

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCE



**ASSESSMENT ON AVAILABILITY, HANDLING AND IMPACT OF
PHYSICAL EDUCATION FACILITY AND EQUIPMENT IN SELECTED
SECONDARY SCHOOL OF GOMMA WOREDA.**

BY
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JIMMA, ETHIOPIA

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ACRONOMY

ETP -	Education Training Policy
MOE -	Ministry of Education
NASP E -	National Association for Sport and Physical education
NCTE -	National Council for Teacher Education
NPE-	National Policy on Education
PE-	Physical Education
SPSS	- Stastical Package for Social Science

ABSTRACT

The main objective this study was to assess the availability, handling and impact of physical education facility and equipment in some selected secondary school of Gomma Woreda. To achieve the intended objective this study descriptive survey method was used with quantitative and qualitative data collecting approaches for this study Quantitative data collecting approach was used for the data that were collected through questionnaire from students and teachers' qualitative data collecting approach was used for the data that were collected through interview and observations from school principals. Lottery method was used to select the secondary schools from Gomma Woreda .systematic simple random sampling technique was used to select 172 sample students from three sample schools. Quantitative data analysis method was employed as the major technique. In this quantitative data analysis descriptive statistical and inferential analysis was used. In this descriptive statistical and inferential statistical analysis, The qualitative data analysis method was also be used as a supplementary data analysis technique for triangulation and justification purpose to complement the insight drawn from quantitative analysis. Based on the analysis made of this study conclusions were made and the findings of this study were identified. The findings of this study identified the following point there was shortage of PE facility which includes; volleyball field, handball field, football, field, track and field event field, gymnasium ,classroom, dressing room, physical education equipment storage room and bath room were in the school not available to implement the physical education program Number of students exceed more than the average in a class and the consequences resulted lack of communication ,difficulty to identify students with special needs, problems of Classroom management, suffocation problems, un-proportion of sport facilities and equipment with number of students, affects using various method of teaching and frequents Assessment and causes disciplinary problems. And also there was no culture of organize, store properly, maintain, repair and construct PE facility and equipment from local material and absence of allocate sufficient budget o purchase these causes shortage of facility and equipment and also affect students participation, interest, competence level and delay academic performance.

CHAPTER ONE

1.INTRODUCTION

1.1. Background of the Study

Education is a process through which an individual transmits knowledge, skill, new findings, and an experience for generations. In the light of this, Federal democratic Republic Government of Ethiopia document of Education and training policy (ETP, 1994) elaborate, education enables individuals and society to make all rounded contribution in the development process by acquiring knowledge, ability, skill and awareness. Explained the major purpose of education is to strength individual's and societies' problem solving capacity and the ability to create new ideas (MOE 1994).

Throughout the ages, education (whether formal or informal) has been recognized as instrument for individual and societal transformation. This is the main reason why every society continuously strives to bequeath upon its successive generations education that is not only qualitative, but functional. The Federal Republic of Nigeria (2014), recognizes education as an instrument par excellence for effecting national development. To actually catalyses national development, or the transformation of any society, available education must not only be qualitative but functional. For education to actually serve its real purpose of societal transformation the indispensable components of such education must include; quality infrastructure in the form of conducive and adequate classrooms, quality instructors (teachers) at all levels who are highly motivated and qualitative plus relevant instructional materials amongst others. Instructional materials are all the tools which are needed by the teacher to provide help and encouragement to pupils' learning activities (Ema and Ajayi, 2004).

In the words of Onyejemezi in EyaandUreme (2011), instructional materials are resources or teaching materials, which a teacher utilizes in the course of presenting a lesson in order to make the content of the lesson understandable to the learners. The implication is that the use of instructional materials is inevitable if effective teaching and learning must be achieved. Instructional materials range from home made devices to sophisticated machines and also people

who assist the teacher in disseminating knowledge and information to help learners learn meaningfully (Ololobou, 2008).

According to Zuba and Young (2003), before sports organs would be developed, basic facilities and equipment will show successful human participation, development and promotion, paper maintenance of equipment can keep the items in usable condition to extend their lifespan. Expensive equipment's are hard to justify if it is not properly cared for and maintained. Equipment in poor repair results in disruptions and in effectiveness in programmed development (Amanchukwu&Ololube, 2015).

As Ethiopian Ministry of Education (2002) to ensure the quality of education, students should have quality textbook, instructional materials and other school facilities in sufficient quantity and quality. The adequacies of school facilities do not guarantee for student's academic performance. But the proper utilization of the facilities has a great value. As indicated above, to improve teaching and learning process of physical education in the school the proper management of school facilities and equipment should given a great attention. Hedges and Thereon (2000).

One of the roles of physical education in school is to modify and prepare activities that suit to their students' interest, abilities, regarding to this Wuest and Bucher,(1995)states that one of the primary goal of physical education educators teaching at the secondary school level is to socialize students in to the role of participant in physical activities suited to their needs and interests.(pangrazi and Darst(2006)states that the most important goal of secondary school Physical education program should be to help youngsters to incorporate some form of physical activity in to their lifestyle. Since PE education is a subject, it is require someone who's equipped with facility, equipment, and also knowledge and skill to teach this subject both theoretically and practically. High school physical education program is the primary venue achieving active life style. Their potential to contribute to the health goals in enormous, and in some schools, physical education is regarded as integral components of comprehensive school health program (Macdonald, D.1990).

Fuller (1986) identified materials as an instructional store which may significantly affect the teaching and learning process and performance of students. From these school environment such as, large class size, facilities which includes, volley ball field, foot ball field and athletics(track

and field event) playing area, dressing rooms, classrooms, recreational rooms and equipment such as bars, gymnastic apparatus which includes; parallel high bars, balance beam, climbing ropes, textbook, athletics materials which involves hurdle, shot put, exchange batons javelin and other necessary materials for physical education teaching and learning process have a direct collision on good performance among students.

Nwungwu (2005) noted that in secondary school the major problem in teaching and learning process of physical education are sub standardized facility and lack of sophisticated equipment and lack of maintenance culture, and also effective physical education in school requires organizational and administrative variable such as personnel, facilities, supplies and finance. The effective teaching and learning process of physical education subject involves the determination, allocation, and development of funds for the achievement of these objectives. This is because facilities such as football, volleyball, athletics (track and field event) playing courts, classrooms, dressing rooms are constructed and maintained for the use of students. Equipment and supplies such as ball, net, javelin, hurdle, gymnastics apparatus, and athletics [track and field] materials require either purchasing, replacement or repairs.

Mapaderum(2002)emphasized that the availability and adequacy of physical education learning facilities and equipment promote effective teaching and learning activities in school while their inadequacy affect the academic performance negatively.

Hence, the current status of physical education facilities, equipment and availability and handling system is in adequate in Jimma zone GommaWoredaOromia regional state over the selected secondary school. With a view to address the above issue, the researcher attempt to assess availability of physical education facility and equipment, handling system and its impact in selected secondary school of GommaWoredaOromia regional state.

1.2. Statement of the Problem

The educational system of any country is designed to develop the learner's problem solving capacity and adaptability by building up knowledge, ability, skill, and attitude. Thus the teaching learning process, educational policy of the country and the curriculum are required to be backed by suitable resource and methods (Sidentop, 1998).

