

JIMMA UNIVERSITY
COLLEGE OF GRADUATE STUDIES
SPORT ACADEMY
DEPARTMENT OF SPORT SCIENCE



**THE PRACTICE AND CHALLENGES OF TEACHING PHYSICAL EDUCATION IN
SELECTED SECONDARY SCHOOLS OF JIMMA ZONE**

**A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES, JIMMA
UNIVERSITY SPORT ACADEMY DEPARTMENT OF SPORT SCIENCE, IN PARTIAL
FULFILLMENTS OF THE REQUIREMENTS FOR MASTER OF EDUCATION IN
PHYSICAL EDUCATION**

BY: - JIBRIL JEYILU ABDELA

MARCH, 2022

JIMMA, ETHIOPIA

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DECLARATION

I'm Jibril Jeyilu hereby declare that the thesis entitled "The Practice and Challenges of Teaching Physical Education in Selected Secondary Schools of Jimma Zone" submitted by me for the award in Master of education in Jimma University which is my original work and it has not been presented for the award of any degree, diploma, fellowship or other similar titles of any other university or institution and that all sources of materials I have used or quoted for this thesis have been dully indicated and acknowledged by a complete reference. This thesis will be submitted for examination with my approval as a Jimma University adviser, co-adviser and internal examiner.

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DEDICATION

This thesis would be dedicated to my Sweetheart and my wife Warki Nura , my mother Anaji Bekere, my father Jeyilu Abdela, to all my brothers; Mohammed Jeyilu, Sh/Ibrahim Jeyilu, Hamza Jeyilu, Ahmed Jeyilu, Musa Jeyilu, Abdulhekim Jeyilu, Muhammedamin Jeyilu and to all my sisters Specially my breathers Halima Jeyilu and Kamila Jeyilu, my friend Hawas Hussein (MSc) in geography, Staff member Teacher Ramus Shafi for their lifelong care, support, advising. Thank you very much, I wish to all of you, and your family happy, joyful, succeed, healthy and long life thank you.

By: -Jibril Jeyilu Abdela

Signature_____

Date _____

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LIST OF ABBRIVATIONS

BUS–Basic Sampling Units

COVID-19- Corona Virus in December -19

MoE – Ministry Of Education

P.E– Physical Education

P.T– Physical Training

SPSS- Statistical Package for Social Sciences

SSS – Selected Secondary Schools

TFE– Teaching Physical Education

WHO– World Health Organization

Abstract

The purpose of this study was to Practice and assessing the challenges of teaching physical education in selected secondary schools of Jimma Zone. The main reason why the researcher study was intending to achieve the following specific objectives: To examine the extent assessing the challenges of teaching PE in selected secondary schools of Jimma Zone, To ascertain the challenges of teaching PE in selected secondary schools of Jimma Zone, To assess the extent to which school relate challenging of teaching PE in selected secondary schools of Jimma Zone. The data collection tool used was questionnaire guide for all the respondents that is the students of grade 11th and grade 12th And schools directors. The respondents were 120 students are participated, and method of data was both quantities and qualitative. In The next Review of related literature: under this chapter also sub-division topics such as ; Assessing the challenges in physical education and Types of Assessment , The concept of physical education, components of a model physical education, Leaning of physical education , Exercise Performance, The challenges that affects of teaching physical education are mentioned as; Sex difference, Environmental Problem, Socio Economic Status, Facility And Equipment Problem Curriculum Aims and etc. are highly challenged teaching PE in SSS of Jimma Zone. The findings and conclusions were that teachers and head teachers revealed that teachers had interest in teaching physical education and gave demonstration lessons. Findings from the respondents revealed that culture affects physical education activities and equipments were not provided for physical Education in most schools in the study area. The findings also revealed that most schools lacked referencebooks for physical education. According to the objectives per findings there is a need for school administration to allocate funds to Physical Education activities. Schools should also available Physical Education reference books. Socio-economic should interfere with Physical Education activities or programmers. There is also need to motivate students, teachers and schools society so that Physical Education activities are not conducted well in selected secondary schools. Teachers who have knowledge on Physical Education should be deployed equally in school for better skills imparting.

Key Words: -Assessing, Challenges, Teaching and Physical Education.

CHAPTER ONE

1. Introduction

1.1. Background of the study

School physical education (PE), through teaching a wide range of sports skills and knowledge, helps students develop an active and healthy lifestyle, and nurture balanced development in the five virtues, 'ethics, intellect, physical development, social skills and aesthetics'. PE centres on physical activities, focuses on learning motor and sports skills, and is keen to develop physical fitness. Teachers should also bring in topics relevant to "health and fitness, sports-related values and attitudes, knowledge and practice of safety, knowledge of movement and aesthetic sensitivity" when appropriate. Challenges including the school's traditions, environment, facilities, and teacher experience should be considered when designing and implementing a school-based curriculum. It is important that teachers can adopt student perspectives and choose appropriate learning content to suit their needs, interests, abilities and learning styles (HKSARG 2013).

It defines the physically educated person as one who has necessary movement skills, is physically fit, does participate regularly in physical activity, knows the implications and benefits of investment in physical activity, and values physical activity and its contribution to a healthy lifestyle. A physically educated person is one who has mastered the necessary movement skills to participate confidently, values physical fitness, and understands that both are intimately related to health and wellbeing. The most basic element of child's development is learning to move. A quality physical education program can motivate students to maintain healthy eating habits and regular physical activity. A well planned physical education program guides students to becoming motivated to attain optimum health through regular use of new knowledge and skills. Physical education skills more as a means to an end than as absolute or continuing in themselves (Valluri Kameswara Rao 2007).

Teaching Physical Education (PE) develops the skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle, as well as building student confidence and competence in facing challenges as individuals and in groups or teams, through a wide range of learning activities. PE is offered as an elective examination subject at senior secondary education level. It emphasizes the connection between theory and practical skills and

is designed to develop the interest and potential of students in the areas of PE and sports. It will help students gain a deeper understanding of theories and applications in the fields of human movement and health, and it will promote the well-being of individuals and society. The curriculum for PE builds on the prior knowledge and skills that students will have obtained through the Basic Education PE Curriculum and other Key Learning Areas. The concepts on fitness and health will be strengthened and new elements on sports psychology, biomechanics, and sports and recreation will be added. The senior secondary PE curriculum will continue to enhance the six strands in PE and develop students' collaboration and communication skills, creativity and critical thinking skills as a basis for further studies and career development (Kieran, Dana, and Jill Tulane 2014).

The six strands are “motor and sports skills”, “health and fitness”, “sports-related values and attitudes”, “knowledge and practice of safety”, “knowledge of movement” and “aesthetic sensitivity” respectively. Their learning targets are as follows: Motor and sports skills – To acquire locomotors, body coordination and object manipulative skills in a wide range of physical activities for fun and performance, Health and fitness – To ascertain how physical activities relate to good health; and learn the basics of planning, implementing and evaluating individualized workout plans, Sports-related values and attitudes – To understand the meaning of sports competition and develop positive values and attitudes, Knowledge and practice of safety – To learn risk management; and implement measures to prevent sports injuries, Knowledge of movement – To construct a knowledge base for fun, performance, and the organization of physical activities and Aesthetic sensitivity – To understand the meaning of beauty; and strengthen the capability of giving comments on physical performance.

The above mentioned six strands are inter-related and inextricably intertwined. Teachers must bear in mind that PE centres on physical activities, focuses on learning motor and sports skills, and is keen to develop physical fitness; and set learning progress, select instructional designs, and allocate lesson time in an appropriate way. It is important that teachers seize every opportunity to promote learning, and, when teaching motor and sports skills, introduce relevant concepts/theories or conduct enquiry activities, if appropriate. The learning of safety knowledge, for example, may take place in authentic situations such as rainy/ humid/hot days, co-curricular activities, and outdoor learning (HKSARG 2013).

Physical education thus, can be defined as a subject that is not focused on physical fitness but is also concerned with development of a number of skills, abilities, and attitudes for leading a healthy lifestyle. Physical education, also known as phys., PE.Gym or gym class, and in some common wealth countries as physical training or PT, is a class that pupils are.

Physical education is a subject of education concerned with teaching learning process of skills acquisition of knowledge and development through human movement most of preparatory schools recognize the importance of physical education by making it part of the required curriculum the fundamental purpose of physical education is to promote a health well-being through selected activities the establishment and maintenance of competencies attitudes ideas derives and conditions which enable each individual to establish a pattern of living that provides satisfactory self-expression and advisement through individual accomplishments and would citizenship experience appropriate for each individual (Smith and Atkinson 1961 noted).

Physical education experience provide students with instructions in activities and skills that have carried over values to adult life in an age in which leisure time is increasing the physical education to the failure of active life of each individual. Guided and directed learning experience in this area contribute to the building of more and more effective artisans (Vanneir and Fault 1965). However there are many factors that affect to realize the above mentioned concepts of physical education program. For instance the heterogeneity of curriculum the states and professional effectiveness of the physical education teachers lack of facilities and equipment and lack of professional supervisors support and follow ups are the frequent factors that affects the performance of students to words teaching learning process of physical education. Therefore these problems and then trying to minimize gaps is essential for the future (Vanneir and Fault 1965).

Physical education can contribute to the goals of education in many significance ways. First physical education makes a unique contribution to the development of the total person. It is the only area of the school curriculum that promotes the development in the psychomotor domain. Second a quality physical education program enhances the health and wellbeing of students. Students who are healthy can learn more effectively, have more energy to expend on educational tasks. One of the main objectives of a physical education program is to advance the general well-being of each student. To acquire good posture and move about gracefully, physical education

attempts to train a person in keeping strong and healthy. Since one primary goal of education is to prepare students to be productive members of society, attention must be given to physical education to improve health and welfare of students (Wuest and Bucher, 1995).

Learning can take place only as it is meaningful to learners. To be effective, therefore, secondary school physical education programs must be based upon an understanding of the general nature of needs, abilities, and behavior, specific characteristics of students which the secondary school serves, and ways in which physical education uniquely contributes to the growth and development of students (Knapp & Hangman, 1953).

One of the roles of physical educators in School is to modify and prepare activities that suit to their students' interest and abilities. Regarding to this Wuest and Bucher, (1995) states that one of the primary goals of physical educators teaching at the secondary school level is to socialize students in to the role of participants in physical activities suited to their needs and interests. (Pangrazi and Darst 2006) states that "the most important goal of a secondary school physical education program should be to help youngsters to incorporate some form of physical activity in to their Lifestyle". The number of students participating in daily physical education is declining, some researches show that, daily participation in physical education by high school students decreased. In terms of physical activities, the WHO recommends that children and youths aged 5-17 to accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily. Schools should: allocate at least 5% of the total curriculum time for PE (around 80 minutes weekly), lead students for morning exercise, exercise between lessons, etc. and provide opportunities for students to participate in various kinds of sport-related interest groups, development award schemes, competitions, school team trainings, etc. (*d*) encourage students to choose physical games and training as leisure activities, and to consume their energy when travelling and doing household work (HKSARG 2013).

1.2 Statement of the study

Physical Education (PE), according to Bailey (2006), is an integral subject in the Holistic development of a learner. The practice and challenges of TPE to the empowerment of learners can be attested by the physical, social, affective and cognitive development of the learners (Bailey, 2006). The

Assessing the challenges of teaching physical education in selected secondary schools of Jimma Zone in Chora Botor Woreda some selected secondary school. But the effective teaching can depends teacher's educational status and professional qualities properly designing curriculum (that meets the need and interest of the teachers) and equipment co-operative work between teachers and the performance of students. School basing physical education program offer students the opportunity to work towards achieving the goals and objectives of education through an active learning process. Furthermore, schools basing physical education provide our profession the greatest opportunity to reach students from diverse backgrounds and helping them to gain skills, knowledge and habitués for lifetime participation in regular activity. The status and nature of school physical education programs, at both the elementary and secondary levels, are being challenging. Physical education programs and teachers face problems. Such as large class size before and after COVID -19 or Corona virus, administrative and teacher support for physical education is often lacking. Many professional leaders believe that the underlying problem in school physical education is the lack of acceptance as a fundamentally important subject for children and youth. Suggesting that high school physical education will describe as an "endangering species", with the suggestion that if it continues on its present course, it will eventually become extinct as a part of the secondary school curriculum. Therefore, this research tries to identify the main causes for to assessing that affects the performance of students towards teaching learning process to conducting instructional program of physical education. Having identifying the problem, the study answers the following basic research questions through its different phases.

1. To what extent physical education is being taught in selected secondary schools of Jimma Zone?
2. What are challenges of teaching physical education in selected secondary schools of Jimma Zone?
3. How the school relates assessing the challenges of teaching physical education in selected secondary schools of Jimma Zone?

1.3 Objective of the study

1.3.1 General Objective

The General Objective of the Study was- basically intended to assessing the challenges of teaching physical education in selected secondary school of Jimma Zone.

1.3.2 Specific Objectives

The study intending to achieve the following specific objectives:

- i) To examine Teaching Physical Education is being taught in selected secondary schools of Jimma Zone.
- ii) To assess the challenges of teaching PE in selected secondary schools of Jimma Zone.
- iii) To assess the extent to which school relate challenging of teaching PE in selected secondary schools of Jimma Zone.

1.4. Significance of study

This study significant because it to help the ministry of education, sports, science and technology in the designing of the curriculum and even monitor its implementation at all levels of Education especially primary school and secondary school which are the foundation of Physical Education. It will also help the government to allocate challenges for Teaching Physical Education activities at different levels and also recruit more experienced and interested teachers in schools and challenges. To the local community the study will help to make the local leaders and communities to identify the needy areas in Teaching Physical Education to be supported. It will also help the parents to know the importance of Physical Education especially in body building and socialization and further more for healthful life. The study will also help to motivate the teachers and learners especially when the challenges are addressed. To the future researchers it is help the future researchers as secondary information and data. To the researcher, it helps him to

acquire the requirement to be fulfilled in order to be awarded a degree in Master of Education in Jimma University.

So, this study is significant because it examines the assessing challenges of teaching PE level. Thus the findings of the study may help to: make known the extent challenges of TPE in ChoraBotorWoreda selected secondary schools. Assessing the challenges of TPE of schools has a great advantage. It helps to provide some important information for educational decision making. Based on the findings, decisions can be made concerning: - Teaching materials and other resources necessary in the teaching-learning activities, The low performing schools as to how they will be supported, and the well-functioning schools will be further strengthened. The study is greeting to show the assessing the challenges of TPE, The Case of ChoraBotorWoreda selected secondary schools, on the effectiveness of teaching learning process of physical education on possible solution for this schools. The primary purpose of this study will to assess the challenges TPE at Jimma Zone. Besides it tried to examine the relationship assessment with the major three independent challenges, such as, school environment (facilities, teacher competency, and principal and the students, teachers and societies benefits from this study.

