjects 2(40%) and 3(60%) of teachers and 94(36.2%) and 75(29%) of students responded that the majority of the teachersalwaysused demonstration method and often respectively. Demonstration method is widely used in physical education practical classes. As can be seen from item 2 of the above table, the majority of teacher respondents 2(40%) rated that, from different strategies of student-centered methods listed in the same table, group work was always practiced. Also most of the students 90(34.6%) and 77(29.6%) explained thatthe practice of group work were always and often respectively.

Regardingwithitem 3 of table 5, the majority of teacher respondents 2(40%) and 2(40%) rated that, cooperative methodwas sometimespracticed and rarely respectively. Also most of the students 59(22.7%) and 64(24.6%) indicated the practice of cooperative method wassometimes and rarelyrealizedrespectively. As revealed onthe same table, problem solving method which helps learners to generate solutions to problems that are new to student was used rarely by the majority of the teachers. Additionally, About 2(40%) of teachers replied that they were using the method 'rarely' and 74(28.5%) and 69(26.5%) of students replied that the teachers were using problem solving method 'rarely' and 'not at all' respectively. However, HDP (2000)has indicated that problem solving is an essential

skill as it creates opportunities to students who are able to think for themselves independent thinkers who look for solution rather than become trapped in problems.

Following thatItem 5 of table 5 indicated that discovery method which is very important for learners to draw conclusions, concepts, and generalization from some form of induction, observation of principles and help the learners to develop their higher order and critical thinking skills, was not used by the majority of the teachers. 3(60%) of the teachers replied as they didn't use discovery method while 1(20%) indicates that they were 'sometimes' use discovery method, whereas 77(29.6%) and 88(33.8%) of the students replied that the teachers wereusing rarely and not using this strategy at all respectively. Moreover 17(6.6 %) of the student respondents replied as the teachers alwaysused the method. However there was data collected on as teacher replied as they were used the method always and often.

The project method which gives the class a real life and results in doing problem solving was not used by the teachers as indicated by the majority of the teachers respondents. About 3(60%) of the teachers replied that they were not using it at all, but 72(27.7%) and 68(26.1%) of the students replied that the teachers wereused project method sometimes and rarely respectively. The observation made also showed that the teachers werenot using the method.

In addition to this, also field trip that helps the learners to acquire knowledge and skill directly from the real world is not planned and used by the teachers. 2(40%) teachers and 116(44.6%) of the students responded that the teachers are not using field trip at all, whereas 98(37.7%) of students replied that field trip can be rarely used by teachers. This further reveals that the majority of them agree that field trip was not practiced in the teaching of physical education in the sample schools.

Finally, role play which is useful for motivating learners, for deep understanding and preparing learners for real life situation is also not used by the majority of the teachers. A total of 1(20%) and 2(40%) of the teachers used it 'rarely' and 'not at all' respectively and 66(25.4%) and 86(33.1%) of the students also replied that the teachers use role play 'rarely' and 'not at all' respectively. Generally these reveals that the strategies of student-centered methods are not practiced well, the interview from school management's also indicated that the majority of physical education teachers used demonstration and group work in the teaching learning process of physical education.

Table 2:- Teachers view regarding the Attitude of Students towards Student- Centered Methods and Continuous Assessment.

No	**Items**	**Teachers respondent (N=5)**	
		No	**%**
1	The majority of my student are less motivated to put extra effort to achieve the course objectives		
	A. Strongly agree	2	40
	B. Agree	2	40
	C. Undecided	1	20
	D. Disagree	-	-
	E. Strongly disagree	-	-
2	Most of my students often are not eager to do assignment and projects		
	A. Strongly agree	1	20
	B. Agree	2	40
	C. Undecided	1	20
	D. Disagree	1	20
	E. Strongly disagree	-	-
3	The majority of my students are willing to spend more time in practical works		
	A. Strongly agree	2	40
	B. Agree	2	40
	C. Undecided	-	-
	D. Disagree	1	20
	E. Strongly disagree	-	-

4	Most of my students are willing to spend more time to learn theoretical classes.		
	A. Strongly agree	1	20
	B. Agree	-	-
	C. Undecided	2	40
	D. Disagree	1	20
	E. Strongly disagree	1	20

As shown above, table 2 focuses on students' motivation to learn and their attitude towards learning physical education. Teachers were asked to forward their opinion on the attitude of students towards learning and their motivation to learn. Thus, as it was shownon item 1 of table 7, the majority of the teachers of the total of 4(80%) responded 'strongly agree' and 'agree' to the item that students were less motivated to put extra effort to achieve the course objectives.

Regarding the 2nd item of this table, 14(42.4%) of the teachers said that most of their students werenot eager to do assignments and projects. About 2(40%) of the teachers rated agree about the lack of students interest in doing assignments and projects and 1(20%) of the teachers disagree with the item.

The respondents were also asked about students' willingness to spend more time in practical works. Thus, the same number of teachers that is 2(40%) strongly agree and 2(40%) agree on the willingness of the students to do practical work out of the class, and 1 (20%) of the respondents disagree on the assertions, on the other hand regarding to item 4, the majority of the teachers 2(40%) undecided, whereas 1(20%) of the teacher strongly agree on the idea and the issue was strongly disagree by 1(20%) of the respondents and the rest 1(20%) of the teachers respondent said that students are not interested in theoretical classes this shows that students in the sample schools are not willing to learn theoretical classes. (www.education.nh.gov) elaborates that teachers promoted positive attitudes to physical activity and placed a strong emphasis on practical work. The most successful teachers generated enthusiasm for physical activities and allowed pupils time to play experiment and learn from their mistakes.