Teaching and learning process of physical education in secondary school hinder through different factors among that the main one is gymnastics equipment which includes gymnastics apparatus such as parallel bars, high bars, balance beam, pommel horse and athletics equipment which includes hurdle, exchange batons, shot pot, javelin, ball net and also physical education facilities such as football field, volleyball field, athletics(track and field event)playing area, classrooms, dressing rooms and, shower. Beside to these way of handling the present instructional material which means the culture of maintenance, repair, construct from local material, organize, care or handle, purchase and store properly were the vital factors to extend the lifespan of teaching facility and equipment to implement the physical education program effectively. Hence the culture of this was not adopted in the study area.

Bucher and Krotte (2002) though that the equipment and facilities should always be maintained. In a serviceable condition. Procedures for caring facilities and equipments should be reutilized. And all equipments should be checked and then repaired, replaced, or serviced as needed and stored properly. According to JosuainAbiodun-Oyebanji and Adu (2007), instructional materials are all things that are support, facilitate, influence or encourage acquisition of knowledge, competency and skill of students. But these things are limited over the selected secondary school. So, these actual problems initiate the researcher to conduct the research on the assessment on availability, handling and impact of physical education instructional material or PE facility and equipment over the selected secondary school of GomaWoreda In Oromia Regional state.

1.3 Research Questions

To achieve the overall aim, the researcher guided by the following questions.

1. Are there available facility and equipment for teaching and learning process of physical education in the school?
2. To what extent PE teacher and school principal exercise their role in properly handling school facilities and equipments.
3. To what extent facility and equipment affect teaching and learning process of physical education over the selected secondary schools.

1.4. General Objective

The general objective of these studies will be to assess the facility and equipment in teaching and learning process of physical education over the selected secondary school of Gommaworeda.

1.4.1 Specific objective

- To assess the availability of facility and equipment for teaching and learning process of physical education over the selected high school.
- To examine the effort of physical education teachers, school administer properly handling facility and equipment in the school.
- To evaluate the impact of facility and equipment on teaching and learning process of physical education in the study school.

1.5 Significance of the study

The contribution of these studies is to future the improvement of the importance of assessment on physical education instructional material in teaching and learning process of physical education in 3 selected secondary school of Gamma WoredaOromia regional states.

The significance of the study is stated as follows;

- The study will expect to contribute in the assessment on availability, handling and impact of physical education in selected secondary school.
- It provide a hint to the school community, physical education teachers and other concerned bodies, as to find possible solution concerning availability, handling and impact of physical education facility and equipment.
- It stimulates the interest of individuals to conduct research on the assessment relate issue.
- Used as reference for further investigations concerning the assessment of physical education availability, handling and impact of facility and equipment.
- Create understanding and awareness on the assessment on availability, handling and impact of physical education facility and equipment.
- Help as input information for other researcher who wants to conduct further studies on similar issue.

- Based on research findings, the study will be expected to give possible recommendation to physical education teacher, school principal, school community and Gommaworeda educational department to alleviate existing problem.

It suggest possible solution for school communities, teachers, and concerned body how the investigated problem minimized.

1.7. Delimitation of the study

Even though the teaching and learning process PE affect through many factor, to make the study specific and manageable the researcher delimited the area of study on assessment on availability ,handling and impact of physical education instructional material and into three Jimma woreda GommaWoredaOromia Regional state school namely Limushai, Bashasha, and Gembesecondary school. The study is not incorporate all students of grade 9&10, teachers and principal of school that found within school. Because of resource, time and other constraints.

1.8 .Limitation of the study

The researcher was interested in conducting the study at large, he was limited by various factors such as financial problems, time limitation and resource in adequacy that the researcher would face while conducting the investigation regularly.

1.9Operational definition

Facilities-; teaching station or a room or place where PE teaching and learning processes take place.

Equipment-a term used for those items are not conceded/? Expandable between utilized such as parallel bars

Class size- the number of students per class

9. Organization of the Study

The study will consist five chapters, chapter one is about the problems and its approach, statement of the problems, research questions, objective of the study, significance of the study, delimitation of the study, limitation of the study, and definition of operational key terms.

Chapter two is about review of related literatures. Chapter three deals about research design and methodology of the study and chapter four discusses about data presentation, analysis and interpretation. The last chapter five includes summary, conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Problems of facilities and equipment arise in physical education colleges or schools

The effective performance in physical education involves the determination, allocation for the achievements which require data large amount of fund every year. Also equipment such as balls nets, javelin, gymnastic and athletic (track and field) materials requires either purchasing, replacement or repairs. Bucher and Krotte (2002) thought that the facilities should be well planned and constructed with a judgment in future. Often, facilities are constructed within a very short period of and are very difficult to expand or exchange. According to Pate et al. (1997) it might be impossible to achieve satisfactory results from students whose training facilities and equipment are inadequate or poor quality. It is also noted that most of the PE students lack exposure to modern sophisticated infrastructural facilities and equipments for exercise.

2.2 Maintenance of facilities and equipment in physical education colleges or schools.

Maintenance should be established by college or school administration with proper replacement of facilities and equipments PE. Bucher and Krotte (2002) thought that the equipment and facilities should always be maintained. In a serviceable condition. Procedures for caring facilities and equipments should be reutilized. And all equipments should be checked and then repaired, replaced, or serviced as needed and stored properly. Facilities and equipments should be very attractive and esthetically satisfying and should be easy and economically maintained strongly the planning construction, and use of facilities should consider; validity, utility, accessibility, isolation, departmentation, safety and maintenance.

2.3 Availability of physical education resources in schools

The significance of the presence of facilities, equipment and supplies are the most fundamental to the smooth running of teaching and learning process of physical education program in the school. (Akinsami, 1995; Mgbor, 2005). The level of success of most physical education

teaching and learning process is greatly dependent on the degree of availability and adequacy of up-to-date equipment and facilities. Longman (2003) explains available as something that is able to be used or can easily be found and used.

According to Okoro (1991) facilities, equipment and supplies are very vital in teaching and learning in schools. Similarly Awosika (1992) asserts that facilities and equipment are program related in any teaching program and should be provided in sufficient quantity to meet the needs of the school physical education programs. National Association for Sports and Physical Education (NASPE: 1995) advocates that sufficient physical education resources education resources (facilities, which includes, classroom, Football field, Volleyball field, Athletics track and field playing field, gymnastic apparatus such as parallel bars, pommel horse, high bar, balance beam, climbing ropes and equipment supplies such as ball, net, athletics materials, which involves hurdle, relay, shot pot, javelin, and the human resources) are very important to the successful implementation of the school physical education teaching and learning process. Based on availability of school facilities and academic achievement Owoeye (2011) explain that availability of school facilities is an effective factor to quantitative education. According to them the importance of provision of instructional facilities for teaching and learning in the education sector cannot be over-emphasized. The authors added; “teaching is inseparable from learning but learning is not separable from teaching”.

Concerning on factors affecting availability and adequacy of physical education facilities, equipment and supplies in Schools Verela (1996).Explained that corruption is among the major factors affect effective management of sports facilities and equipment. According to him money which is proposed for development of infrastructural facilities in school may be channeled in private pockets. Similarly, Ugwu (2002) noted the view of some school principal that show great lack of concern to Physical education facility and equipment properly handling and to physical education activities. National Teacher Institute (2002) outlined the following as the major factors affecting the availability of Physical Education facilities, equipment and supplies in schools. Careless planning budget for purchasing physical education equipment by school principal, physical education teacher and other concerned bodies, Employment of unqualified teachers to handle facility and equipment of Physical Education, Lack of funds, and Poor maintenance of existing facilities and equipment. According to Ojoade (2011) inadequacy of fund to the schools as provided by the government is the main problem of secondary schools in developing country.