1.5 Scope of the study:

The study area would be on assessing the challenges of teaching physical education in selected secondary school of Jimma Zone.

Due to lack of resources, financial constraints and time the researcher limits his study only on Grade 11th Grade 12th students in ChoraBotorWoreda some selected secondary schools. These studies will aim to assessing the challenges of teaching physical education in selected secondary schools of Jimma Zone. So the researcher was selected ChoraBotorworeda in three high schools. It would also aim to assess challenges of teaching physical education in secondary schools of ChoraBotor. Hence, this study mainly focusing on school environment-facilities (library, text books, competency), socioeconomic status of parents, (income level), the level of parental education, and both sex relating issue, cultural problems, teachers status, attitudes of schools community and etc.

1.6 Limitation of the study.

Opining a limitation in a research are weaknesses that are outside the control of the researcher. Based on his assertion, the main limitation of the study would be the cooperation from respondents. The other limitations would use three single schools to make generalization for all junior high schools in Jimma zone. Such as Chora beige secondary school, KaraTelko secondary school, and Mecha dire secondary schools.

1.7 Definition of key terms

- ❖ “Assessing”:-to judge or decide the amount, value, quality, or importance of something. Present participle of assess; determine, estimate, analyze, evaluate, take measure of. And etc. Wiggins and Mctighe (2011).
- ❖ “Challenges”:-the situation of being faced with something that needs great mental or physical effort in order to be done successfully and tests a person’s ability (Griffith, 1999).
- ❖ “Equipment”:- most commonly refers to a set of tools or other objective or physical resources, Bucher (2002).
- ❖ "Learning”:- is the act of acquiring new, or modifying and reinforcing, existing knowledge behaviors, skills, values, or preferences and may involve synthesizing different types of information. The ability to animals and some machines, MoE (2014).
- ❖ "Physical Education" :- PE or P.E. (in many common wealth countries also known as physical training, PT), is an educational course related to the physique of the human body, taken during primary and secondary education that encourages psychomotor learning in a play or movement exploration setting to promote health(2015).
- ❖ "Teaching”:- is an act proving, directing, checking and evaluating the process of formal and informal learning and a lesson given to the students for the purpose of knowing social relations among group, members and it is also a means for students to know as about their environmental conditions. Teaching, the profession of those who give instruction, especially an elementary school or a secondary school or in a university, J.C.Agarulae (1991).

1.8. Organization of the study

This Research paper Contains Five Chapters and in each chapter there are sub-division of topics or titles. For examples; Chapter one Contains:- Introduction part, Background of the study, Statement of the study, Objective of the study; General Objective and Specific objectives, significance of the study, Scope of study, Limitation of the study, Definition of key terms and Organization of the study.

The next chapter Contains; Review of related literature: under this chapter also sub-division topics such as ; Assessing the challenges in physical education and Types of Assessment, The concept of physical education, components of a model physical education, Learning of physical education ,Exercise Performance, The challenges that affects of teaching physical education are mentioned and

The third chapter; Methodology of the Study: description of the study area, description of data designs, description of sample size, method of data collection and method of data analysis. And the forth and the last chapter budget plan and work plan are respectively designed.

CHAPTER TWO

2. Review of Related Literature

2.1. The Physical Education

The main importance of Review of Related literature is to assess the challenges of teaching physical education physical education the case of Grade 11th&Grade 12thChoraBaggie, KaraTelko and Mecha Dire secondary schools either theoretical or practical class. This chapter discusses the theoretical and analytical aspects assessing the challenges TPE.

Accordingly, an attempt have been made to review about education and their assessment by giving emphasis on challenges of TPE in selected secondary schools of Jimma Zone. For the purpose of this study, the terms ‘assessing the challenges’ and “TPE” were relationship used though they may have some slight differences in meaning. Academic achievement, according to Cary et.al. (2008), has been defined as “performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level reasoning and critical thinking, creativity, recall and retention, and transfer of tasks.

Crow and Crow (1969) defined “Academic achievement as the extent to which a learner is profiting from instructions in a given area of learning. In this respect, achievement is reflected by the extent to which skill or knowledge has been imparted or passed to him”. Academic achievement, as Good stated, constitutes actual accomplishment of the students’ potential ability. The above definition considers both objective and subjective determinants of academic achievements. The key objective performance indicating using in this research is the achievement of a specific public examination given to students by their teachers in a fixed time or academic year. The subjective factors such as student’s attitudes are used in this study as explanatory variables to describe the success of the student. One can conclude from the above definitions that academic achievement refers to a successful accomplishment or performance in particular subject area. It can be indicated as by grades, marks and scores from students achieved in a given school activities. Academic performance also refers as to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designing by test scores. Studies undertaken at

various times pertaining to girls' education ensure that the deep rooting misinterpretation and biasing attitudes in the community, economic and education inequality relating issues, and far less attention are the main causes to the problems of the education of girls. Ministry of Education-National Girls' Education Strategy- 2010/ In Ethiopia, the overall obstacles to advancing female enrolment and achievement in education are indicated as follows. The first obstacle is the long-standing cultural misconception of the community and the family. More specifically: early and forced marriage, verbal insult, beating up, insecurity and rape were the major obstacles. The second obstacle is economic problem related to insufficient involvement of concerned government bodies, community and parents in mobilizing is a strong government commitment to gender issues, and implementing bodies at different levels do not pay attention due to the absence of accountability. Studies carried out recently include the following findings that support the aforesaid social, economic and institutional obstacles to the education of girls.

According to the findings of the study carried out in 2008 by Save the Children Denmark in collaboration with the Federal Ministry of Education on the theme entitled "Violence against School Girls", The findings of the study facilitated by United Nations Children's Fund – UNICEF and conducted in 2007 on the theme entitled "Challenges of Girls' Education", harmful traditional practices, parents' level of understanding to the education of their child girls, limited implementation capacity of institutions etc. are the causes for low enrolment and achievement level of girls in education. Girls get better grades at school than boys and in most developed countries more women (than men) go to university (The Economist, 2006). The reverse is true in our case, as this study revealed. Except in families of relatively better socio economic status (e.g., better parental support), girls grades seem to be lower than boys even in early primary grades. The gap becomes wider as grade level increases.

The dropout rates are high at the primary level in general, with slightly more girls dropping out than boys. Dropping out occurs after pupils have obtained access to schooling together with failure and repetition. Class repetition being the result of low academic achievement leads to non-completion of primary level and as a result can cause dropouts. Tamaris (2006)

All the three Ethiopian National Learning Assessments have demonstrating that girls are at a disadvantage comparing to boys. This study have shown that parental conditions, student personal and social conditions, provision of textbooks and learning materials, teacher reforms,

and school reforms all influence students learning. The Ministry of Education and Regional Education Bureaus have to develop a Girls Quality Education Assurance mechanism which makes sure that girls are availed additional support from the comprehensive school improvement proposed above. Teshome N. (2002)

The Federal Ministry of Education in its third National Learning Assessment of high school students stating that there is a clear expressing dissatisfaction with what students achieve and learn in secondary schools. Even in areas where some quality has been witnessing, there is an expression that shows students do not acquire the expecting knowledge, abilities and skills desiring. The level of academic achievement have been rating as insufficient as it will commonly presenting that students are promoting from lower grades to higher grades without sufficient knowledge ,Federal Ministry of Education, (2008).

2.2. The concept of physical education

Physical education is intended to help students achieve the excellence in game and sports. Not only this but also physical education is a multifaceted process that teaches a wide range of skills and activities with the aim of the student be coming physically educated, physically fit, able to enjoy a variety of physical activities, committed to lifelong health and physical well-being. It is a continuing process of articulated, sequential development of skills, talents, attitude, and behaviors (Amaresh Nayak 2007).

A comprehensive articulated physical system helps children and youths achieve three goals within each goal appropriate disciplines are addressed to support the knowledge, skills and attitude desired for every student. The three goals are equally important; each interacts continually with the others in a well-planned program (Amaresh.Nayak.2007)

The following skill and content are as support the goals of physical education and are introduced at appropriate ages and Grade levels. In addition to developing skill in these various areas students should be encouraged to acquire understanding and knowledge about the content and skills. They should be able to grasp why as well as the how and to understand that the content areas are a vehicle for developing and refining the skills (Amaresh Nayak 2007).

- ✓ Sensory motor and perceptual motor. Examples: kinesthetic, visual, tactile, auditory

- ✓ Loco motor. Examples: walking, running, jumping, hopping, galloping, skipping
- ✓ Non- loco motor. Examples: swinging/swaying, bending/ stretching, pushing/ pulling, twisting/ turning.
- ✓ Balance. Examples: stunts, balance equipments, dynamic; tricycle, unicycle, scooter, beams
- ✓ Eye- hand coordination. Examples: grossmotor: throwing, catching, bouncing; fine motor: pouring, clapping, cutting , grasping
- ✓ Eye-foot coordination. Examples: climbing, sliding, jumping rope, and tumbling.
- ✓ Creative movement. Examples: rhythmic walking, swaying, moving to the music, mirroring movement (AmareshNayak 2007).

A comprehensive physical education system that will prepare young people for a lifelong commitment to physical activity, health and well-being. To achieve this end, however, all students must be given sufficient opportunities to accomplish the physical education. Learning goals for each grade eleven level. What is required is a comprehensive physical education system of high quality and consistency throughout the grade levels(eleven), most important, it implies quality instruction and positive productive interactions between teachers and students, to create high expectations for quality instruction, physical education teachers must continually strive to improve their effectiveness(Amaresh Nayak 2007).

2.3. Components of a Model Physical Education

Teachers should use a variety of teaching styles, including teacher- directed and a student initiated learning, to satisfy the learning styles of individual students and stimulates higher levels of thinking and creativity. For example the most components of a model physical education are: - Warning-up exercise, Instructional phase, Discussion or processing, Variety of strategies, sport education (Amaresh Nayak 2007).

2.4. Learning of Physical Education

The more or less permanent change in behavior that is reflected in a change in performance (B. Knapp).A change in the capability of the individual to perform a skill that must be informed from a relatively permanent improvement in performance as results of practice or experience (R. Magill 2005).

A set of processes associated with practice or experience leading to relatively permanent change in the capability of skilled performance (R.Schmidt 2005). Teachers create an optimal learning environment and an effective Learning experience for their students through careful planning (Amaresh Nayak 2007).

2.5 Exercise Performance

The major concepts to be learned from the present study of exercise performance are:- The athlete's food requirements are the same as for the non-athlete, except that more calories are needed. Carbohydrates should be the major constituent of the pre- game meal and should be consumed no later than 2 1/2 hours before exercise or competition. Large amount of sugar in liquid and pill form should be avoided 30 to 45 minutes before exercise is to begin. However, during prolonged endurance exercise, some liquid glucose in low concentration should be imbibed. Endurance performance is positively correlated with the amount of glycogen stored in the working muscle. Muscle glycogen storage can be greatly increased by several diet and (or exercise procedures). Carbohydrates, fats, proteins, vitamins minerals, and water are essential to the diet. Carbohydrates, fats, and proteins are referred to as energy nutrients since they are used as food fuels for metabolism. The protein requirement during heavy exercise and training is not significantly increased in adults. Vitamins are parts of enzymes or co-enzymes that are vital for metabolism (Rajeev Kumar 2009).

However, vitamin and mineral supplementation above the daily minimum requirement does not increase exercise performance. Athletic performance improves with wise nutrition and crumbles with nutritive deficiency. Inadequate water intake has by far the most immediate and serious debilitating effect on performance (Rajeev Kumar 2009).

2.6. Assessing the challenges in physical education

Assessments are the tool that physical educators use to measure the skills and fitness levels their students are learning and attaining in their PE class. Assessing in PE helps to show others (parents, school administrators, other teachers and you) what students are learning in your physical education class. They should demonstrate what students know or what they can do. Assessments are needed to let students, parents and teachers know what areas or skills need to be improved upon. Assessments can also be used to help show others the importance of PE classes. In times where budgets are tight and school programs are in jeopardy of being cut, it is important

to use assessments to measure and validate student learning that is happening in your PE program. As PE teachers, we can use assessments to help display that we are doing our jobs as a physical educator. When student assessments show their fitness/skill levels are increasing, that helps to prove that your physical education program is credible and valuable. When should I assess? At a bare minimum, you should be assessing students after a unit or a set of lessons/activities is completed. However, it is recommended that pre and post assessments be performed. By performing an assessment at the beginning of a unit, you will have a baseline measurement to compare the post or final assessment results to. Also, by adding an additional assessment during the middle of the unit allows the teacher to make adjustments if she/he feels there is a need. Truly effective PE teachers are always assessing students and adjusting lessons where needed. They just need to make sure they are attempting to document those processes.