Generally, motivation or an internal drive of people determines their effectiveness in their work. However, the above finding depicts that most students do not have an internal drive or commitment to carry out their tasks successfully and learn theoretical classes. And thus, it seems that this low concern for learning by the students has brought poor result in the implementation of student-centered methods in physical education teaching.

Table.3:-Items Related to Factors Affecting the Implementation of Student Centered Methods of Teaching and Continuous Assessment.

No	**Items**	**Teachers (N=5)**	
		No	**%**
1	Shortage of time		
	4. Most serious	3	60
	3. Serious	1	20
	2. Undecided	-	-
	1. Not serious	1	20
2	Student lack of interest		
	4. Most serious	3	60
	3. Serious	2	40
	2. Undecided	-	-
	1. Not serious	-	-
3	Teachers lack of interest		
	4. Most serious	1	20
	3. Serious	-	-
	2. Undecided	3	60
	1. Not serious	1	20
4	Lack of resource		
	4. Most serious	1	20
	3. Serious	2	40

	2. Undecided	-	-
	1. Not serious	2	40
5	Large class size		
	4. Most serious	4	80
	3. Serious	-	-
	2. Undecided	-	-
	1. Not serious	1	20
6	Teachers belief and perception		
	4. Most serious	1	20
	3. Serious	1	20
	2. Undecided	-	-
	1. Not serious	3	60
7	Students belief and perception		
	4. Most serious	3	60
	3. Serious	1	20
	2. Undecided	1	20
	1. Not serious	-	-
8	The design of teaching material		
	4. Most serious	1	20
	3. Serious	-	-
	2. Undecided	2	40
	1. Not serious	2	40
9	Teachers lack of training		
	4. Most serious	2	40
	3. Serious	1	20
	2. Undecided	2	40
	1. Not serious	-	-
10	Lack of cooperation from school management		
	4. Most serious	4	80
	3. Serious	-	-
	2. Undecided	-	-
	1. Not serious	1	20

Table .3 shows factors affecting implementation of active learning methods of teaching and continuous assessment. In this part there were ten factors assumed to be affecting factors in the implementation of active learning and continuous assessment. Among these factors, the researcher has selected five of the factors to discuss. The factors are selected because they are indicated by the respondents to be most seriously/significantly affecting factors in the implementation of active learning.

As can be seen onthe above table one of the hindering factors for the implementation of active learning and continuous assessment is shortage of time. This factor is proposed by 60% of the teachers as a most serious one. Another negatively affecting factor of the implementation of active learning and continuous assessment is student's lack of interest proposed by 60% of teacher's respondents as a most serious one.

It is also very difficult to apply active learning and continuous assessment to large classes. In line with this, 80% of the teachers identified that large class size were the major hindering factor for the implementation of active learning and continuous assessment and perception and belief of the students towards active learning and continuous assessment rated by 60% of teacher respondents as a factor. According to the school management's interview the perception of students towards active learning methods of teaching and continuous assessment is negative and they do not like to be taught by active learning method. Hence, teachers face difficulties to implement active learning and continuous assessment in their classroom.

As indicated by 80% of teacher respondents lack of support from school managements are critical factor for the implementation of student centered method and continuous assessment. In addition to the above factors listed in

table 10 extreme hotness of the place also the major factor for the implementation of student centered method and continuous assessment particularly during practical classes as indicated by 40% of the teacher respondents.

Conclusion and Recommendations:-

Conclusion:-

For ensuring quality education, the government has emphasized improving the quality of teaching by calling for the employment of active learning and continuous assessment. The studyhasrevealed that teachers werenot using different strategies of student-centered methods. Rather, the teachers most of the time wereusing the old and traditional teacher-centered method. However, the findings of this study confirmed that the practice of the student-centered strategies and continuous assessment techniques or tools werepoor in the sample schools. Moreover, it seems logical to conclude that teachers also failed to employ student-centered methods of teaching and continuous assessment techniques as desired practically. Rather, they advocate the importance of the strategies theoretically.

Recommendations:-

1. Though the teachers showed positive perception towards the student centered methods and continuous assessment, their involvement in applying them was low. Therefore, it is necessary to plan mechanisms to address the issue of implementation. It is advisable that the physical education teachers organizes seminars, panel discussions, experience sharing etc.School teachersin collaboration with the school on topics which could help them to implement and increase their dedication in practicing the student-centered strategies and assessment techniques.
2. For the effective implementation of student-centered approach and continuous assessment willingness and positive reaction are important. Lack of interest can also negatively influence the practice of student-centered methods and assessment techniques. Thus, awareness creation for students on student-centered approach and continuous assessment should be carried out continuously.
3. Teachers should try to change the attitude and motivate students to participate in the practice of student centered approach and continuous assessment techniques. In addition. Conducive school facilities are very important for implementing student centered method of teaching and continuous assess

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