Correspondingly, this situation affects the extent of availability of resources for teaching and learning process of Physical Education in the secondary school.

2.4 Large number of class size and teaching of PE

The National Association for Sport and Physical Education (NASPE:2003) recommends that the size of physical education class be consistent with those of other subject areas (e.g. 1:25, 1:30, 1:35) for safe and effective instruction. Without a doubt, many physical education teachers today face class sizes larger than this (40+ students is not uncommon) and other similar situations like multiple classes sharing one activity space. Large class size consequences are, as class size increases above recommended levels safe and effective instruction may become compromised. This can manifest itself in many ways such as: Decreased instructional time due to management issues, Insufficient amounts of equipment and activity space, decreased practice opportunities resulting in a slower rate of learning, decreased student time spent in activity during class, decreased ability of teacher to provide individualized instruction, increased risk of student injury, increased opportunity for “off task” behavior of students.

The influence of large class size has a great influence on the teaching and learning process. The Smaller the class size , the easier it is for the teacher -learner interaction thus improving the teaching and learning process since the teacher will be able to give the learners individual supervision , Correction and attention .Large class size influence negatively to the teaching and learning process since the teacher is not even able to move freely to assess the students work as they do their exercises. According to National Council for Teacher Education (NCTE) in India, small class size leads to engagement of the learner, increased participation, and attentiveness. Smaller class size allows educators to focus more on the students in their teaching coming to better understanding and adjust their methods to diverse individual needs. Large Class size makes monitoring of students’ attendance Very difficult thus encouraging Student’s ‘ absenteeism, and the quality of feedback to students become very low thus making the teaching and learning process unsuccessful (Bascia, 2003). The small class size allows for individualized attention and this strengthens the cordial relationship between the teachers and learners.

Managing a large Class is a serious problem in many Schools as it creates Stressful Working Conditions for the teachers and leads to higher teacher absenteeism (Corcoran, Walker and White, 1988).Wabuoba (2011) observed that Overcrowding in class rooms make it difficult for the student to write, practice, and the teacher is also unable to move around to help the needy student. Corcoran, walker & white(1988) noted that crowded classroom conditions not only make it difficult for learners to concentrate but inevitably limit the amount of time teachers can spend on innovative teaching methods such as Cooperative learning and group work.

2.5 Concepts of education and physical education

School environmental factors are those aspects within the students' surrounding at school that influence the process of educational planning. the quality of education not only depends on the teacher as reflected on performance of their duties, but also in the effective coordination of the school environment (Ajao, 2001) quoted in chuma (2012) it is believed that a well- planned school will gear up expected outcomes of education that will facilitate good social, political and economic emancipation , effective teaching and learning process and academic performance of students. Everything within the school environment has an influence on the teaching and learning process physical education.

In this study, physical facilities instructional materials, class size and school location are some factors within the school environment that were found to have an influence on the process of teaching and learning hence the school environment remains an important area that should be studied and well managed to enhance students academic performance (Ajayi,2001andOluchukwu,200)quoted inKilel(2012).

2.6 Working condition

Learning can occur anywhere, but the positive learning out comes generally required by educational system happen in quality learning environments. For successful accomplishment of instructional objectives the environment of teaching and learning process has vital role for conducive learning. Regarding to this Nelson (1993) say that, the factors that hinder teaching and learning process as student's performance achievement problems are includes shortage of Physical support items of adequate physical education facility and equipment.

In relation to the material condition for teaching and learning process of school, the school principal, physical education teachers and other concerned bodies should facilitate well equipped and efficiently managed physical education facilities and equipment to make conducive teaching and learning process.

2.7 Effect of Quality of physical education facilities and equipment in school

The quality of the learning environment was strongly correlated with student's achievement. In Latin America, a study show that school which lacked teaching instructional material were significantly show lower performance than those schools were well equipped (Willms,D.,2000). MOE (2003) infrastructure includes classrooms, play ground and sport material is required to be proportional to the number of teacher and students in the school. The quality of school building may be related to others factors such as the presence of adequate instructional materials and facilities, working condition for students and teachers, and ability of teachers to undertake certain instructional approaches(Miske&Dowd,1998).Adequate equipment and appropriate facilities are provided to implement the curriculum are adequate budget for physical education is provided on a yearly basis apart from athletic program, adequate numbers of indoor and outdoor teaching station are available for the number of students, classroom space is available for school physical education programs, equipment and facilities are clean, safe, and are inspected a regular basis(Mary Thissen-Milder,2006).

2.8. Adequacy of physical education teaching resources in schools.

Longman (2000) explained adequacy as a situation in which there is enough resources for a particular purpose. Faronbi (1998) opined that the wealth of a nation or society could determine the quality of education since it determines the possibility of the provision of adequate resources for education. The author further noted that a society that is wealthy will establish good schools with quality teachers and adequate learning infrastructures. He added that when these conditions are on ground students may learn with ease thus bringing about good academic achievements.

Based on importance of adequate resources in teaching AjayiandOgunyemi (1990) reiterated that when facilities are provided in adequate quantity to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher but

individual students will also learn at their own pace. The net effect of this is increased overall academic performance of the entire students.

National Teachers Institute (2002) asserts that the issue of facilities and materials as well as equipment for use in teaching of physical education in schools and colleges has for long constituted a problem in schools that the number of facilities. Equipment and materials for physical education respectively has been generally inadequate in schools and colleges.

The teacher can utilize their innate skills and initiative in producing certain local materials to be used as teaching aids. Mapaderum (2002) emphasized that the availability and adequacy of learning facilities and equipment promote effective teaching and learning activities in schools while their inadequacy affects the academic performance negatively. Alor (2006) stressed that besides; the number and qualification of the teacher is yet another important factor to be considered in teaching of physical education in secondary schools. According to the author, equally important apart from availability of adequate facilities and equipment is the teacher's experience on the job.

2.9 Guidelines for Facilities, Equipment and Instructional Materials in Elementary Education

National Association for Sport and Physical Education (NASPE) recommends quality, daily physical education that is developmentally and instructionally appropriate be available to all students. Appropriate instructional practices in physical education recognize children's development and movement abilities. Quality physical education incorporates practices, derived from current research and documented teaching experiences, into a method of instruction that maximizes opportunities for Learning and success. NASPE's publication *Appropriate Practices for Elementary School Physical Education* (2000) highlights these best known practices. National content standards, specifying what students "should know and be able to do" are featured within the NASPE publication, *moving into the Future: National Physical Education Standards: A Guide to Content and Assessment* (1995). Together these documents provide programmatic support with the ultimate goal of ensuring that children are physically educate In addition to appropriate instructional practices, relevant content and ongoing assessment of student learning, there are other areas critical to the design and implementation of quality elementary physical education program. The purpose of this document is to provide guidelines

relevant to facilities, equipment and instructional materials that support and facilitate the design and implementation of quality elementary physical education programs and enhance children's opportunities to learn (see Opportunities to Learn Standards quality elementary Physical Education Document, NASPE/COPEC).