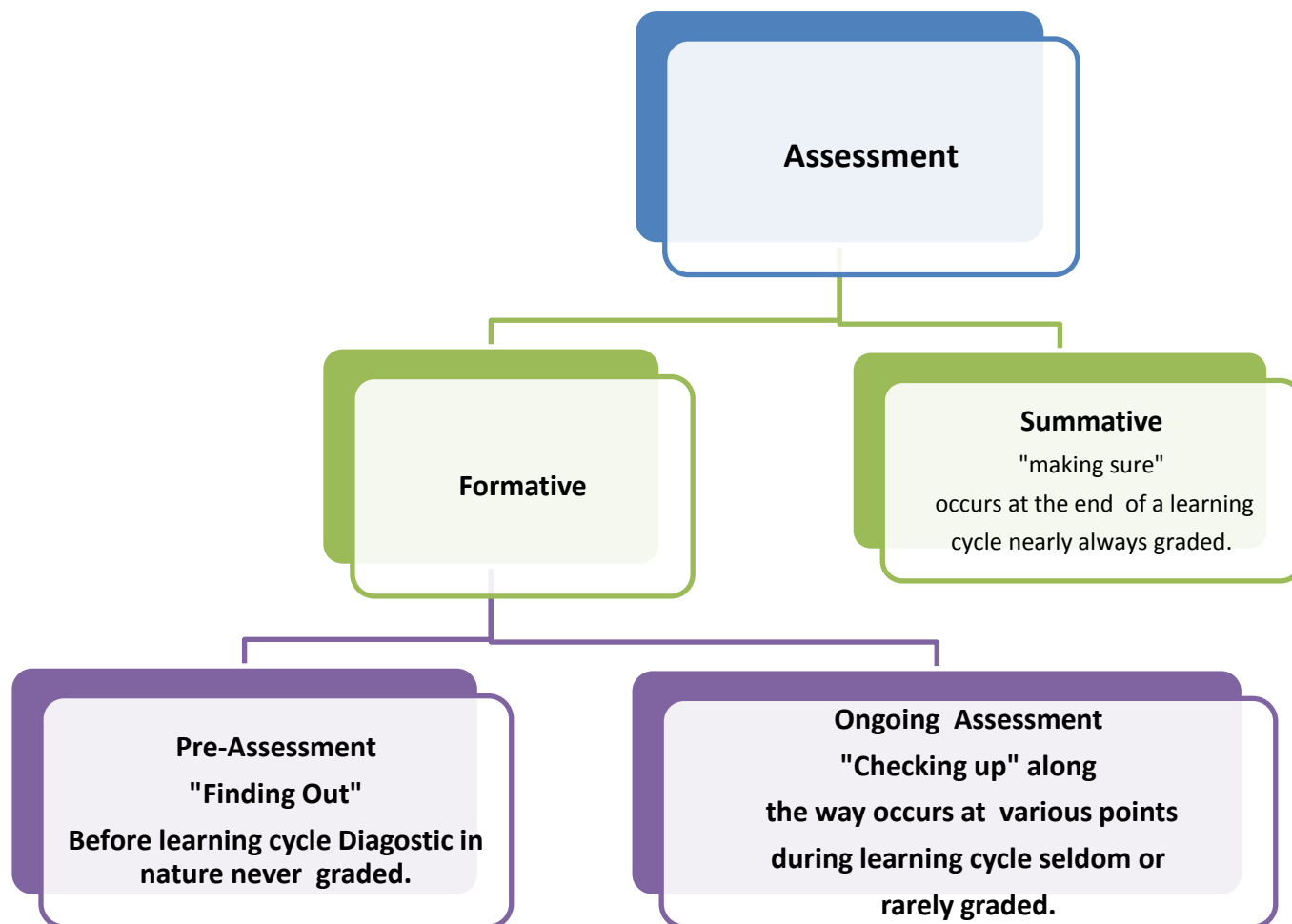
Traditional assessment methods:-the most widely used physical education assessment methods are fitness tests. These tests provide quantitative results that can be used to determine a couple of things. First, they can show a student's fitness level by comparing the score to a group of norms and then rating based on that. Second, if the fitness test is given at the end of a unit, you should be able to compare the student's pre and post fitness tests scores to determine if improvement was made. Below are a few examples of fitness tests: fitness gram and activitygram tests presidential youth fitness program state fitness tests – check your local state department of education or your state's association for health, physical education, recreation & dance (AHPERD), 2014

Non-traditional assessment methods:-for more complex activities & movements that students have never done before, it may take much longer for them to actually master that activity/movement. Using the above traditional assessment methods, these students would show that they are not improving as they likely could not complete the activity. However, if the assessment scored the quality of each part of the movement/activity and not just the final outcome, you might see that the student is actually improving even though they cannot complete the activity. This helps to prove that learning is actually taking place. Also known as alternative assessment rubrics – used to measure the quality of the skill as it is performed as opposed to the final outcome.

In general, assessments are the measuring stick of physical education classes. They help to show yourself & others that your students are learning and becoming more physically fit as a result of being in your class. Assessments can also help to show that your PE class is valuable. Therefore, assessments are important and should matter to you in your PE class. They should be performed at least before and after a unit or some set period of time. Assessments can be broken down into two categories – traditional and non-traditional.

2.6.1. Types of Assessment

In general, the purpose of assessment is to determine as accurately as possible what students should know, understand, and be able to do. In the differentiated classroom, assessment must provide clear information on student progress with regard to classroom content, processes, and products. This information helps teachers make wise, informed decisions about the needs of their students and the direction their instruction should take. There are two main types of assessment, each occurring at different points in the learning process: formative, which occurs both before and during the learning process, and summative, which occurs at the end of key segments in a learning cycle or the end of the learning process.



These types of assessments also have different purposes and uses.

2.6.1.1 Formative Assessment

According to Popham (2011), formative assessment is a process that "involves the gathering and analysis of assessment-elicited evidence for the purpose of determining when and how to adjust instructional activities or learning tactics in order to achieve learning goals" This purpose is achieved through two types of formative assessment—pre-assessment and ongoing assessment. Pre-assessment is a type of formative assessment that occurs before a unit of study begins. Whether formal or informal, pre-assessments are never graded. They are purely diagnostic in nature. When pre-assessing for readiness, for example, teachers attempt to find out. What students already know, understanding, and are able to do regarding the upcoming learning. What prerequisite learning, if any, may be missing or misunderstood. Teachers in a differentiated

classroom also pre-assess for interest and learning profile, so they can design activities that are motivating for students and that match student learning preferences, as appropriate.

Ongoing assessment is what most people think of when they think of formative assessment. Ongoing assessment occurs at various intervals throughout the learning process. Its purpose is to find out the degree to which students are "with" the teacher in terms of meeting learning goals, so classroom content, process, and products can be adjusted to better facilitate student growth. Ongoing assessment for interest and learning profile is also possible, if that information has not previously been collected or if the teacher has a new idea for incorporating these data into unit activities. Formative assessments, which may be formal or informal, include homework, quizzes, exit cards, journal prompts, and classroom discussions. Experts in formative assessment (for example, see Popham, 2011) suggest that formative assessments should rarely be graded because grades imply a judgment of student competence that may not be appropriate until the end of the learning cycle or until key points in a learning sequence are reached.

2.6.1.2 Summative Assessment

Summative assessment occurs at the end of the learning process and is typically graded. Some examples of summative assessments include tests, projects, demonstrations, presentations, and performance tasks. The purpose of summative assessment is to provide evidence of the degree to which a student has mastered the knowledge, understandings, and skills of the unit. Experts, such as Wiggins and Mctighe (2011), recommend that summative assessments should be planned before instruction. Students are then taught in structured segments to practice and master the skills, knowledge, and understandings that will lead to success on the summative assessment. In addition, summative assessments can be differentiated, as long as the differentiation does not prevent teachers from accurately collecting evidence showing how well students met the targeted learning goals. We will learn about various formats that formative and summative assessments can take, as well as how to plan and differentiate assessments, throughout the remaining modules of this course.

2.7 The challenges that affects of teaching physical education.

Challenges that influence teaching PE; Learning is not only a product of formal schooling but also of communities, families and peers. Socio-economic and socio-cultural forces can affect learning and thus school achievement. A great deal of research on the determinants of school achievement has centered on the relative effects of home-related and school-related factors. It has also been found that the challenges like parent's education, parental occupation, family size, ordinal position and even gender and age of the child are found to have their impact on the academic achievement of every pupil. Family background is an important determinant of school outcomes. School characteristics, on the other hand, have minimal effects. Griffith argued that in various studies it is indicated that both home and school environments have a strong influence on performance of students (Griffith, 1999).

TPE can also be influenced by personality, motivation, opportunities, education and training. There are also several other assessing which challenges the academic achievement of student like study habit, self-concept and socio economic status. For the purpose of this study, the researcher focused on the assessing of teaching PE in the form of grades and marks in examinations given by their teachers. It is believed that these teaching PE can be Assessed by several challenges. Regarding the factors which influence the academic achievement of female students, three major factors were selected out of several factors indicated above. The reason for the selection is only because of the fact that the study focuses on secondary schools to which the challenges are more relevant and the determinants towards the desired results. In this respect sex difference, Socio-economic status that is, parental income, parent's level of education and School Environment are given in the following headings. The researcher thus focuses on socioeconomic status (family income), educational level and school environment and related determinants, curriculum aims and etc.

2.7.1 Sex difference

It has been traditional in physical education to offer separate programmers for the sexes. There is some basic for these practices, but it is to necessarily support by scientific data. It is essential to recognize the basic structural and functional sex differences; a sound programmer of physical education will acknowledge and make allowance for them. On the other hand the sexes have a great deal of similarity and any physical education programmed that does not take advantage of

the likenesses is missing an opportunity. Both sexes participate together in many activities and at times these activities may be taught by either sex. Often sound instruction is based upon knowledge and understanding rather than up on sex (Valluri Kameswara Rao 2007).

With reference to "The Brighton Declaration on Women and Sport", whose main aim is to develop a sporting culture that enables and values the full involvement of women in every aspect of sport, the following recommendations are made:- Ensure that all girls have the opportunity to participate in sport in a safe and supportive , environment which preserves the rights, dignity and respect of the individual , Increase the involvement of women in sport , Equal opportunity to participate and be involved in sport s regardless of ;race, religion, sex, disability, social origin, etc. (Elimination of Discrimination) , The planning, design and management of facilities should equally meet the particular needs of girls and young women in school sports Financing of sports should be equal for both men and women.

2.7.2 Environmental problem

Environmental: - It is important to study the impact of environmental factors, such as heat, cold, altitude, humidity, etc. on health and performance. The study on environment affect on performance has helped the athlete to regulate the training load and have optimized their acclimation or adaptation in different environment (Rajeev Kumar 2011).

2.7.2.1 School Environment

Regarding the relationship between school resources and students' academic achievement measurements are inconsistent. Several researches have suggested that more resources do not necessarily yield performance gains for students (Hanushek&Luque, 2003).

Other research evidence indicated that variations in school characteristics are associated with variations in students outcomes (Greenwald et al., 1996).

According to Parcel and his colleague, attending a school with a better physical environment is associated with increased math's scores. A significant positive effect on schooling outcomes associated with student-teacher ratio, instructional materials, size of the library and teacher training. The importance of human and material resources in achieving better schooling outcomes, including such factors as school infrastructure, class size, teacher experience and

qualifications and availability of instructional materials have emphasized largely in low-income countries (Fuller and Clarke, 1994).

Class size has been the most widely examined variable in educational policy studies among the various school characteristics. However, the effects of class size on school achievement are inconsistent. Teachers' quality and commitment are the key input for better performance. An apparent implication is that it may be a better policy to devote the limited resources available for education to employing more capable teachers rather than to reducing class sizes moving more to the quality side of the quantity–quality trade-off in the hiring of teachers (Wobmann and West, 2006).

Wobmann and West also argued more specifically that good teaching is more powerful than class size. Teaching emotional and social skills is very important at school. It can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Wobmann and West stated that conventional estimates of class-size have effects on academic achievement. They come across from the study of class-size, noteworthy class-size effects are observed only in countries with relatively low teacher salaries. The central problem in estimating class-size effects is that various placement decisions obscure the causal relationship between class size and student performance. Other aspects of educational resources other than class size may influence student performance (for example, lacking suitable instruments). If smaller classes are also more likely to receive more of other resources that increase achievement, results would overstate the effect of class size on achievement (Wobmann, 2006:695).

Teaching students to develop these skills has a long-term effect on achievement (Elias et al, 1991). Hence, attention needs to be directed to more careful curriculum specification, higher quality teaching, and higher expectations that students can meet appropriate challenges. Educational research carried out in schools pointed to teachers' contribution to students' academic achievement. Clarity of teachers includes areas of presentation, variability of teacher's classroom activities, and teacher's enthusiasm to which the teacher was achievement oriented. The finding of this research suggested that a relationship between teachers' characteristics and academic achievement such as pupil's taught by female and long experienced teachers performed significantly better than pupils taught by male and teachers with short experience. Students'

attitude refers to student well-being, perception of the school environment, motivation, involvement in scholastic and co-curricular activities. It also refers to efforts of students, perception of students on parental support and involvement has significant effects on a students' academic achievement. There are four areas of well-being dimensional phenomenon of students conceptualized as school condition, social relationships, and means for self-fulfillment and health status, which affect both their behavior and their examination results in school (Demir, 2009).

In schools, students' well-being depends upon other factors including their opinions on rules and regulations of school and relations with their teachers and schoolmates. In addition, scholastic activities and individual efforts are important for academic achievements. Regardless of intelligence, students spent more time on doing assignments; project works, home works and class works are very important activities to improve their grades. Students' amount of time invested on homework and other related activities has also found to be strongly related to a student's motivation to achieve and their positive feelings with achievement have positive effect on actual academic achievement. In addition, school attendance is highly correlated with individual academic achievement. Heady (2003) argued that there is negative relationship between academic achievement and work. Additional working hours decrease a child's reading and computational ability, whereas with additional hours of school attendance and study the reading and computational ability increased. Unbalanced demand of work and education, places of physical and mental strain on students often leads to poor academic performance. In relation to students' academic achievement, motivation is influenced by the students' perception of parental support and involvement. If students' perception is positive on their parents support and involvement, they will achieve well (Rollick & Slowiaczek, 1994; Wang & Wildman, 1995).

According to Crow and Crow, positive attitude, proper physical condition and balanced emotional states are important factors influencing study habits and achievements (Crow & Crow, 1956). Demir (2009:19) argued as students' perceptions that their parents are involved and interested in school and encourage them to do well are positively related to academic achievement. Through their involvement, parents convey the message that school is important and provide their children with positive emotional experiences in relation to school.

Fuchs & Wobmann (2004) observed that students performed significantly worse in reading, Math and Science in schools whose principals reported that learning was strongly hindered by the lack of parental support. However, some research has shown most aspects of the relationship between educational support of parents and scholastic achievement of children to be negative”.

2.7.2.2 Socio Economic Status

Sizable research has consistently shown that students’ academic achievement has been influenced by the family background such as socio-economic status of parents’ level of education, occupation and income. The income of the family frequently determines the family’s social status. The children living in poor environment cannot develop their potentials and skills in schools and achievements in social life. On the other hand, children from well to do families show superior cognitive abilities, competence and other similar skills. Parents who have more education appear better to provide their children with the academic and social support important for educational success when compared to parents with less education. In another words poverty, low level of parental education, parental and neighbor-hood negative attitude towards schooling, children from disadvantaged background have significantly poor academic achievement Children with high level of parental education have greater access to a wide variety of economic and social resources (family structure, home environment, parent-child interaction) that can be drawn upon to help their children succeed in school. Higher family income is associated with higher students’ achievement (Hanushek, 1992).

From these factors parental level of education and income has been the most significant source of disparities in female students’ performance. The Third International Mathematics and Science study (TIMSS) tests, indicated that students from economically disadvantaged families and families where parents had less level of education have systematically performed worse than other students. (Robinson, 1993; Demir, 2009).

Children from the larger families have been found to have less favorable home environments and lower levels of verbal facility. The determinants of students’ achievement appear to be basically the same in both developing and developed countries. Likewise, economic development had no effect on the relationship¹⁸ between children’s social background and their academic achievement. In contrast, as Stated by Demir (2009), in developed nations cross-national research has indicated the relative effects of home and school related factors, a child’s social

background (parents' education, family structure) and his or her academic achievement. Academic achievement of children in the developed world seems stronger than that of developing nations.

2.7.3 Good Performance in Primary School for Future Success

Good academic performance in primary as well as secondary schools is very important for a country's future success. A person who is successful in education plays an important role in nation building. Education helps to increase the basic physical and material wellbeing of the people of a given society in economic, social and cultural development aspects. It also helps to increase the people of a given society's basic physical and material wellbeing of economic, social and material developments (UNESCO, 2002).

In addition, educating girls enhance economic productivity, reduces fertility rates, lower infant and maternal mortality and improves the health and nutritional status of children. It also promotes sound management of environmental resources and is closely linked to the reduction of poverty through women's absorption in the economy as employees and in self – employment. Education is an indispensable means for effective participation in the society and economies of the twenty-first century which is influencing by globalization. It has a direct and positive effect on earnings, farm productivity and human fertility, as well as intergenerational effect on child health and nutrition. Therefore, the education of females has particular significance to Ethiopia's effort to economic and social development. Asserting that female education is linking with latter marriage, lower fertility rates, the desire for smaller families and increased practice of contraception. For the gain from education to be realized fully, it is highly important to increase the participation of women in all sectors. It empowers them with basic knowledge of their rights, individuals and citizens of their nation and the world. This will in turn help women to place themselves on a more equal footing with their male counter parts. Educated women raise a healthier family, apply improved hygiene and nutrition practice, and become productive both at home and work places. In addition, it initiates women to apply family planning which helps them to have relatively fewer and better educated children. For the purpose of this study Gender disparity is referred to as the difference between girls and boys in academic performances in a given academic year. As different researchers have pointed out, school environment is one of the major factors that affect participation of female students. More precisely, factors like the attitude

of teachers towards female education, distance from home to school, poor administration of the school, absence of guidance and counseling service, drop out and the like are the most common factors affecting girls' participation in education (World Bank, 1988).

When one thinks of the constraints, limits and obstacles to girls' education in developing countries like Ethiopia; it is natural to think in terms of ideas, for instance cultural traditions and discrimination against girls. However, sometimes, the small but concrete things make a difference. One of these is the place where a school is located (UNESCO, 2004).

According to Teshome (2003), the family's socio-economic status influences the female's educational performance. The manifestation is that the financial and moral support provided to girls for schooling is limited as compared to boys. Some of the critical factors affecting female education include early pregnancy, psychological cost of pregnancy, direct cost of schooling, societal perceptions, the labor market, opportunity costs, family poverty, irrelevant curriculum, insecurity, structural attributes and classroom culture.

The report by MoE (2004), after studying the issues relating to gender gaps in enrolment, retention and performance in PE in some Secondary schools in Jimma zone of Ethiopia, indicating that girls in primary classes are generally low in performance.

2.7.4 Facility and Equipment problem

Physical education can experience becomes more memorable through the proper use of supplementary teaching aid. Each teacher should have a variety of good instructionally materials but should remember that the more exposure to them will insure learning. All such materials should assist students to learn and should not be used as a means of entertainment where property used aids can increase the death and speed of teaching learning activity, (Horne 1985).

The physical education programmed needs dictate the quality and quantity of facilities needed the strengthening the above statement peristalsis and Sinclair (1974; 210) stated that:-A high priorities must be assigned to facilities that can meet the challenges since overcoming obstacles means creating a better situation without the help of facilities the realization of Objectives of physical education seems impossible. Physical education the dynamic part of facilities Seaton, mottlach, Clayton, her been and Smith (1983; 379) also comment the following Equipment must

be considered as an integral part of the Instructional programmed they are supplementary aides to enhance the teaching process.

The provision of adequate physical resources including facilities, equipment and maintenance can help in influencing attitudes and facilitating program success. The physical education and sports program's learning environment suggests that facilities should be available to children engaged in large-muscle activity involving climbing, jumping, skipping, kicking, throwing, leaping and catching, and those also engaged in fundamental motor-skills activities and others in low organization games, various cooperative; team activities and competition.

According to Bucher (2002) facilities for which they are responsible include outdoor facilities such as playground, pools, courts, and fields. And indoor facilities such as lockers, shower rooms, weight and exercise room, clipping walls and gymnasium.

As Daughter (1979) adequate facilities are needed for effective instruction, goal fulfillment, and the successful teaching physical education. Lack of sufficient teaching station and play area is one the reasons that poor programs in physical education. Therefore, we can conclude that schools should build on the bases of fully equipped facilities to all subjects as well as physical education. Otherwise these lacks of facilities affect the implementation of the curriculum in each school settings.

2.7.5 Teachers status problem

A professional needs to have skilled and dedicated professional who have all intellectual base of knowledge (Freeman 1989). A professional need to have or intellectual base of knowledge of we are to be compelled to respect anybody or anything the surest way to win respect is to respectable(Freeman1989).

J.C.Agarulae (1991) also said" in my judgment, nothing would so effectively obtain for a teaching body the professional expertness and the reputation for hauling it as, the open-eyed, open minded, specific spirit of inquiry. Teacher's efficiency is measured by the quality of teaching process and the quality of the end product those for teachers effective they need to have an intellectual to respective an efficient.

Teachers who lack appropriate knowledge of his subject matter was not enable to deal with smooth teaching learning process. So that teachers always need to cope up with new technology through deep reading and par time in order related aspects J.C.Agarulae (1991).

2.7.6 Curriculum Aims

The aims of the curriculum are to enable students to: Acquire a broad range of integrated knowledge, and enhance understanding and skills for further education and a future career; apply knowledge and skills to make informed decisions and judgments, and to initiate, plan, perform and evaluate PE, sports and recreation, and health activities; enhance generic capacity, in particular, collaboration skills, communication skills, critical thinking, creativity and aesthetic appreciation, as a basis for further studies and career development; develop commitment towards the improvement of individual well-being and the further development of an active and healthy society; become responsible citizens who can demonstrate desirable behaviors and a sense of commitment towards the betterment of their life, community, nation and the world(Sharon Ferret2000).

2.7.6.1 Modes of Curriculum Planning

In school, PE learning experiences can be delivered as formal lessons as it is in the existing curriculum. They can also be organized in a wider context in various forms and beyond the school walls. The following are some possible ways that schools can refer to: · Consideration can be given to organizing PE in short modules or units according to the specialty of their own teachers. Different organization methods such as the “integrated approach” can be introduced. By such, teachers can extend, integrate and coordinate students’ learning within a wider perspective. · Schools may also allow one session each week outside the formal timetable to be the activity session shared by Arts, PE, Technology Education, etc. for students to attend activities beyond the school walls. Students can then be arranged to have hands-on experience in utilizing sports facilities available in the community; to attend training sessions of sports teams; and to attend physical or sport activities generally not available in schools, e.g. rowing, wind-surfing, cycling and hockey. The intention is to reduce the boundaries of learning and integrate real life physical and sport experiences in the process of learning through an informal structure in curriculum planning. · Besides regular PE lesson time, schools can develop different school-based curriculum modes that suit their schools. One of the major principles behind the modes of

curriculum planning is to develop students' habits of regular exercise and acquiring/maintaining health. Morning exercise, light stretching exercise and eye exercise during change of lessons are examples to encourage regular exercise. · Being active in exercise is a major factor for a healthy lifestyle. A school-based curriculum mode that shows how rope jumping can be effectively used to improve cardiovascular function and sport culture development. Furthermore, appropriate intra and interschool sports competitions might cultivate positive attitudes toward sport among students, which have a carry-over value into adult life.

2.7.7 Cultural problem

When we take part in a game or sport, we subject ourselves to special rules and behavior, which operate in society and also in games are competition and cooperation. The farmer can be describes as trying to achieve what another person is trying to achieve at the same time; others to achieve the same end.

Four main challenges can determine which is dominated within the culture:-The natural environment which 'houses' the culture, the level of technology, the dynamic of the social structures, the education system. Using this level of categorization, a social system which is dependent on the imitative of the individual, where property is valued for individual ends, where there is a single scale of success and where strong development of the age is operation, would be conducive to competitive behavior. Conversely, a social system which does not dependent the initiative on the individual or an exercise of power over people, has a fairly rigid social hierarchy and a weak emphasis on status, will be conducive to co-operative behavior (Sharon Ferret 2000).

So from the review of learning process of physical education can achieve its ultimate aim if and only if the points which were discussed in this chapter like the fulfillment of adequate, facility, sufficient equipment, a well-designed curriculum (a curriculum which considers heterogeneity).

Teacher with better educational status that melt the new world and support from professional supervisors should get more companies and implement on preparatory school.

Therefore, the study focused on these important issues, which may be believed that they are the major factors to play a great role for the success or failure of teaching learning process of physical education in preparatory school in particular Chora Botor of Jimma zone.

2.7.8. COVID-19 or Corona Virus

Due to the unprecedented COVID-19 incident, higher education institutions have faced different challenges in their teaching-learning activities. Particularly conducting assessments remotely during COVID-19 has posed extraordinary challenges for higher education institutions owing to lack of preparation superimposed with the inherent problems of remote assessment. In the current study, the challenges of remote assessment during COVID-19 incident in higher education institutions were investigated taking Middle East College as a case study. For the study, questionnaires were prepared and data from 50 faculties were collected and analyzed. The study focused on the challenges of remote assessment in general and academic dishonesty in particular. The main challenges identified in remote assessment were academic dishonesty, infrastructure, coverage of learning outcomes, and commitment of students to submit assessments. To minimize academic dishonesty, preparing different questions to each student was found to be the best approach. Online presentation was also found to be good option to control academic integrity violations. Combining various assessment methods, for instance report submission with online presentation, helps to minimize academic dishonesty since the examiner would have a chance to confirm whether the submitted work is the work of the student. Due to COVID-19 pandemic disease, almost all sectorial activities around the world has been affected. Higher education institutions are one of the sectors in which most activities are affected since conducting face-to-face class and laboratory activities would require physical interactions. Once it is recognized that the virus is transmitted by direct contact and surfaces in the immediate environment with infected person or with objects used by the infected person (WHO, 2020), higher institutions are forced to suspend face-to-face classes. Consequently, higher institutions have rushed to remote teaching and online classes. This does however create unprecedented challenges in terms of getting used the technologies and in accessing essential facilities such as laboratories (Cooper & Tschobotko, 2020).

Since there were no clear policy and guidelines in higher institutions online teaching, several questions such as what to teach, how to teach, what should be the duties of the teacher and the student, the workload of the teacher, the teaching environment, and the implications for education equity, etc., were not clear. Problems such as the infrastructure, teachers' and students' experience on online teaching, the change on working time due to COVID-19 for some part-time

students, and the inconvenience of working at home are additional challenges of remote teaching (Zhang et al., 2020).

The existing and inherent remote teaching problems superimposed with the current and unprecedented problems, i.e., unavailability of policies, guidelines, enough infrastructure and experiences of teachers and students make the challenge more difficult. Have studied the issues and challenges faced in online teaching and identified three major categories of challenges that are related with instructors, learners, and content development. Figure 1 shows the specific issues and challenges of online education environment (Kebritchi et al., 2017).

CHAPTER THREE

3. METHODS AND MATETIALS

This study used mixed contracting approach. To determine, the challenges of TPE members of the school staff and officers of the education system have been assessing. The study areas were purposively selected by the researcher. While purposively selected the study areas, criteria was taken into consideration. The methods and instruments used for collecting and analyzing the data were explained under the following headings and this section deals with the methods employed to secure information for the accomplishment of the study. It needs to necessary data, questionnaire, distributed to the specific subjects by collected data and evaluated or analyzed the general information about the Assessing the challenges of TPE, in selected secondary schools of Jimma Zone.

3.1 Research Design:

The research method employing was a descriptive method approach. This would employ for its appropriateness to get broad descriptions of quantitative information and to assess the challenges of TPE in selected secondary schools of Jimma Zone. Correlation analysis was used to identify the most contributing to challenges of TPE in selected secondary schools of Jimma Zone.

3.2 Description of the study area

The current of the study area would carried out on selected secondary schools of Jimma Zone; Chora Botor Woreda secondary schools. It depends on assessing the challenges of teaching PE in selected secondary schools of Jimma Zone. Chora Botor Woreda Town was known as Chora Beggie. Chora Botor is the woreda in the Oromia of Ethiopia. It is part of Jimma Zone. It was 430 km far from Addis Ababa and 78 km far from Jimma capital city. The Chora Beige Town located in Western Ethiopia and the weather condition or climatic condition of this area was Degas. So, when you compare within other area or place this area was cold area.

There are five secondary or preparatory school in Chora Botor Woreda in general. Chora Beige secondary and preparatory school, Kara Telko secondary and preparatory school, Goluse secondary and preparatory school, Agalo Secondary and preparatory school, and Mecha Dire secondary school.

- Chora Beige secondary and preparatory school was established in 1998E.C. The total number of students in this school was 720 in 2012E.C. The numbers of female students were 351 and the numbers of Male students were 369. The total numbers of teachers in this school was 36 and from those the numbers of female teachers were 7 and the numbers of Male teachers were 29, and the total numbers of sport teachers were only three, two females and one male teacher was there in ChoraBeige secondary and preparatory school.

- KaraTelko secondary and preparatory school was established in 2008E.C. The total number of students in this school was 336 in 2012 E.C. The number female students were 163, and numbers of Male students were 173. The total numbers of teachers in this school was 16 and the numbers of female teachers were 2, the numbers of Male teachers were 14, and the total numbers of sport teachers were only two, both are females teachers was there in Kara Telko secondary and preparatory school.

- Golu secondary and preparatory school was established in 2007E.C. The total number of students in this school was 424 in 2013E.C. The numbers of female students were 203 and the numbers of Male students were 221. The total numbers of teachers in this school was 19 and from those the numbers of female teachers were 3 and the numbers of Male teachers were 16, and the total number of sport teachers were only one male teacher was there in Golu secondary and preparatory school.