Guidelines for Facilities: Boards of Education, through their school budget process, fund the purchase and maintenance of appropriate and sufficient physical education Supplies and equipment; and equitable physical education facilities and maintenance of these facilities for each school. Physical education teachers, physical education program administrator, and school administrator should jointly develop standards for appropriate supplies and equipment; and procedures for purchasing. Provide input to plans for new physical education facilities. School and community facilities and programs are designed and implemented to support and complement one another in serving children's needs. American Alliance for Health, Physical Education, Recreation and Dance.

2.10 Utilization of physical Education Resources in school

Obi (2006) asserts that from the National Policy on Education (NPE; 2004) it could be Observed that one of the objectives of education is to make learning permanent. According to him the utilization of instructional materials in teaching is a sure way of achieving this objective. When real objects or their representatives are used in teaching, students see, touch and interact with these materials. Interaction with learning materials will help the students not to forget what they learnt easily. Olagunju and Abiona (2008) explained that the process of managing and organizing resources is resource utilization.

Based on maintenance culture of physical education facilities, equipment and supplies, Bucher and Krotee (2002) opined that equipment and facilities should always be maintained in a serviceable condition. Procedures for caring for facilities, equipment, and supplies should be routine so that repairs are provided as needed. All used equipment and supplies should be checked and then repaired, or service as needed rise.

2.11 The importance of physical Education resource (facility and equipment)

Nikky (2010) summarized the following as some of the importance of teaching resources in teaching. Teaching resources help the teacher present concepts in a way that the learners can

retain more concepts permanently. They help the teacher to motivate the students, by making the environment more interesting to the students. Teaching resources facilitates proper understanding by the students and discourage the act of cramming; it also makes the classroom or learning environment live and active.

Osakunih (2002) defined physical education resources as facilities, equipment, supplies and personnel utilized in teaching physical education in schools. Also National Teachers Institute (2002) defines physical education resources as human, material and finance available in teaching of physical education in schools. They are therefore all those facilities, equipment, supplies, fund as well as personnel used in implementing the physical education program in schools. The place of physical education personnel, facilities, equipment and supplies as well as fund in the effective implementation of the school physical education program is an important one. They are the core on which the school physical education effective teaching and learning process revolves. The human resources are the personnel involved in teaching of physical education in the schools.

Mgbor (2002) indicated that poor staffing in terms of number of physical education teachers, their level of preparation and motivation constitute major constraint to effective learning. For the program to be successful there is need for adequate number of teachers that are professionally trained and motivated. Akin-Taylor and Abayomi (2008) asserted that the Physical Education teacher needs to be professionally trained to enable him possess the necessary skills required in performing the job effectively.

Orunaboka and Nwachukwu (2012) posited that physical education supplies are those materials that are expendable and have to be replaced at frequent intervals such as gymnastic apparatus which includes parallel bars, high bars, pommel horse and mats and also athletics materials such as hurdle, relay, shot pot, javelin and also ball, net whistle, soccer goals, strength training equipment.

Guidelines and principles as outlined by Eleso, (2005) are outline as follows: Professionals in various sports as well as other specialized personnel must be involved in planning and administration of physical education facilities, technical information can be procured in the form of standards and guide from various sources such as professional literatures and manuals,

facilities should be planned with a judgment to the future to prevent what happens often when facilities become too small due to the increase in the number of students using the facilities, Only proven professionals should be employed in planning, building, administering and maintaining the school physical education and sports facilities.

Balogun (2002) submitted that no effective science education program can exist without facilities for teaching. When facilities are provided to meet relative needs of the students, they will have access to reference materials mentioned by the teacher. According Orunaboka and Nwachukwu (2012) noted that Facilities, equipment and supplies provision are important aspect of physical education program management. Excellent program is the key word in physical education and this requires well equipped good play-ground for training. Standard facilities and equipment are essential prerequisites to good and impressive performance and lack of adequate and standard facilities and equipment affect negatively physical education program in many ways.

2.11.1. Effectiveness of Improvisation of Instructional Materials on Students' Academic Achievement and Retention

Students' active participation in the classroom depends much on teacher's method of teaching, but most of the time, what the teacher need to commit students to achieve quality education, lifelong and International Academic Journal of Innovative Research meaningful learning might not all that be available. This is in line with the statement of Okwo and Eze (2013) that naturally, it is not possible at every point in time to have all it takes to achieve a set goal in human endeavor. This informed the idea of making and using available local resources for the shortfall to ensure that teaching and learning progress simultaneously without hinges. The available local resource in the absence of the resources is referred to as improvisation. Improvisation is the use of local resources in our environment to assist in the smooth dissemination and transfer of knowledge from teachers to students. Abbot cited in Eze (2012) defines improvisation as making of substances from local material found at home or school premises when the real or original materials are not available.

According to Bajah (2000), improvisation is the act of using alternative material and resources due to lack or insufficiency of some specific first hand teaching aids to facilitate instruction. To Bromide (2000), improvisation is an act of using materials and equipment obtainable from local environment, or designed by the teacher or with the help of local resource personnel to enhance effective instruction. Improvisation appeals to the three educational domains the cognitive, affective and psychomotor domains respectively. Improvisation has become imperative in teaching and learning generally including CRS because the economic situation has made it difficult for teachers, school management and government to purchase the required resources to achieve the specific instructional objective. But the truth remains that the instructional materials generally are needed to aid the teacher's oral explanation to the students in teaching and learning process.

Instructional Design falls under the area of forecast, encountered in educational management, beside prognoses and scheduling activities in view of elaborating the strategy for approach in the teaching process (Reiser, R.A.&Dempsey, J.V. 2012) Design is closely connected to the organization, management, coordination and control of the actual activity. Design represents the anticipation and preparation of teaching and educational activities based on a procedure system, expressed in training programs differentiated according to the performance increase (Smith, P.L.& Ragan, J.2004).As a process instructional design is the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction. It is the entire process of analysis of learning needs and goals and the development of a delivery system to meet those needs. It includes development of instructional materials and activities, and tryout and evaluation of all instruction and learner activities.

2.11.2. Theoretical basis

The education design of the teaching process represents the combination of actions and procedures engaged in the education/training activities in accordance with the goals set at the system and process levels, in view of ensuring its social functionality in terms of management, entirety, optimum efficiency, and strategy. From managerial point of view, teaching design blends prognoses and projection, planning and scheduling, this being due to the special

complexity and increased difficulty of the activity (Merrill, M. D., Drake, L., Lacy, M. J., Pratt, J. 1996)

The peculiarity of the teaching design activity highlights the importance of planning scheduling materialization of training/education which targets optimal use of an essential material resource: actual time-frame set for learning, in school and extracurricular environment. From this perspective, teaching design is carried out as: overall design, which covers the entire period of a level, stage, learning cycle, aiming, in particular, the elaboration of teaching plan and general criteria for the elaboration of training programs; structured design, covering the period of one year, semester or an actual teaching/learning activity, aiming, in particular, the elaboration of training/education programs and the criteria for the operationalization of general and specific objectives of training/education programs The teaching design activity consists in two operations applied globally and gradually (Cerghit, I., 1980).

Definition of the criterion of optimality of the training/education plan or programs, this operation being carried out: in absolute terms by reference to standards of competence and performance established as informative – formative objectives, structured on maximum, medium, minimum levels; in relative terms, by reference to set standards, as concrete objectives, at school level, in various moments of their progress. Analysis of components of the training/education program or plan, this operation being achievable by establishing links between: undertaken teaching objectives; appropriate teaching contents for each level of teaching plan – programs activity; strategies of teaching-learning-evaluation, adjustable to various internal and external learning conditions.. Instructional Design represents the art and science of creating instructional environment, as well as the means, required to help the pupil or student evolve from the incapacity to solve certain tasks to the level where he/she is able to carry them out. Instructional Design is the systematic process of turning general principles of instruction and learning into learning plans and training and to create the instruments required for training (Morrison G., 2010).

CHAPTER THREE

3. Methodology of the Study

This chapter deals with the method and procedures that was adopted in carrying out the Study. Specifically, it describes the design for the study, area of the study, population for the Study, sample and sampling technique, instrument for data collection, validation of the instruments, reliability of the instrument, method of data collection and method of data analysis.

3.1 Research design

As stated in chapter one, the objectives of this study was to assess the availability, way of handling and impact of physical education facility and equipment in some selected secondary school of Gomma woreda. In order to achieve the intended objective, qualitative and quantitative method was chosen. The data from the questionnaire is analyzed quantitatively by using in statistical way. In this way there is percentage, table and table contains the item, the number and percent of ,mean, standard deviation and one sample t-test respondents for question. In this case the questionnaire from students and teachers are expressed.

The researcher also used descriptive survey to collect data in the selected secondary schools. Descriptive Survey design was used to gather factual information from the targeted population without creating contradiction.

3.2. Description of the Study Area

The study area is located in the western part of Ethiopian it is far from Addis Ababa i 392km. the study area also located with about from jimma42km and found in the western part of region.

3.3. Sample size and sampling technique

The total populations of the study were 1400 students, 8 teachers and 9 school administration in selected secondary schools found in Gomma woreda, In Gomma Woreda there were five (5) secondary schools. For the seek of convenience and effectiveness of data collection, the researcher had chosen three of them to use as source of sample unit using convenience sampling method.

Among a total of 1400 students using (Kathari204) equation which used in developing country 172 students were selected accordingly, 172 or nearly 12% of the students, 8 or 100% of the physical education teachers and 9 or 100% of the school administration were included in the study all together 189 participant were included in the study. The following formula was used to determine total sample size

(Kothari: 2004)

Where

n: the sample size for a finite population

N: size of population which is the numbers of students

P: population reliability (or frequency estimated for a sample size n) where p is 0.5 which was take for all developing countries population and p*q=1 margin of error considered is 7% for this study

Z: normal reduced variable at 0.05 level of significance z is 1.96

based on the formula the sample size determine as follows

$$\frac{(1.96)^2 \times 0.5 \times 0.5 \times 1400}{(0.07)^2(1400) + [(1.96)^2 \times 0.5 \times 0.5]} = 172$$

So the study frame work of Bashasha, Llimushaye, Gembe secondary schools are sample size selected method question

$$n(\text{school}) = \frac{N(\text{school}) \times n(\text{schools})}{N(\text{Schools})}$$

N (Schools)

$$\text{Bashasha secondary school } n(\text{school}) = \frac{600 \times 172}{1400} = 74$$

$$1400 = 1400$$

$$\text{Limmushaye secondary school } = \frac{400 \times 172}{1400} = 49$$

$$1400 \quad 1400$$

$$\text{Gembe secondary school } = \frac{400 \times 172}{1400} = 49$$

$$1400 \quad 1400$$

Systematic simple random sampling technique and purposive sampling technique was used to get the representative or the participant of the study. Systematic random sampling employed for students whereas purposive or non sampling technique was conducted for teacher and school principal purposively.

Then the researcher was select using K equation. The researcher enforced to select systematic random sampling because of the following reasons:-The target population was heterogeneous, each population has equal chance to be representative and also the numbers of population were finite.

3.4 Source of Data

The researcher used both primary and secondary data to gather information from the specified population to conduct the study. Primarily sources of data were respondents' answer, the results of interview, observation and questionnaire. On the other hand, secondary source was obtained from different publications, such as books, journals, research papers, reliable internet sources, and modules.

3.5. Data collecting instrument;

In order to gather adequate and reliable data the researcher was used triangulation method

- Questionnaire
- Observation
- Interview are used in these study

3.5.1. Questionnaire

Self developed standardized questionnaire were prepared in English language and distributed to teachers. Moreover, the questions were translated to Afan Oromo for students in order to avoid the presumably misunderstanding of the message conveyed with the questions. The researcher validated the instruments that were developed as follows: before the actual data collection was started; the instruments were given to colleagues so as to get valuable comments and criticisms on the strengths and weaknesses of the items. Based on the comments obtained, necessary modifications were made and given to the thesis advisor for further comments, criticisms and evaluation.

3.5.2. Observation

The researcher has also take place observation to gather information relevant to the study. The school physical education facility and equipment availability, handling system and

classroom has been observed to get the relevant information about the impact of facility and equipment to indicate how to variety of activities such as: foot ball, volley ball, basket ball, gymnastic, teaching room, material store, bath room, and others case. Hancock (1998:89) also says, “Because of the richness and credibility of information it can provide, observation being a desirable part of data gathering instrument. For the purpose of observation, checklist was employed. Accordingly, the three selected school were observe three times each. Hence, a total of nine observations were marked using the check list developed for the purpose.

3.5.3Interview

Sem-structure in interview were conducted with 9 school principal Prior to each interview, a schedule was prepared with suggested questions The location for an interview should be organized in advance and should be in a quiet place so that the interview can concentrate on the questions but also in an open place where neither the researcher nor the interview can be compromised (O'Toole & Beckett, 2010).

Considering these facts, an open, up-stairs balcony in the school library was selected in which to conduct the interviews. This location was quiet as it was in a library yet in a place where all parties felt safe. The school principal also felt comfortable here as they were not removed from their natural setting.

Interviews were selected as appropriate data gathering tools for this study as they provide the opportunity for the participants to share their point of view on availability, handling and impact of physical education facility and equipment on teaching and learning process particular environment or situation (Cohen, et al., 2000). Interviews also give the researcher the opportunity to clarify his/her interpretation of the participants’ ideas, as produced in the interviews. By undertaking interviews every participant had the opportunity to share their personal view and perspective toward the research topic. Concerning the availability of physical education facility and equipment, handling system or the cooperation of physical education teacher and school administer to minimize the shortage and maximize productivity of physical education instructional material in order to facilitate teaching and learning process in the study school. The researcher conduct interview with school principal for 40’ based on the above issue.

3.7. Data collection procedures

To collect the necessary data, the researcher had followed the following procedures. First questionnaires, interview questions and checklists for observation were prepared. Next the concerned bodies or respondents were contacted by researcher. Following this activity, the researcher distributed self developed standardized questionnaire, for students and physical education teachers whereas interview conducted with school principal and observation take place regarding the school physical education facility and equipment availability and classroom observation. Moreover, the researcher was following up questionnaire during filling up and timely collect back so as to minimize unreturned questionnaires or left-over.