- Agalo secondary and preparatory school was established in 2010E.C. The total number of students in this school was 885 in 2013E.C. The number of female students was 400 and the number of Male students was 485. The total numbers of teachers in this school was 20 and from those the numbers of female teachers were 3 and the numbers of Male teachers were 17, and the total number of sport teachers were only one male teacher was there in Agalo secondary and preparatory school and finally

- Mecha Dire secondary school was established in 2011E.C. The total number of students in this school was 524 in 2013E.C. The number of female students was 249 and the number of Male students was 275. The total numbers of teachers in this school was 14 and from those the numbers of female teachers were 4 and the numbers of Male teachers were 10, and there is no

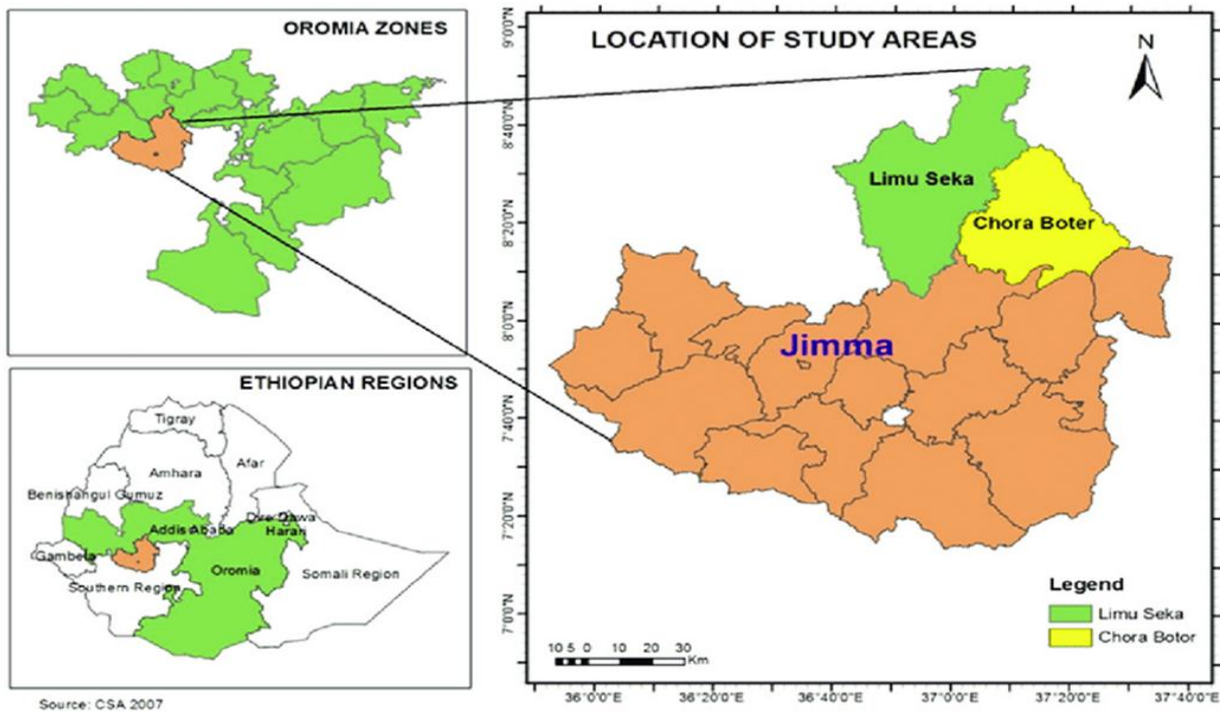
one sport science teacher who teaches physical education subject in this school except the director of the school in Mecca Dire secondary.

In general the total numbers of student's secondary school in Chora Botor district are 2889 in numbers. The number of female students was 1392 and the number of Male students was 1497.

The total number of teachers in those schools was 105 and from those the numbers female teachers were 19 in secondary school and the number of Male teachers were 89. And finally the total number of sport teachers were two females and three Male teachers was there in Jimma Zone Chora Botor woreda of secondary schools.

The main reason for this study would be to assess the challenges of TPE in selected secondary schools; in the case of Grade 11th & Grade 12th Jimma Zone Chora Botor Woreda. In this study the researcher would be used both qualitative and quantitative design and methods.

Fig.1.1 Map of Study Areas: Jimma Zone Chora Botor Woreda Location.



3.3 Population of the study

The sample of the study would be from a total population of 1580 students enrolled in grade 11th& 12th in the beginning of the academic year (2013/2020) Chora Botor woreda secondary schools by using random sampling techniques. And to determine the size of the participants who are estimated to take part of the study.

Table 3.1. Total population of Chora Botor Woreda students for secondary schools

| S/No | Name of school | Grade | M | F | T |
|------|----------------|--------------------|--------------|--------------|--------------|
| 1 | Chora Bagge-1 | 9 th | 189 | 157 | 346 |
| | | 10 th | 152 | 211 | 363 |
| | | 9-10 | 341 | 368 | 709 |
| 2 | Chora Bagge-2 | 11 th | 82 | 79 | 161 |
| | | 12 th | 106 | 158 | 264 |
| | | 11-12 | 188 | 237 | 425 |
| 3 | Agalo | 9 th | 58 | 55 | 113 |
| | | 10 th | 64 | 67 | 131 |
| | | 11 th | 68 | 44 | 112 |
| | | 12 th | 51 | 47 | 98 |
| | | 9-12 | 241 | 213 | 454 |
| 4 | Kara Telko | 9 th | 56 | 48 | 104 |
| | | 10 th | 42 | 52 | 94 |
| | | 11 th | 44 | 46 | 90 |
| | | 12 th | 29 | 29 | 58 |
| | | 9-12 | 171 | 175 | 346 |
| 5 | Golu | 9 th | 48 | 46 | 94 |
| | | 10 th | 60 | 47 | 107 |
| | | 11 th | 37 | 43 | 80 |
| | | 12 th | 13 | 24 | 37 |
| | | 9-12 | 158 | 160 | 318 |
| 6 | Mecha Dire | 9 th | 88 | 70 | 158 |
| | | 10 th | 98 | 94 | 192 |
| | | 11 th | 89 | 85 | 174 |
| | | 9-11 th | 275 | 249 | 524 |
| 7 | Total | 9 th | 439 | 376 | 815 |
| | | 10 th | 416 | 471 | 887 |
| | | 11 th | 320 | 297 | 617 |
| | | 12 th | 199 | 258 | 457 |
| | | 9-12 | 1,374 | 1,402 | 2,776 |

**Table 3.2 Total population of selected secondary schools in the beginning of 2013
E.C.**

| S/No | Name of school | Grade | M | F | T |
|------|----------------|---------------------------|------------|-------------|-------------|
| 1 | Chora Baggie-1 | 9 th | 189 | 157 | 346 |
| | | 10 th | 152 | 211 | 363 |
| | | 9-10th | 341 | 368 | 709 |
| 2 | Chora Baggie-2 | 11 th | 82 | 79 | 161 |
| | | 12 th | 106 | 158 | 264 |
| | | 11-12th | 188 | 237 | 425 |
| 3 | Kara Telko | 9 th | 56 | 48 | 104 |
| | | 10 th | 42 | 52 | 94 |
| | | 11 th | 44 | 46 | 90 |
| | | 12 th | 29 | 29 | 58 |
| | | 9-12th | 171 | 175 | 346 |
| 4 | Mecha Dire | 9 th | 88 | 70 | 158 |
| | | 10 th | 98 | 94 | 192 |
| | | 11 th | 89 | 85 | 174 |
| | | 12 th | - | - | - |
| | | 9-11th | 275 | 249 | 524 |
| 5 | Total | 9 th | 333 | 275 | 608 |
| | | 10 th | 292 | 357 | 649 |
| | | 11 th | 215 | 210 | 425 |
| | | 12 th | 135 | 187 | 322 |
| | | 9-12th | 975 | 1029 | 2004 |

Table 3.3 Total Sample Size of Selected Secondary Schools at the last of 2013 E.C

| S/No | | Grade | M | F | T |
|------|----------------|---------------------|-----|-----|------|
| 1 | Chora Baggie-1 | 9 th | 107 | 136 | 243 |
| | | 10 th | 115 | 155 | 270 |
| | | 9-10 th | 222 | 291 | 513 |
| 2 | Chora Baggie-2 | 11 th | 74 | 68 | 142 |
| | | 12 th | 99 | 148 | 247 |
| | | 11-12 th | 173 | 216 | 389 |
| 3 | Kara Telko | 9 th | 47 | 45 | 92 |
| | | 10 th | 32 | 40 | 72 |
| | | 11 th | 41 | 32 | 73 |
| | | 12 th | 26 | 24 | 50 |
| | | 9-12 th | 146 | 142 | 287 |
| 4 | Mecha Dire | 9 th | 68 | 61 | 129 |
| | | 10 th | 61 | 69 | 130 |
| | | 11 th | 60 | 72 | 132 |
| | | 12 th | - | - | - |
| | | 9-11 th | 189 | 202 | 391 |
| 5 | Total | 9 th | 222 | 242 | 464 |
| | | 10 th | 208 | 264 | 472 |
| | | 11 th | 175 | 172 | 347 |
| | | 12 th | 125 | 172 | 297 |
| | | 9-12 th | 730 | 850 | 1580 |

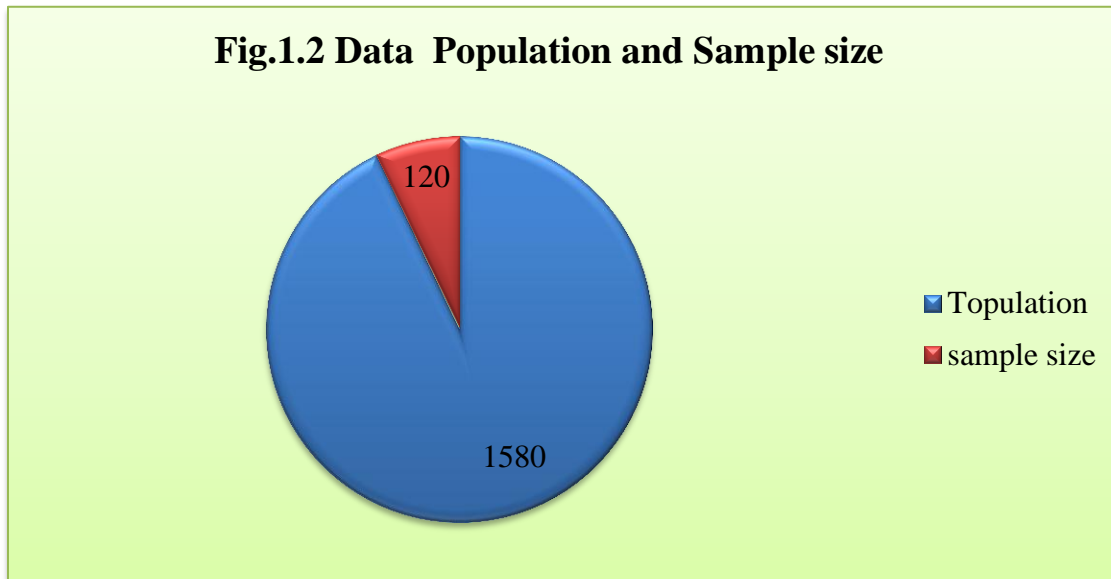
- The finding replied that there was a challenge of teaching physical education in selected secondary schools of Jimma Zone. Because of the above table 3.3 indicates that total population Size of Selected Secondary Schools at the last of 2013 E.C. 79.8% was normally in the schools and 21.2% was Dropouts from the schools. This indicates that there are some challenges in teaching physical education and the others subjects.

3.4 Sampling Techniques and Procedures

According to Schutt (2008) purposive sampling was one of the methods used in non-probability sampling is a sampling method in which the selection of Schools and randomly population elements is unknown. Likewise Torrance (2012) the researcher will sample with a purpose in mind and the researcher will have two or more specific predefined groups.

The population of study was Chora Botor woreda selected three secondary schools of Jimma Zone. On thesis titled, the challenges of TPE in selected secondary schools of Jimma Zone. The selection criteria were depending on the current situation of school environments. There are 5 government high schools. Accordingly, out of these 5 schools, three schools were selected purposively for the sample study. A procedure for sampling size systematic random sampling was selected. Systematic random sampling using BSU system one of its main advantages was that it can be used without having a list of basic sampling units, as in situations where dwelling are well organized in rows, blocks, or classes.

Fig 1.2 Data population and sample size



So, **Sampling interval= Total number of basic sampling units(BSU) in population**

Number of the sampling units needed for the sample.

$$S = 1580 / 120$$

Thus, from the total target population of 1580, the sample size used for the study was 120 students from the three schools. The target sample schools were Such as Chora Baggie preparatory school, Kara Telko secondary school, and Mecha Dire secondary school. Depends on this subject the number of female students were 730 and numbers of Male students were 850. The total numbers of the three high schools are 1580 students. So, the researcher would be used randomly selected method for this study, in order to get necessary information 120,(100%) of students were selected from 1580 total number of students and the researcher would be prepared 120 copies of questionnaire for both female and male students. The researcher uses for this study randomly selecting method for questionnaires observation depending on class sizes.

3.5. Method of data collection.

To collect the necessary data, the researcher had followed the following procedures. At the beginning questionnaires distribute, make interviews and observation study. Then concerned or contact within the respondents were contacted by researcher. From the respondent the researcher wouldbe used by questionnaire. The study using primary data sources. In the coursed of administering the questionnaire respondent was requested to answer all questions after questionnaires were checked to confirm that more was left unanswered and filled fully by the respondents categorized statistical treatment used the basic sampling units(BSU) in population

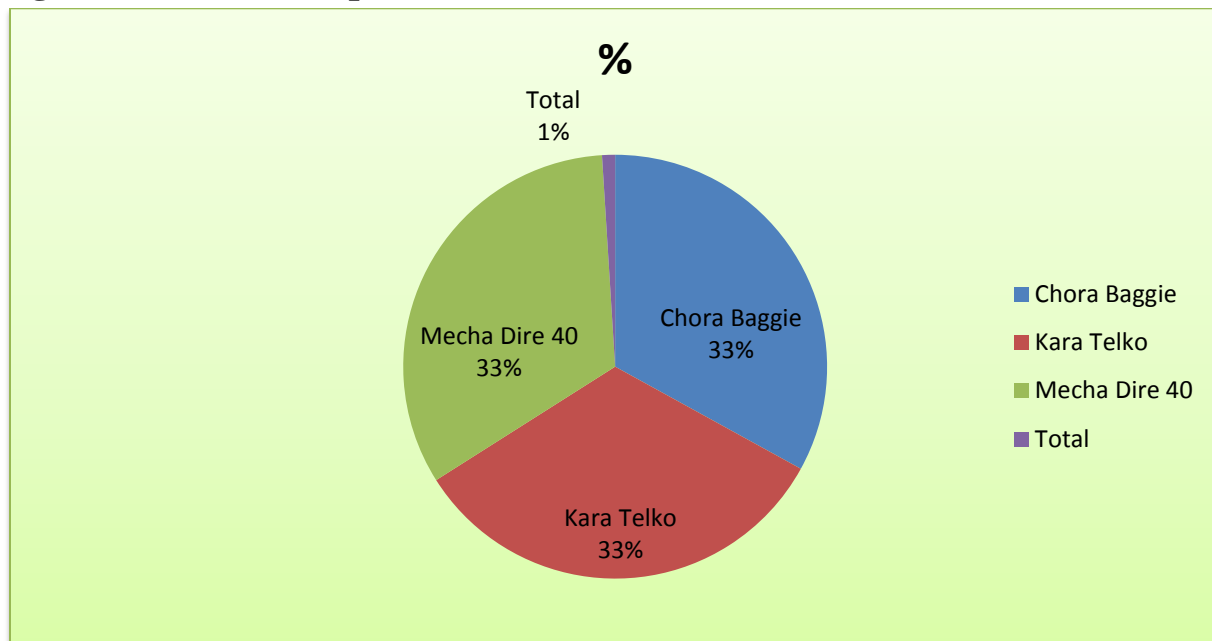
3.6 Procedures of Data Collection.

After calculated his sampling interval, the Researcher was ready to select his first BSU (Basic Sampling Unit). Then choose a random number³ between 1 and the sampling interval you calculated. Starting at number1 and sampling interval he was calculated. Starting at number 1 of list or descriptive area, count the BSUs until he get to the one that has the number he have picked randomly. For example; if you have picked number 5, start counting from the start of the list/students until you get to the 5th BSU. This would be the researcher choose for BSU in his sample size sampling procedures.

Table 3.4 Sample Size and Procedures.

| S/No | School name | Calculation | The sum of total Respondent | Total sample needed |
|-----------------|----------------------------------|-------------|-----------------------------|---------------------|
| 1 st | Chora Baggie -2 Secondary School | 40 | 40 | 40 |
| 2 nd | Kara Telko Secondary School | 40+40 | 80 | 80 |
| 3 rd | Mecha Dire Secondary School | 80+40 | 120 | 120 |
| 4 th | Total | 120 | 120 | 120 |

Fig. 1.3 The Total Respondents of SSS of Chora Botor Woreda.



This study was equal share distributes questionnaires to the respondents for the selected secondary schools of Chora Botor woreda.

3.7 Method of data analysis

After collected the data from the respondents, the researcher analyzing by using tables or charts and percentage methods. Data was collected, in the form questionnaires coded and edited during and after the study to ensure completeness, consistency accuracy and reliability.

The data had been analyzed both quantitatively and qualitatively. Quantitative data would be analyzed by using frequency, percentage and mean scores. On the other hand, qualitative data would be analyzed by narration and description.

- ✓ Quantitative Data: - As regards to the quantitative data, responses had been categorized and frequencies had been tallied. Percentage and frequency counts would be used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items of the questionnaires would be presented in tables according to their conceptual similarities. The scores of each item would be organized and analyzed statistically compiled and imported in to SPSS version 20 to calculate frequency, percentage and the descriptive statistics value of different item. Percentage and frequency would be used because these are easier to interpret and useful to compare the trend over item or among categories. Moreover, the study had employed by descriptive statistics value for the analysis of questionnaires. It takes all the measures of central tendency and dispersion into account and support percent. Likewise scale would be employed to identify to what extent the respondents agree or disagree are: The scale consists of five rating scales; 5=strongly Agree, 4=Agree, 3= disagree, 2= strongly disagree, and 1= not sure are respectively on the challenges of TPE.
- ✓ Qualitative Data: - The researcher tried to found out the alternative solution for the challenges of teaching physical education open -ended, and interview questionnaire employed for students of grade 11th and 12th selected secondary schools, both teachers and school directors. But there was no one physical education teachers in three selected secondary schools for the study and document analysis were analyzed qualitatively using words. The data collected using structured interview, open ended question items would be analyzed and interpreted qualitatively.

Accordingly, analysis and interpretations had made on the basis of the questionnaires, and interviews, finally , the overall course of the study would be summarized with findings, conclusions and recommendations as a solution.

3.8 Validity of Instruments

In this study, the questionnaire items alignment with the objective of the study should be evaluated by Major advisor, Co-advisor and examiner that the feedbacks and the correction had been helped the researcher what was intended to. When we come to the interview, the researcher group has a chance to the respondents from miss understanding. Moreover, because the respondents will not be forced by anyone, the condition can enhance the trustworthiness of their answers.

3.9 Reliability of the Instruments

Reliability: A measure of consistency. It is the proportion of the total variability in scores, which is accounted for by the differences in the average values across observations. It applies to the interval consistency of the items of an instrument and to the test-retest consistency of the instrument over time. To ensure its reliability, the student researcher will be asked pilot study participants to complete the questionnaires and to provide feedback thereafter. For pilot testing 120 randomly selected students from the three selected secondary schools of Jimma Zone, and 3 directors from three school purposely selected will be made to fill the questionnaire. Using the data collected for the pilot study, the researcher will check the reliability of the instruments by using the Richard Tanburn (2011). When the read guidance of population 1580 in totals your minimum sample size is 65. So Advanced option of 120 sample size, your margin of error would be 3.61%. Assumptions, your data follows a normal distribution with a mean of 50 and standard from the estimated range of data and confidence level we need more than or equal to 90%. This calculator was developed by Richards Tanburn.

3.10 Ethical consideration

Gray (2009) insists on the need of the researcher to observe the principle of ethics when conducting research. This is because there could be some danger the respondents may experience or harm if their views are known to their superiors. Furthermore, it is not recommended to violate the right of individuals for the reason of searching knowledge. So the researcher in the first place needs to establish an informed consent to ask the respondents to respond willingly and without being forced. Then, since it is not possible to estimate the danger the respondents may experience the researcher has to change the name by giving them codes and protect them for any harm or embarrassment from those superiors. In this study the respondents' names were hidden and the respondents were asked to participate willingly and anyone who was not interested was allowed to withdraw at any time during research processes. Further, the current researcher obtained a research clearance letter from the Directorate of Research and Postgraduate Studies, Sport Academy of Jimma University which allowed assessing the challenges of teaching physical education in SSS of Jimma Zone.

So the researcher was conduct during data collected process, applied ethical values by clarified the purpose of the research. They were informed that they have the full right to strongly agree, agree, disagree, or strongly disagree and not sure to participate in the study. They get a clear understanding about the purpose of the study, writing consent would take for their willingness to participate in the study Ethical considerations. In this ethical consideration stage the respondents' names were withheld to ensure anonymity and confidentiality in terms of any future prospects. Also to avoid bias, the researcher avoided treatments that were suboptimal or potentially harmful. The researcher also tried to be as objective as possible when the data collected and data analysis exercise.

CHAPTER FOUR

4. DATA ANALYSIS PRESENTATION AND INTERPRETATION.

4.1 Data Analysis and Presentation

This chapter presentation the analyzed data presented and gave the interpretation. It was done clearly after gathering information starting with the demographic profile of the respondent, showing selected secondary schools of Jimma Zone, gender, age, grade level and time of teaching and learning process at school.

Source: primary information (2013E.C).

Table 4.1 demography profile of respondent

| S/No | Categories of Respondents | Frequency | Percentage (%) | |
|------|---|-------------------------------|----------------|-------|
| 1 | School of respondent | Chora Beggie Secondary School | 40 | 100 |
| | | Kara Telko Secondary School | 40 | 100 |
| | | Mecha Dire Secondary School | 40 | 100 |
| | | Total | 120 | 100 |
| 2 | Gender respondent | Male | 69 | 57.5 |
| | | Female | 51 | 42.5 |
| | | Total | 120 | 100 |
| 3 | Age of respondents | 15-17 | 27 | 22.5 |
| | | 18-20 | 84 | 70 |
| | | 21 and above | 9 | 7.5 |
| | | Total | 120 | 100 |
| 4 | Grade level of respondent | 11 th | 60 | 50 |
| | | 12 th | 60 | 50 |
| | | Total | 120 | 100 |
| 5 | Length of time for physical education per a weak. | Below 60min per a weak | 97 | 80.33 |
| | | 2hrs | 8 | 6.67 |
| | | 3hrs | 15 | 12.50 |
| | | Total | 120 | 100 |

Source: primary information (2013E.C).

As the above table shows number of respondents found in Chora Baggie secondary school were 40(33.33), Kara Telko secondary school had 40(33.33) and Mecha Dire secondary school had 40(33.33).So, each secondary school was participated averegically or equally according to the above tables shows. In this case the total Number of the sampling units needed for the sample study is 120(100%) and sampling interval was 13.16% \approx 13% from the Total number of basic sampling units(BSU) in population. As far as gender is concern males were found to be 69 (57.5%) and the females were found to be 51 (42.5%).It was generally important that the researcher considered the respondent according to gender or sex. As shown in the table 4:2 above and in the presentation, males responded more to the study more than females. therefore, means that more males were available for the study than females who are sometimes taken up by domestic activities as such could not attend to the researcher's questionnaire for the respondents in times even after giving them sometime to respond.

Age grouping, The findings as present in table 4:2 above showed that 15-17years of the respondents were 27 (22.5%), 18-20 years were 84 (70%), 21 and above years were 9 (7.5%).Basing on the findings of the respondents those who were in age grouping of 18-20 years showed a greater number and percentage implying that the most available and active young age group of participating in secondary schools curriculum within those ages and they majorly have interest in the study.

As indication of Grade level both grade 11th & grade 12th respondents concerned 60 of (50%),grade 9th &10th had 0(0%), The above findings on educational level showed that the respondents were all literate because they were able to read, understand and interpret the questionnaire. This also implied that the information given by them was genuine according to the analysis.

Length of time for teaching and learning physical education per a weak: -As shown by the table 4:2below 60min per a weak had responded 97(80.33%), 2hrs per a weak had responded (6.67%), and 3hrs per a weak had responded 15(12.5%). The above findings on Length of time for teaching and learning physical education per a weak showed that the respondents responded the given time for PE was below 60min per a weak. This indication was shows that a time or credits for PE is very narrow when we compare other subjects.

Table 4.2 Assessing the Challenges of Physical Education in SSS of Jimma Zone.

| S/ N o | Statements of Respondent | Response to be taken by the Respondents Hint, sample size students=120(100%) | | | | |
|--------------|--|---|----------------|----------------|-------------------|--------------|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 6 | There are actually exist challenges in teaching physical education. | 31 (25.83%) | 79 (65.83) | 7 (5.83%) | 3(2.5%) | 0 (0%) |
| 7 | A teacher has interest in teaching physical education. | 9 (7.5%) | 74 (61.67%) | 9 (7.5%) | 26 (21.67%) | 0 (0%) |
| 8 | Teachers acts as role models in teaching physical education. | 11 (9.2%) | 63 (52.5%), | 31 (25.83%) | 15 (12.5%) | 0 (0%) |
| 9 | The level of professional supervisor support students in your school was frequently or high. | 10 (8.33) | 16 (13.33%) | 47 (39.2%) | 40 (33.33%) | 7 (5.83%) |
| 10 | Learners are motivated to learn PE. | 26 (21.67%) | 63 (52.5%) | 18 (15%) | 13 (10.83%) | 0 (0%) |
| 11 | Learners with difficulty in Physical Education lessons are attended are attended to | 55 (45.83%) | 47 (39.2%) | 9 (7.5%) | 9 (7.5%) | 0 (0%) |
| 12 | During teaching physical education teacher give demonstration lesson to learners. | 11 (9.2%) | 23 (19.2%) | 46 (38.33%) | 37 (30.83%) | 3 (2.5%) |
| 13 | Teachers make and use improved materials for teaching physical education. | 11 (9.2%) | 24 (20%) | 43 (35.83%) | 42 (35%) | 0 (0%) |
| 14 | Physical education equipment's are readily available for teaching physical education. | 0 (0%) | 12 (10%) | 79 (65.83%) | 41 (34.2%) | 4 (3.33%) |
| 15 | Teacher has knowledge and skills on how to teach physical education. | 14 (11.67%) | 72 (60%) | 26 (21.67%) | 4 (3.33%) | 4 (3.33%) |
| 16 | The teacher to pupil ratio is appropriate. | 0 (0%) | 15 (12.5%) | 75 (62.5%) | 26 (21.67%) | 4 (3.33%) |
| 17 | The time tabling or credit of physical educations lesson is appropriate. | 4 (3.33) | 24 (20%) | 59 (49.2%) | 29 (24.2%) | 4 (3.33%) |
| 18 | Learners enjoy physical education lesson at all levels. | 0 (0%) | 26 (21.67%) | 66 (56%) | 24 (20%) | 4 (3.33%) |
| 19 | The curriculum implementation point of view can help teaching physical education. | 0 (0%) | 26 (21.67%) | 78 (65%) | 16 (13.33%) | 0 (0%) |
| 20 | Is possible to attain the objective of TPE. | 11 (8.33%) | 70 (58.33%) | 22 (18.33%) | 13 (10.83%) | 4 (3.33%) |
| 21 | We believe that the actual curriculum can solve the challenges of teaching physical education. | 13 (8.33%) | 70 (58.33%) | 22 (18.33%) | 14 (11.67%) | 1 (0.83%) |

Source: primary information (2013E.C)

Table 4:2 above shows how the respondents' responses based on the statements given.

The existence of challenges in TPE in selected secondary schools was analyzed as strongly agree had 31(25.83%), agree had 79(65.83%), disagree had 7(5.83%), strongly disagree had also 3(2.5%) and not sure had not responded by any one. This paper was bold or outstanding existence challenges in TPE in site selected secondary schools respondents are more indicated agree.

Teachers and their interest in teaching Physical Education was analyzed as strongly Agree had 9(7.5%), Agree had 74 (61.67%), disagree had 9(7.5%), and strongly disagree had 26(21.67%) those who were not sure where not there. This implies that most teachers have interest in teaching Physical Education and yet on the other hand there are some who have no interest are there as the respondents responded.

Teachers act as role models in Physical Education lessons activities, who strongly agreed were 11(9.2%), those that agreed were 63(52.5%), the ones that disagree were 31(25.5%) the ones that strongly disagreed were 15(12.5%) and none was not sure. This analysis shows that teachers are role models in Physical Education lessons activities when you put together those that strongly agree and those that agree.

The level of professional supervisor supported student's in school was frequently or high, As analyzed showed that those that strongly agreed are 10(8.33%), those that agreed were 16(13.33%), the ones that disagree were 47(39.2%), 40(33.33%) strongly disagreed and 7(5.83%) were not sure. In this analysis more of respondents responded that the level of professional supervisor was not appropriate and some are agree with professional supervisor supported.

Learners are motivated to learn physical education. As for as the analysis is concerned the respondents that strongly agreed were 26(21.67%), those who agreed were 63(52.5%), those who disagreed were 18(15%), the ones who strongly disagreed were 13(10.83%), and 0(0%) were not sure. These analyses showed that most learners are motivated to learn Physical Education some are not motivated.

Learners with difficulty in Physical Education lessons are attended to had the following analysis: - those strongly agree were 55(45.83%), those who agreed were 47(39.2%), those who disagreed were 9(7.5%), those who strongly disagreed were 9(7.5%) and none not sure.

This implies that few of the children with difficulties in Physical Education lessons are attended to and about 85% of those children are appropriately attended to.

During teaching physical education teachers give demonstration lessons to learners; in the above table mentioned 11(9.2%) responded strongly agree, 23(19.2%) said to be agree, 37(30.83%) forward disagree, 3(2.5%) are strongly disagree and 0(0%) not sure with the lessons to be learners.

Learners make and use improved materials for the teaching of Physical Education- the analyzed result showed that 11(9.2%) strongly agreed, 24(20%) agreed, 43(35.83%) disagreed, 42(35%) strongly disagreed and 0(0%) was not sure. Looking at the analysis the teachers seem to be not making the improvised material for teaching Physical Education and a few teachers do make.

Physical Education equipment's are readily available for teaching. The results showed that those who strongly agree were 0(0%), those who agreed were 12(10%), 79(65.83%) disagreed, 41(34.2%) strongly disagreed and 4(3.33%) were not sure. Looking at the analysis it implies that the Physical Education equipments are not readily available for teaching Physical Education in schools.