3.8 Pilot study

The instrument which were initially prepared was give to my advisor in order to comment the extent to which the items were appropriate in securing the relevant information for the research .based on the feedback obtained from my advisor, amendment are made. yet again the questionnaire was examined by high school English teacher, to avoid errors relate to language, ideas, contents and to validity the frame items. Beside this, the items were also examined by cooperation of a friend of me who had M.sc in English to see if he suggest to any modification and determine whether they lead to certain conclusion for significance purpose of the study.

Reliability of the instrument.

Respondents views concerning on assessment on availability ,handling and impact of physical education instructional material in selected secondary school in overall decision categories. N (20)

No	Items	Cronbach's alpha	Cronbach's alpha based on standard items	Number of items
1	Availability of PE facility and equipment	0.909	0.921	25
2	Impact of physical education facility and equipment	0.881	0.883	11
3	Physical education facility and equipment handling system	0.723	0.738	12

The reliability of the instrument was determined using Cronbach's Alpha statistics. Cluster A of the instrument which elicited information on availability of physical education teaching resources had a reliability coefficient of 0.909 cluster B which elicited information on handling system of physical education facility and equipment in schools had a reliability co-efficient of .881 while cluster C which was on impact of physical education facility and equipment on teaching and learning process in schools had a reliability co-efficient of .723.Alpha value indicating high reliability of the instrument for the study.

3.9. Method of data analysis

In this study both qualitative and quantitative method of data analyzing was employed or used. The data gathered from respondents through data collect tools. Analyzed using spss descriptive statics analysis mean, standard deviation and one sample t-test, were as the back ground of the respondents analyzed using frequency, percentage quantitative and qualitative analysis of data was incorporated in data analysis. The calculated mean score for each quantitative items was taken to be the median line of the scales or at (test value=3.00).and one sample t-test analyzed based on the following point.

- ❖ If **sig** < **0.05** & t value < 0, →significantly lower than the cutoff point -- happened rarely or never
- ❖ If **sig** < **0.05** & t value > 0, →significantly higher /greater/ than the cutoff point-- happened mostly or usually. (If "**Sig. (2-tailed)**" value is ".000", this actually means that ***p* < .0005**; it does not mean that the significance level is actually zero).
- ❖ If **sig** > **0.05**, → insignificant difference --happened sometimes. Therefore, it can be concluded that the population means that are statistically insignificantly different.

CHAPTER FOUR

4. DISCUSSION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with discussion, analysis and interpretation of the data gathered from respondents through questionnaire, interview and observation. Thus, statistical description of frequency, percentage, mean standard deviation and inferential statistics one sample t-test quantitative and qualitative analysis of data was incorporated in this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through questionnaire, interview and Observation. The data was collected from a total of 189 respondents. Thus, this chapter consists of two major parts. The first section deals with the characteristics of the respondents and the second section represents the analysis and interpretation of the main data.

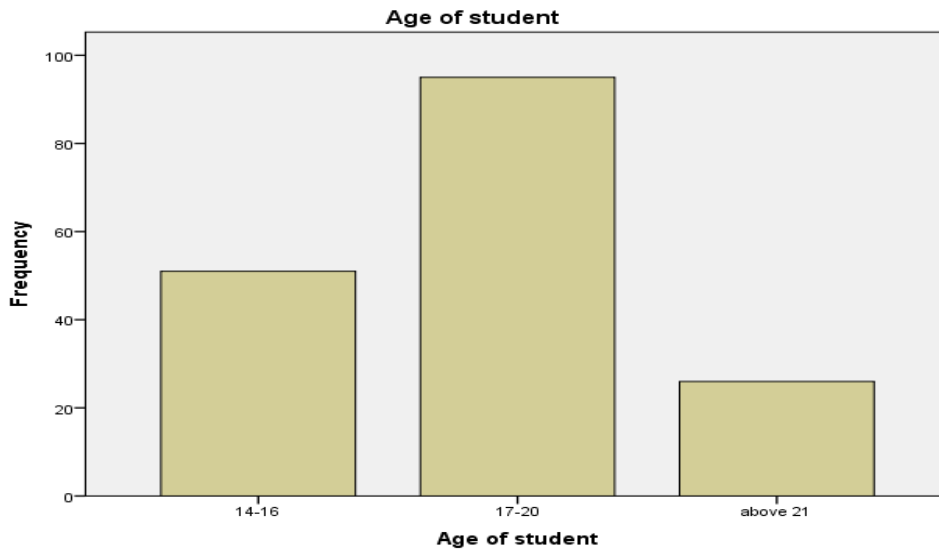
4. Demography of respondents.

Table 4.1 Frequency table for sex profile of students

Sex of student				
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Male	109	63.4	63.4	63.4
Female	63	36.6	36.6	100.0
Total	172	100.0	100.0	

As indicated in the first part of this chapter, a total of 172 students were involved in this study. As shown in above table those respondents were from three selected secondary schools of Gomma woreda. As shown in table 4.1; concerning the respondents 109 were male and 63 were female students.

Graph 4.2.1.graph of respondents' age.



As the above table indicates the information of Students' age from the total respondents 95 (55.2%) were between 17-20 years, 51(29.7%) of the respondents were between 14-16 and the remaining 26(15.1) were above 21 years. There for, we can understand from the above table that the majority of students were young.

Table4.2.2 Frequency table for grade of students

Grade of students				
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
9	102	59.3	59.3	59.3
10	70	40.7	40.7	100.0
Total	172	100.0	100.0	

As we can see from the above table from grade 9, 102 (59.3%) students and from grade 10, 70(40%) students were participated as representatives in this study.

. Table 4.2.3; - Characteristics of teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Sex of teachers	Male	6	3.5	75.0	75.0
	Female	2	1.2	25.0	100.0
	Total	8	4.7	100.0	
Age of teachers	20-30	3	1.7	37.5	37.5
	31-40	2	1.2	25.0	62.5
	41-50	2	1.2	25.0	87.5
	51-60	1	.6	12.5	100.0
	Total	8	4.7	100.0	
Qualification of teachers	Degree	6	3.5	75.0	75.0
	M.sc	2	1.2	25.0	100.0
	Total	8	4.7	100.0	

From the above table 3, among the majority of PE teachers 6 (3.5%) were male, and 2 (1.2%) female teachers are females. This implies that, the participation of both sexes found to be unproportional. And Ages of teachers 3(1.7%) of respondents had 20 to 30 years' experience, 2(1.2%) teachers had 31 to 40 years' experience, 2(1.2%) had 40-50 years old and 1 (0.6%) had 51-60 years. It could be possible to conclude that, from their age the majority of the teachers experience was above ten years. Thus, it is possible to say, they have experienced in teaching to provide authentic information for the researchers. According to the academic qualification of sample school PE teachers respondents 6 (3.5%) had a degree, whereas 2(1.2) had M.sc in teaching physical education.

4.2.5 Students responses concerning the availability of PE facility or play ground.

1						
Your school have adequate football court						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Stro.di	112	64.7	65.1	65.1	1.4942	.73745
Disagr	35	20.2	20.3	85.5		
Agree	25	14.5	14.5	100.0		
Total	172	100	100.0			
2						
Your school have volley ball court						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Stro.di	118	68.2	68.6	68.6	1.4651	.74453
Disagr	28	16.2	16.3	84.9		
Agree	26	15.0	15.1	100.0		
Total	172	99.4	100.0			

3						
Your school have sufficient gymnasium						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Stro.di	100	57.8	58.1	58.1	1.6221	.80363
Disag.	37	21.4	21.5	79.7		
Gree	35	20.2	20.3	100.0		
Total	172	99.4	100.0			

From the above table 4.2.5 item1 represents the students' response with respect to the questions, Hence, about 112 (65.1%) replied strongly disagree. Whereas, 35(20.2%) respondents disagree concerning the availability of football court the rest of them 25 (14.5%) of respondent replied agree.