Teachers have knowledge on how to teach Physical Education was analyzed as 14(11.67%) strongly agreed, 72(60%) agreed on the statement, 4(3.33%) disagreed, 26(21.67%) strongly disagreed and 4(3.33%) were not sure. This implies most of the teachers have knowledge on how to teach Physical Education and every few don't have.

The teacher to pupil ratio is appropriate- was analyzed as 0(0%) strongly agreed, 15(12.5%) agreed, 75(62.5%) disagreed and 26(21.67%) those who strongly disagreed. Those who were not sure were 4(3.33%). The observation here showed that there is need to recruit more teachers to meet the right teacher pupil ratio.

The tabling of Physical Education lessons is appropriate in schools - as far as the analysis is concerned 14(3.33%) strongly agreed, 24(20%) agreed, 59(49.2%) disagreed, 29(24.2%) strongly disagreed and 4(3.33%) were not sure. This evidently showed that more of the time table not avail the time table for Physical Education although a few schools are practice.

Learners enjoy Physical Education at all levels here 0(0%) strongly agreed, 26(21.67%) agreed, 24(20%) strongly disagreed, 27(%) disagreed and 0(0%) were not sure. This implies that most learners do not enjoy in physical educations and a few do it.

The curriculum implementation point of view was help teaching physical education The response information showed that 0(0%) strongly agreed, 26 (21.67%) agreed, 78(65%) strongly disagreed, 16 (13.33%) disagreed and no one was not sure. This analysis implies that there is a great challenges and the current curriculum point of views not well help teaching physical education as the respondents indicated that.

Is possible to attain the objective of TPE. Depending on this questionnaires the respondents was replays that 11(8.33%) had strongly agree, 70(58.33%) had agree with, 22(18.33%) had disagree, 13(10.83%) and none of them had not sure or 0(0%). For all it is possible to attain the objective of TPE in secondary school curriculum as the above mentioned.

We believe that the actual curriculum can solve the challenges of teaching physical education. So, 13(10.83) had replied strongly agree, 70(58.33%) confirm with agree, 22(18.33%) had said disagree and 13(10.83%) was responded strongly disagree and there is no option to be not sure.

In general the above table shows methods of Assessed the Challenges of Teaching Physical Education in selected secondary schools of Jimma Zone.

Table 4.3. The outcome of challenges of teaching physical education in selected secondary schools of Jimma Zone.

| S/ No | Statements of respondent | Response to be taken by the respondents | | | | |
|----------|--|---|----------------|----------------|-------------------|--------------|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 22 | Teachers adequately prepare physical schemes and lessons for program. | 5 (4.2%) | 30 (25%) | 47 (39.2%) | 30 (25%) | 4 (3.33%) |
| 23 | Activity areas are adequate for teaching physical education lessons. | 5 (4.2%) | 28 (23.33%) | 59 (49.2%) | 24 (20%) | 4 (3.33%) |
| 24 | Equipment is provided for teaching physical education at school. | 0 (0%) | 23 (19.2%) | 56 (46.67%) | 36 (30%) | 5 (4.2%) |
| 25 | Teachers have assessed the challenges of teaching physical education for conducting lessons in your schools. | 8 (6.67%) | 12 (10%) | 64 (53.33%) | 36 (30%) | 0 (0%) |
| 26 | Reference books for teaching physical education are available in school. | 6 (5%) | 6 (5%) | 64 (53.33%) | 43 (35.83%) | 1 (0.83%) |
| 27 | Large class number of learners challenges teaching physical education lessons. | 29 (24.2%) | 56 (46.67%) | 25 (20.83%) | 9 (7.5%) | 1 (0.83%) |
| 28 | There is adequate time for physical education in schools. | 19 (15.83%) | 69 (57.5%) | 21 (17.5%) | 11 (9.2%) | 0 (0%) |
| 29 | Learner's attitude towards physical education is good. | 33 (27.5%) | 67 (55.83%) | 12 (10%) | 7 (5.83%) | 1 (0.83%) |
| 30 | Culture challenges teaching physical education activities. | 42 (35%) | 51 (42.5%) | 22 (18.33%) | 2 (1.67%) | 3 (2.5%) |

Source: primary information (2013E.C)

Table 4:3 the outcome of challenges of teaching PE in selected schools of Jimma Zone.

The statement teachers adequately prepare physical and lessons shown on table 4.3 reflected that the respondents 5(4.2%) strongly agreed, those that agreed were 30(25%), 47(39.2%) disagreed, 30(25%) strongly disagreed and 4(3.33%) were not sure. The analyzed information signifies that most teachers do not adequately prepare for Physical Education lessons.

Activity areas are adequate for physical education. The analyzed data shows that 5(4.2%) strongly agreed on the statement, 28(21.33%) agreed on the statement, 59(49.2%) disagreed, 24(20%) strongly disagreed and 4(3.33%) were not sure explained. According to the figures shows, it implies that most schools have not adequate activity areas for physical lessons specially during practical class and TPE was not proceeded at the moment. Equipment is provided for Physical Education at school had 0(0%) strongly agreed not mentioned, 23(19.2%) agreed, 56(46.67%) disagreed, 36(30%) strongly disagreed and those that were not sure 5(4.2%). Looking at the information above those who disagreed and strongly disagreed are

many or the highest in numbers and in percentages. Therefore means that the equipment is not provided for Physical Education lessons in most schools. When learners were orally interviewed the only equipment obtained in schools are footballs and net balls that are also seasonal. There is therefore need for provide Physical Education equipment in school.

Teachers have assessed the challenges of teaching physical education for conducting lessons in your schools. Here the analyzed that showed that 8(6.67%) strongly agreed, 12(10%) agreed, 64(53.33%) disagreed, 36(30%) strongly disagreed and none was not sure. Basing on the analysis, it shows that majority of teachers so not have Physical Education assessed. So, there need for teachers to acquire initiative and will motivate them to conduct physical education.

Reference books for Physical Education are available, the statement was analyzed as 6(5%) strongly agreed the respondents that agreed were 6 (5%), those that disagreed were 64(53.33%), those that strongly disagreed 45(35.58%), and 1(0.83%) was not sure responded. Looking at the numbers that disagreed 64(53.33%) and those that strongly disagreed 43(35.83%) it shows that reference book for Physical Education are not available in school as such there is need to available books in schools.

In the statement, large class numbers of learners challenges Physical Education lessons - 29(24.2%) strongly agreed, 56(46.67%) agreed, 25(17.5 %) disagreed, 11(9.2%) strongly disagreed awhile 1(0.83%) were not sure. Basing on this information most respondents believe that larger class numbers can challenges Physical Education lessons.

There is adequate time for Physical Education activities in schools. A statement which was analyzed as 19(15.83%) strongly agreed, respondents that agreed were 21(17%), 69(55.83%) disagreed, those that strongly disagreed were 11(9.2%) and no one was not sure. The above results show that adequate time is not there for Physical Education activities in schools and PE subject was not under taken at this time

Learners attitude towards Physical Education is good- this statement had 33(27.5%) respondents strongly agreeing, 67(55. %) agreeing, 12(10%) strongly disagreeing and 1(0.83%) also not sure response. Looking at the respondents results those who strongly

agreed and agree were great implying that learners' attitude towards Physical Education is good.

Cultures challenge Physical Education activities. The analyzed information showed that 42(35%) strongly agreed on the statement, 51(42.5%) of the respondents showed those that agreed, 22(18.33%) disagreed, strongly disagree had 2(1.67%) and 3(2.5%) had replied not sure. Here looking at the findings those that agreed and strongly agreed show that cultures highly challenged to forward teaching Physical Education activities.

Table 4.4 the extent to which high schools related challenges teaching physical education in selected secondary schools of Jimma Zone.

| S/N o | Statement of respondent | Response to be taken by the respondents | | | | |
|----------|--|---|----------------|----------------|-------------------|--------------|
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 31 | The school management committee allocates funds to facilities the teaching of physical education. | 14 (11.67%) | 13 (10.83%) | 63 (52.5%) | 24 (20%) | 6 (5%) |
| 32 | The school has got enough reference books for the teaching of physical education | 0 (0%) | 15 (12.5%) | 65 (54.2%) | 34 (28.33) | 6 (5%) |
| 33 | The school has got qualified teachers for physical education. | 12 (10%) | 17 (14.2%) | 44 (36.67%) | 41 (34.2%) | 6 (5%) |
| 34 | The organization of school administration helps subjects for physical education. | 0 (0%) | 16 (13.33%) | 53 (44.2%) | 51 (42.5%) | 0 (0%) |
| 35 | Socio-economic interferes with physical education activities at different levels. | 24 (20%) | 54 (45%) | 24 (20%) | 14 (11.67%) | 4 (3.33%) |
| 36 | Students and teachers are motivated during physical education and after lesson conduct. | 12 (10%) | 67 (55.83%) | 24 (20%) | 11 (9.2%) | 6 (5%) |
| 37 | A good learning environment for physical education has been set at your school. | 4 (3.33%) | 71 (59.2%) | 24 (20%) | 11 (9.2%) | 0 (0%) |
| 38 | Parents have been positive attitude on the value of physical education to learners. | 6 (5%) | 23 (19.2%) | 51 (42.5%) | 31 (25.83%) | 9 (7.5%) |
| 39 | Sex difference has been challenging on physical education activities in school and society. | 31 (25.83%) | 78 (65%) | 0 (0%) | 11 (9.2%) | 0 (0%) |
| 40 | The school has facilities to care good assessment for future success of teaching physical education. | 6 (5%) | 22 (18.33%) | 62 (51.67%) | 18 (15%) | 4 (3.33%) |

The statement, the school management committee allocates funds to facilitate the teaching of Physical Education was analyzed as follows. These who strongly agreed were 14(11.67%), those respondents who agreed were 13(10.83%), the ones who disagreed were, 63(52.83%) the ones who strongly disagreed were, 24 (20%) and 6(5%) were not sure. The analysis showed that most schools management committees do not allocate funds to facilitate the teaching of Physical Education because most of the respondents disagreed and strongly disagreed on the statement.

The school has got enough reference books for the teaching of Physical Education was analyzed as 0(0%) strongly agreed, 15(12.5%) agreed, 65(54.2%) disagreed, 34(28.33%) strongly disagreed and 6(5%) were not sure. This information should implies that most schools do not have enough reference books because the number the disagreed and strongly disagreed were very big.

The school has got qualified teachers for Physical Education according to respondents shows analyzed information as, those who strongly agreed were 12(10%), those that agreed were 17(14.2%), the more of that disagreed were 44(36.67%), those that strongly disagreed were 41(34.2%) and 6(5%) were not sure. The response here showed that most schools had not have qualified teachers for physical education.

The organization of school administration helps subjects for physical education. The respondents that strongly agreed were nothing or 0(0%), 16(13.33%) agreed on the statement, 53(44.2%) disagreed while 51(42.5%) also strongly disagreed and 0(0%) were not sure. According to the respondents' information Where a majority disagreed and strongly disagreed, schools do not organize and not helps courses for physical education.

Socio-economic interfere with Physical Education activities at different levels was a statement which showed respondent 24(20%) strongly agreeing, 54(45%) agreeing, 24(20%) disagreeing, 14(11.67%) also strongly disagreeing and 4(3.33%) were not sure. This implies that to a certain extent Socio-economic interfere with Physical Education activities at different levels because those who agreed and strongly agreed with the statement were many from the respondents awarded.

Students and Teachers are motivated during Physical Education and after Physical Education lessons conducted. This statement was analyzed as those respondents who strongly agreed were 12(10%), those who agree were 67(55%), those that strongly disagreed 24(20%), those that disagreed were, 11(9.2%) and 6(5%) were not sure. The analysis showed that motivation of students and teachers during and after Physical Education activities in schools relatively more than average although replied agree and those who were not sure seemed not to be aware of the way the students and teachers are motivated.

The statements, a good learning environment for Physical Education has been set at school was analyzed as 4(3.33%) was for the respondents that strongly agreed, 71(59.2%) was for the respondents that agreed, those who strongly disagreed 24(20%), the ones who disagreed were also 11(9.2%) and 0(0%) were not sure. The information shows that 59.2% of the respondents agreed that a good learning environment for Physical Education has been set at school where as 20% disagreed. This therefore implied that for more of activities the environment is good for Physical Education activities while in some schools it is not good.

On parents have been educated on the value of Physical Education to learners the analysis showed that 6(5%) of the respondents strongly agreed, 23(19.2%) agreed, 51(42.5%) of the respondents disagreed, those who strongly disagreed 31(25.83%) and not sure all showed 9(7.5%). According to the results analyzed the respondents showed that parents have not been educated on the value of Physical Education to learners. This means more than 68% of respondents responded that agree and strongly within the statement.

Sex difference has been challenging on physical education activities in school and society had results of the respondents as 31(25.83%) showed those that strongly agreed, 78(65%) agreed, those that disagreed were 0(0%), 11(9.2%) strongly disagreed and 0(0%) none of them were not sure. The analysis implies more than around 90% of the respondent indicates sex or gender issue was challenges on PEA in schools and in society.

The school has facilitates to cater for Physical Education lessons or activities was responded as 6(5%) respondents strongly agreed, 22(18.33%) agreed while 62(51.67%) of the respondents strongly disagreed, 18(15%) disagreed and 4(3.33%) was not sure. The information showed that above 66.67% disagreed and strongly disagreed implying that there is not more provision of facilities in schools and also those that suffer without facilities to care good assessment for TPE lessons or activities .

4.2. Discussions

We are living in times when many people in the world appreciate the value of physical activity; lifelong involvement in physical activity is considered as not only valuable, but also necessary for health and wellbeing. According to Siedentop (1992) only schools, primarily through Physical Education (PE), have the institutional process and the potential of socializing and educating all children towards a lifetime of active involvement in physical activity. However, for schools to provide a well-rounded education they must have active sports and PE programmes. In fact, Almond (1989) asserts that young people's education would be incomplete if physical educations were neglected, which often happens in Kenyan secondary schools.

These findings are supported by the findings of Wanyama (2011). Wanyama (2011) found that in-service training might help teachers to plan better ways of supporting PE teachers and provide professional growth opportunities that would aid them to progress their professional practice as well as to make PE a pleasant subject to learners.

According to Curry (2012), an expert PE teacher would ensure that the benefits of PE are not weighed down by the emphasis of examinable subjects. Curry (2012) state that many teachers depend on their own personal school-based experiences with PE and sport; therefore their teaching of PE is a mirror image of their recollections, quite from the understanding gained in pre-service training colleges

CHAPTER FIVE

5 SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter presents the findings, conclusions and recommendations which were arrived at from chapter one up to chapter five.