So from item one 1.49, 0.73 based on mean and standard deviation indicated that there is no adequate football court in the school. Item 2 indicated that regarding the availability of volley ball court 118(68.2%) of students responses strongly disagree, 28(16.2%) disagree, 26 (15.0%) of respondents agree. Results indicated that mean and standard deviation 1.4 ± 0.744 , the significance of respondents' responses implies there was no adequate volley ball court. The researcher also observed that the selected school similar condition were there. Regarding the availability of play ground in the school the researcher took three continuous Observation cheek lists in each sample school confirm all of the sample school do not has appropriate play ground in most sample, respondents were claimed as it was the main factors that lower quality of PE .

Item 3 shows that concerning the adequacy of gymnasium students asked, 100(57.8%) of the students responses strongly disagree, 37(21.4%) respondents replied disagree. Whereas the remains, 35(20.5%) replied were agree. Based on the results of mean and standard deviation 1.62, 0.80 were there is no adequacy of gymnasium. In the interview the school

management and most of the PE teacher do not have interest and also school do not have sufficient annual budget to construct gymnasium.

Table4.2.6; responses of students’ concerning the availability of dressing room, bath room and PE material storage room.

4						
Dressing room adequate in your school						
Items	Frequency	Percent	Valid Percent	Cumul. Percent	Mean	Std. Dev
Stro.di	120	69.4	69.8	69.8	1.4360	.71858
Disag	29	16.8	16.9	86.6		
Agree	23	13.3	13.4	100.0		
Total	172	99.4	100.0			
5						
Your school have sufficient bath and storage room						
Items	Frequency	Percent	Valid Percent	Cumul. Percent	Mean	Std. Dev
Stro.di	120	69.4	69.8	69.8	1.4360	.71858
Disagr	29	16.8	16.9	86.6		
Agree	23	13.3	13.4	100.0		
Total	172	99.4	100.0			

Item 4 as table 4.2.6 indicated, the majority of 120 (69.4%) the students replied that they strongly disagree concerning the dressing room where as 29 (16.8%) disagree regarding dressing room, and the remain, 23 (13.3%) repelled agree. And also from the value of mean and standard

deviation 1.43, 0.73 indicate shortage of dress room in the study school. Researcher concluded that the schools do not have dressing room while practice practical session. According to the items 5 the researcher asked concerning the availability of bath room, 110(63.6%) of the respondents replied strongly disagree, 32(18.5%) of the responses answered disagree, 30(17.3%) suggested agree. The value of mean and standard deviation 1.3, 0.65 show inadequacy of bath room. Furthermore, the researcher observed that there is no both rooms as assessed for this study.

In the same table regarding availability of PE storage room the majority of students 123 (71.1%) responded strongly disagree, 30 (19.1%) disagree. and only 16(9.2%) replied agree. Thus the above result indicated that the majority of the respondents do not agree on the adequacy of the study school PE material store rooms. So from these results one can conclude this is the primary factors for scarcity of PE equipment.

Table 4, 2, 7.students’ response based on the availability of athletics facility and equipment.

6						
Starting block available in your school						
Items	Frequency	Percent	Valid Percent	Cumul. Percent	Mean	Std. Dev
Stro.dis	67.4	116	67.4	67.4	1.4942	.76851
Disagre	83.1	29	16.9	15.7		
Agree	100.0	27	15.7	16.9		
Total		172	100.0	100.0		
7						
Starting guns adequate in your school						
Items	Frequency	Percent	Valid Percent	Cumul. Percent	Mean	Std. Dev
Stro.dis	99	57.6	57.6	57.6	1.6744	.85076
Disagre	43	25.0	25.0	75.0		
Agree	30	17.4	17.4.	100.0		
Total	172	100.0	100.0			

Table 4.2.7 item 6 indicated that, 116(67.4%) strongly disagree, 29(16.9%) disagree, 27(14. %) responded agree. From the result of mean and standard deviation 1.49, 0.76 the result indicated there was shortage of starting guns in the study School.

Based on table 4.2,7 items 7 the response, 99(57.6%) replied strongly disagree, 43(25. %) disagree and 30 (17.4. %) Suggested agree respectively. And also the value of mean and standard deviation 1.67, 0.85 confirm the above reality.

Table 4, 2, 8. Students’ response based on the availability of athletics facility and equipment.

8	Javelin (male) enough for practice					
Items	Frequency	Percent	Valid Percent	Cumul. Percent	Mean	Std. Dev
Stro.dis	113	65.7	65.7	65.7	1.4826	.72929
Disagree	35	20.3	20.3	86.0		
Agree	24	14.0	14.0	100.0		
Total	172	100.0	100.0			
9	Javelin (female) enough for practice					
Items	Frequency	Percent	Valid Percent	Cumul. Percent	Mean	Std. Dev
Stro.dis	120	69.8	69.8	69.8	1.4419	.72716
Disagree	28	16.3	16.3	86.0		
Agree	24	14.0	14.0	100.0		
Total	172	100.0	100.0			

.As we can see from item 8, 113 (65.7%) of students respondents replied strongly disagree and 35 (20.3%) disagree, 24(14%) replied agree. The value of mean and standard deviation also show the same condition .so one can conclude from the result there was no adequate male and female javelin in the School to practice practical session these delay the competency, academic performance and interest of students' toward the subject.

Table 4, 2, 9. Students' response based on the availability of athletics facility and equipment.

10	Shot put female adequate in practical class s and discuss (male and female) available in your school?					
Items	Frequency	Percent	Valid Percent	Cumul. Percent	Mean	Std. Dev
Stro.dis	113	65.7	65.7	65.7	1.45	.68
Disagre	40	23.3	23.3	89.0		
Agree	19	11.0	11.0	100.0		
Total	172	100.0	100.0			
11	Exchange batons adequate for practice relay in your school and hurdle available in your school?					
Items	Frequency	Percent	Valid Percent	Cumul. Percent	Mean	Std. Dev
Stro.dis	94	54.7	54.7	54.7	1.60	.73
Disagre	52	30.2	30.2	84.9		
Agree	26	15.1	15.1	100.0		
Total	172	100.0	100.0			

. As we can see from item10, 113 (65.7%) of the respondents replied strongly disagree, 40 (23.3%) disagree, 19(11%) replied agree. As we can see from the result of mean and standard deviations 1.453, .68 the majority of the respondents not agree on the availability of athletic equipment. So one can conclude from the result there was no adequate male and female shot put in the School to practice practical session. Thus, these delay the performance of students to master the skill of track event and field event.

In the same table regarding the availability of exchange batons the majority of the respondent, 94(54.7) suggested strongly disagree, 52(30.2) disagree and the remaining26 (15.1&) agree. Mean and standard deviation value also reveal in adequacy of exchange baton with the number of students.