5.1. Summary

The demographic profile of the respondents that researcher worked with were in Chora Botor woreda of Jimma Zone. As usual in chapter three and four avoidance for assessing the challenges of TPE in selected secondary schools of Jimma Zone, Chora Baggie secondary school were 40(33.33%), Kara Telko secondary school had 40(33.33%) and Mecca Dire secondary school had 40(33.33%). So, each secondary school was participated averegically or equally participated to successful study. In this case the total Number of the sampling unit's presence for the sample study was 120(100%) and sampling interval was $13.16\% \simeq 13\%$ from the Total number of basic sampled units (BSU) in population. both male and female who were majority ages of respondents ranging from 18-20 years were 84 (70%), as a majority this totaled out of 120 respondents imply that the most available and active youngest age group of participated in secondary schools curriculum within those ages and they majorly have interest in the study. and The males were more than females. As far as gender is concerned males were found to be 69 (57.5%) and the females were found to be 51 (42.5%). It was generally important that the researcher considered the respondent according results to gender.

As the study indicated respondents concerned 60(50%) out of 120(100%) was from grade 11th and 60(50%) was grade 12th level and showed that the respondents were all literate because they were able to read, understand and interpret the questionnaire. This also implied that the information given by them was genuine according to the analysis.

The Length of time for teaching and learning physical education per a weak, was indicated under table 4:2 below 60min per a weak had responded 97(80.33%).It shows that a time or credits for PE is very narrow when we compared with other subjects.

Respondents view towards the extent of the teaching of physical education in selected secondary schools revealed that Agree had 74 (61.67%), of teachers have interest in teaching physical education. But, the curriculum implementation point of view was not helps teaching physical education. Because the response information showed that, 78(65%) strongly disagreed, This indicates that a great challenges and the current curriculum point of views not well help teaching physical education as the respondents indicated and the level of professional supervisor was not appropriate and some are agree with professional supervisor supported. The existence challenges was agree had 79(65.83%), It also revealed that 46(38.33%) of teachers give demonstration lessons to learners during physical education lessons. They also agreed that teachers have knowledge on how to teach physical education at 72(60%) was gives same noted for time tabling of physical education lessons being appropriate in schools. The respondents findings also show that some teachers judge lessons, don't make instructional materials for the teaching of physical education equipment's are not readily found in schools.

Findings from the respondents have revealed that Activity areas in schools are adequate 69(55.83%), culture affects physical education activities that is by 51(42.5%) and also showed that learners attitude towards physical education is good that by 67(55%), however the equipment provision is still a challenge in schools and the resources for facility physical education activities are not enough.

Here the findings revealed that schools have qualified teachers that is those who strongly agreed and agreed 44(36.67%) which is good. It also revealed that peer influence impacts positively on physical education activities that is 67(55%). The other part which disagreed majority was the schools organizing refresher courses for physical education by 71(59%).

However the respondents' views seemed to have balanced the disagreement and the agreements in the statements given. Sex difference has been challenging on physical education activities in school and society had results of the respondents as 31(25.83%) showed those that strongly agreed, 78(65%) agreed, The analysis implies more than around 90% of the respondent indicates a sex or gender issue was challenges on PEA in schools and in society.

The school has facilitates to cater for Physical Education lessons or activities was responded as respondents agreed while 23(19.2%) of the respondents disagree 56(46.67%) and strongly

disagreed, 36(30%) The information showed that above 76.67% disagreed and strongly disagreed implying that there is not more provision of facilities in schools and also those that suffer without facilities to care good assessment for TPE lessons or activities .

In this Findings Challenges related to Resources in the Teaching and Learning of Physical Education The first objective was to identify challenges related to resources in the teaching and learning of physical education. The results indicated that the major challenge facing teaching and learning of PE was lack of enough facilities that could facilitate learning process. The findings indicated that majority of teachers and pupils reported that they had balls during PE. These were represented by a frequency level of 79(65.83%) and 41(34.2%) respectively. However, such learning resources as PE course books, syllabus, PE kits, and were inadequate in majority of the schools. Hence, it was too difficult for teachers to conduct PE due to lack of such essential PE facilities It was observed that even though organization of school administration helps subjects for physical education less agree of 16(13.33%) and more of disagree and strongly were 104(86.67%) Thus, PE was not fully implemented in selected secondary schools of Jimma Zone

The parents have been more positive attitude on the values of physical to learners, results indicated that were the only attended the value of PE is 29(24.17%) and others 91(75.83%) missed all about the values of PE lessons scheduled. Majority of the respondents gave such alternative activities such as, reading books, watching PE lessons, revision of other subjects, learning other subjects and consultation and discussions of difficult areas of learning.

Teacher's Preparedness and adequate in Physical Education schemes and Lessons Based on the third objective, the study sought to determine teachers preparedness subject matter physical education lessons. The Majority 81(67.5%) respondents replied that the reality of teachers did not prepare PE professional documents hence PE programs were inadequately towards improving learners' education and health since majority of teachers were not prepared to enhance teaching and learning of PE. And finally sex difference has been challenging on physical education physical activities under society of selected secondary as respondents replied strongly agree 31(25.83%), within 78(65%) of respondents was agree the impacts of society on gender issue, affair.

5.3 Conclusion

- ❖ In conclusion Teaching Physical Education was influenced in a number of challenges ranging from school to school and from teachers to teacher, students to students, gender issues, attitudes of societies and absence of materials for teaching physical education.
- ❖ The administrators should better to address these rouser as like motivation, time for PE, Availability of equipment's in schools, funding of Physical Education activities and have all stake holders brought onboard. If this handled will help to interest and boost the teaching and learning of Physical Education in schools was well engaged.
- ❖ Based on the findings, the study concludes that the major challenge facing teaching PE was lack of enough facilities that could facilitate learning Process. Many challenges are similar across countries Ethiopia and that teachers from both selected secondary and other secondary schools feel PE is marginalized compared to other traditional Curriculum subjects.
- ❖ Consequently, while the benefit of PE is widely recognized, competition from examinable subjects has forced many schools to reduce or cancel some PE programs and the current curriculum is highly challenged the development of physical education. Therefore, there is great need understanding the concepts of TPE for teachers to collaborate and to share information on how to improve and to strengthen the delivery of PE programs in primary and secondary schools.
- ❖ Learner's motivation and interest was highly to learn PE, but the time tabling or credit for physical education lesson at levels was very narrows when we compare with others subjects.
- ❖ A teacher has knowledge of subject matter and skills on how to teach PE, However the curriculum implementation point of view not well understudied the concepts PE.
- ❖ We believe that the actual curriculum can solve the challenges of teaching physical education and it is possible to attain the objectives of teaching physical education.
- ❖ Learner's attitude towards teaching and learning physical education is good, but large class number of learners was one of the challenges of teaching physical education.
- ❖ Absence of activity areas for the lessons, attitudes, and culture was more influence teaching physical education in selected secondary schools Jimma Zone.

- ❖ Lack of enough reference books, qualified teachers for physical, socio-economic interferes with physical education activities at different levels, facility care for future success and sex difference or gender issues are the major challenges in this thesis study.
- ❖ In general a good learning environment for physical education, Ministry of education, organization of schools administrations and the school management committee was not well allocates the facilities for teaching physical education.

5.2 Recommendations.

According to the objectives per findings there is a need for school administration to allocate funds to Physical Education activities. Schools should also available Physical Education reference books. There is also need for refresher courses to be organized for teachers in schools. Socio-economic should interfere with Physical Education activities or programmers.

There is also need to motivate students, teachers and schools society so that Physical Education activities are not conducted well in selected secondary schools. Parents should be educated on the importance and value of teaching Physical Education to children so that they must be support it.

Facilities should be increased in schools for better implemented physical activities in the school.

Peers should been courage to take part in Physical Education activities.

Physical Education should not be examined in schools so that teachers, school administrations or committee, better to helps to understand it is a very important subject in life of human beings.

Teachers who have knowledge on Physical Education should be deployed equally in school for better skills imparting.

To guarantee ample teaching and learning of PE, the study recommended the following suggestions.

The findings revealed that that majority of learners missed PE lessons since majority of their PE teachers failed to conduct the programs as scheduled. The Head teachers should ensure that PE

is taught in concurrence to the ministry guidelines whose strengthening should begin right away learners bond the school. The benefits will include, learners valuing their own bodies, development of psychomotor and cognitive aspect developing and improvement of health.

It is evident that teachers did not find PE as an important aspect in academic achievement of learners in most primary schools since majority of them did not attend a 3-month in-service training of PE. Therefore, head teachers should organize PE workshops to enable teachers develop essential skills and knowledge.

The results indicated that the major challenge facing teaching and learning of PE was lack of enough facilities that could facilitate learning process. Hence, the school administration should provide PE teaching learning resources for the programme. The head teachers should properly manage mobilization and allocation of resources. Teaching learning materials on PE should be provided to enable learners and teachers participate actively in PE.

- ✓ The results indicated that majority of teachers did not prepare PE professional document and thus were not prepared to enhance teaching and learning of PE. There is a necessity for teachers to attend in-service training on PE in the schools and workshops to be mounted so that they get motivated in teaching PE programs. In addition, the essential resources for teaching and learning must be made accessible in Primary schools in order to produce a successful environment for learners who have perceived in PE.
- ✓ The findings of this study exposed that many PE teachers only conducted two lessons in a week as against the curriculum policy. The Ministry should also ensure there is monitoring and evaluation of PE. This would reinforce the need to plot at least three lessons per week for PE into the obtainable school curriculum in all learning organizations. PE should be made an examinable subject in all primary schools
- ✓ The present research has not addressed a wide range of challenges facing the teaching and learning of PE in Jimma Zone and in our country . It is recommended that extra far-reaching study that would wrap larger sample to be conducted. This will assist in effective implementation of PE in Secondary schools through giving ways and direction on how to improve teaching and learning PE. The researches were suggested; a research studies on the challenges of Teaching Physical Education in selected secondary schools of Jimma Zone the whole Chora Botor Woreda.

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APPENDIX I
QUESTIONAIRES FOR THE RESPONDENTS

Dear respondent

I am JibrilJeyilu Abdela student of Jimma University pursuing a MASTER OF DEGREE in sport science. I am now conducting a research guide by the TOPIC ASSESSING THE CHALLENGES OF TEACHING PHYSICAL EDUCATION IN SELECTED SECONDARY SCHOOLS OF JIMMA ZONE. SO, A CASE OF STUDY IN CHORA BEGGE, KARRA TELKO AND MECHA DIRRE SECONDARY SCHOOLS OF CHORA BOTOR WEREDA.

I hereby request you are kindly to give answer the following questions as honestly as possible.

This is just for academic purpose, Therefore, confidentiality will be observed. Do not write your name on this questionnaire. I will greatly appreciate for your respondents in this exercise.

Thank you in response

Yours

JIBRIL JEYILU ABDELA

MED/S31211/09

Sport Academy

Dept.: Sport Science

APPENDIX II
DEMOGRAPHIC PROFILE OF THE RESPONDENTS

I. Give the correct answer by marking/tick (x) in the given box

1. School

A) Chora Beggie Secondary School

B) Kara Telko Secondary School

C) Mecha Dire Secondary School

2. Gender of Respondent: -Male Female

3 Age of respondent

A) 15-17 d above

4 Grade level 9th10th

11th12th

5 Length of time for teaching and learning physical education per a weak

Below 60 min per a weak

2hrs per a weak

3hrs per a weak

Objective 3.1. Examine the extent assessing the challenges of teaching PE in selected secondary schools of Jimma Zone.

Please fill the appropriate box that best indicates your option on the question by tiching inside box space.

| S/No | Statements of Respondent | Response to be taken by the Respondents | | | | |
|------|--|---|-------|----------|-------------------|----------|
| | | 5 | 4 | 3 | 2 | 1 |
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 6 | There are actually exist challenges in teaching physical education. | | | | | |
| 7 | A teacher has interest in teaching physical education. | | | | | |
| 8 | Teachers acts as role models in teaching physical education. | | | | | |
| 9 | The level of professional supervisor support students in your school was frequently or high. | | | | | |
| 10 | Learners are motivated to learn PE. | | | | | |
| 11 | Learnerswith difficulty in Physical Education lessons are attended are attended to | | | | | |
| 12 | During teaching physical education teacher give demonstration lesson to learners. | | | | | |
| 13 | Teachers make and use improved materials for teaching physical education. | | | | | |
| 14 | Physical education equipment's are readily available for teaching physical education. | | | | | |
| 15 | Teacher has knowledge and skills on how to teach physical education. | | | | | |
| 16 | The teacher to pupil ratio is appropriate. | | | | | |
| 17 | The time tabling or credit of physical educations lesson is appropriate. | | | | | |
| 18 | Learners enjoy physical education lesson at all levels. | | | | | |
| 19 | The curriculum implementation point of view can help teaching physical education. | | | | | |
| 20 | Is possible to attain the objective of TPE. | | | | | |
| 21 | We believe that the actual curriculum can solve the challenges of teaching physical education. | | | | | |

Objective 3.2.Challenges of teaching physical education in selected secondary schools of Jimma Zone.

| S/No | Statement of respondent | Response to be taken by the respondents | | | | |
|------|--|---|-------|----------|-------------------|----------|
| | | 5 | 4 | 3 | 2 | 1 |
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 22 | Teachers adequate prepare physical schemes and lessons for program. | | | | | |
| 23 | Activity areas are adequate for teaching physical education lessons. | | | | | |
| 24 | Equipment is provided for teaching physical education at school. | | | | | |
| 25 | Teachers have assessed the challenges of teaching physical education for conducting lessons in your schools. | | | | | |
| 26 | Reference books for teaching physical education are available in school. | | | | | |
| 27 | Large class number of learners challenges teaching physical education lessons. | | | | | |
| 28 | There is adequate time for physical education in schools. | | | | | |
| 29 | Learner's attitude towards physical education is good. | | | | | |
| 30 | Culture challenges teaching physical education activities. | | | | | |

Table 4.4 The extent to which high schools related challenges teaching physical education in selected secondary schools of Jimma Zone.

| S/No | Statement of respondent | Response to be taken by the respondents | | | | |
|------|--|---|-------|----------|-------------------|----------|
| | | 5 | 4 | 3 | 2 | 1 |
| | | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Sure |
| 31 | The school management committee allocates funds to facilities the teaching of physical education. | | | | | |
| 32 | The school has got enough reference books for the teaching of physical education | | | | | |
| 33 | The school has got qualified teachers for physical education. | | | | | |
| 34 | The organization of school administration helps subjects for physical education. | | | | | |
| 35 | Socio-economic interferes with physical education activities at different levels. | | | | | |
| 36 | Students and teachers are motivated during physical education and after lesson conduct. | | | | | |
| 37 | A good learning environment for physical education has been set at your school. | | | | | |
| 38 | Parents have been positive attitude on the value of physical education to learners. | | | | | |
| 39 | Sex difference has been challenging on physical education activities in school and society. | | | | | |
| 40 | The school has facilities to care good assessment for future success of teaching physical education. | | | | | |