Table4.2.10, students’ responses respecting to the availability of gymnastic apparatus

12						
High bar available in your school						
Items	Frequency	Percent	Valid Percent	Cumul. Percent	Mean	Std. Dev
Stro.dis	93	54.1	54.1	54.1	1.7209	.85363
Disagr	45	26.2	26.2	73.8		
Agree	34	19.8	19.8	100.0		
Total	172	100.0	100.0			
13						
Horizontal bar available in your school						
Items	Frequency	Percent	Valid Percent	Cumul. Percent	Mean	Std. Dev
Stro.di	104	60.5	60.5	60.5	1.6453	.85623
Disag	43	25.0	25.0	75.0		

Agree	25	14.5	14.5	100.0		
Total	172	100.0	100.0			
14	Landing mats available in the school to practice					
Items	Frequenc y	Percent	Valid Percent	Cumul. Percent	Mean	Std. Dev
Stro.di	107	62.2	62.2	62.2	1.5523	.77433
Disagr	35	20.3	20.3	82.6		
Agree	30	17.4	17.4	100.0		
Total	172	100.0	100.0			

Based on table 4.2.10 item12 the responses 93(54.1%) replied strongly disagree, 45(26.2%) disagree and 34 (19.8. %) Suggest agree respectively regarding the gymnastic apparatus, which indicate the responses of majority respondents the in adequacy of gymnastic apparatus. Similarly the value of mean and standard deviation implies shortage of gymnastics apparatus.

As we can see from item 13, 104 (60.5%) of the respondents replied strongly disagree, 43 (25.0%) disagree, (11%) replied agree. so one can concluded from the result there was no adequate horizontal bar in the School to practice practical session. Thus it delays the performance of students' since it is unbalance with the number of students. And also the observation take place by researcher indicated the shortage of gymnastic apparatus in the study school.

17						
Triple jump land and take of board available I your school						
Items	Frequency	Percent	Valid Percent	Cumul. Percent	Mean	Std. Dev
Stro.di	123	71.5	71.5	71.5	1.3953	.68020
Disagr	30	17.4	17.4	89.0		
Agree	19	11.0	11.0	100.0		
Total	172	100.0	100.0			
18						
Football and volley ball court adequate in your school						
Items	Frequency	Percent	Valid Percent	Cumul. Percent	Mean	Std. Dev
Agree	103	59.9	59.9	59.9	1.5000	.67970
Disagr	41	23.8	23.8	83.7		
Undec	28	16.3	16.3	100.0		
Total	172	100.0	100.0			

In the above table regarding the take of board and triple jump the students asked whether present or not there. The majority of respondents replied that, 107(62.2) strongly disagree, 35(20.3) disagree, 30(17.4) agree respectively. Based on the above table concerning the triple jump the significance of respondents responded, 123(71.5%) strongly disagree, 30(17.4%) disagree, 19(11.4%) replied agree respectively. the value of mean and standard deviation 1.39, 0.68 indicated the shortage of gymnastic apparatus which causes negative impact on students' competence level.

In the above table, the respondents were asked the presences and the absences of variety balls, 103(59.9%) of students agree, 41(23.3%) of respondents were disagree, 28(16.3%) of respondents replied undecided with the Presence of variety balls. Similarly, Observation check list set to assess whether the sample school has available variety balls or not the information gathered verify the shortage of variety balls with the number of students.

Table.4.2.11.Responses of students on effect of large class size.

19						
Average number of students in the classbelow50?						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Stro.dis	108	62.8	62.8	62.8	1.5698	.80264
Disagre	30	17.4	17.4	80.2	.80264	
Agree	34	19.8	19.8	100.0		
Total	172	100.0	100.0			
20						
Large class size result negative effect on students?						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. De
Sro.dis	109	63.4	63.4	63.4	1.5581	.79626
Disagre	30	17.4	17.4	80.8		
Agree	33	19.2	19.2	100.0		
Total	172	100.0	100.0			

The respondents were asked whether or not the average number of students in class was below fifty, 108(62.8%) of students were strongly disagree as the average number of students

in a class below fifty 30(17.4%) of respondents disagree, However, 34(19.8%) respond agree as the class is not exceed more than fifty.

As indicated in table 4.11 item 20 Responses for items 20 table 4.6 shows that, 109(63.4%) of students strongly agree,30(17.4%) of students were agree,33(19.2%)disagree.

Table.4.2.12.Responses of students on effect of large class size.

21	Restrict effective communication of students and difficult to identify students with special need?					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Stro.dis	95	55.2	55.2	55.2	1.61	.75
Disagre	48	27.9	27.9	83.1		
Agree	29	16.9	16.9	100.0		
Total	172	100.0	100.0			
22	Causes problem of classroom management, affect method of teaching and cues disciplinary problem unbalance sport material with the number of students'					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Stro.dis	118	68.6	68.6	68.6	1.47	.75
Disagre	27	15.7	15.7	84.3		
Agree	27	15.7	15.7	100.0		
Total	172	100.0	100.0			

In the above table regarding effective communication and identification of special need students the majority of respondents responded,95(55.2%) suggested strongly agree,48(27.9%) revealed agree and29(16.9%)answered disagree. and also the respondents were asked the problem of large class size on class room management,118(68.6%)strongly agree regarding the effect of large class size on class room management,27(15.7%)reveal agree and 27(15.7%)replied disagree. from the table result of mean and standard deviation implies as large class causes the above problem.

Based on the majority responses the researcher concluded that, with large class size results problems like lack of effective communication, difficult to identify students With special need, problem of class room management and suffocation, unbalance sport facility and equipment with number of students, poor method of teaching and created disciplinary problems during the instructional process. In supporting this, under interview from school management suggested for the low level of quality physical education is ‘large number of students in a class’. This shows that, as students’ population is rising fast rat but the construction of school building and facilities and equipments did not go proportionally with number of students in the classes.

Table 4.2.12; Responses of students' concerning with the PE teacher and school administer effort on PE facility and equipment handling system.

1	What is the culture of supervise, maintenance and repairs of PE facility and equipment in your school					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
V.goo d	23	13.4	13.4	13.4	2.8953	1.05442
Good	36	20.9	20.9	34.3		
Sat.fac	49	28.5	28.5	62.8		
Poor	64	37.2	37.2	100.0		
Total	172	100.0	100.0			
2	What do you say the effort of physical education teachers and school administration to handle properly PE facility and equipment?					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
V.goo	32	18.6	18.6	18.6	2.7733	1.12431
Good	36	20.9	20.9	39.5		
Sa.fac	43	25.0	25.0	64.5		
Poor	61	35.5	35.5	100.0		
Total	172	100.0	100.0			

Item 1 indicated that, 64 (37.2%) of the respondent explains poor there was no the culture of maintenance and repairs of gymnastic apparatus and athletics equipment in the school, 49(28.5%) answered satisfactory, 36(20.9%) of students said good and 23(13.4%) repealed very well no one said excellent. From the response of majority the researcher reveal that, PE facility and equipment not maintained in a service able condition.

Table 4.2.12 Item 2;- presents students response with respect to the questions, Hence about 79(45.9%) of respondent replied poor,43 (25%) satisfactory 24(13.9%) suggested good and6(3.5%)repeled very good no one answered excellent in addition to this observation conducted by the researcher implied the similar response with those listed in above.

Table 4.2.13 Responses of students' concerning with the PE teacher and school administer effort on PE facility and equipment handling system.

3						
What do you say about PE equipment store rooms use?						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
V.goo	10	5.8	5.8	5.8	3.2209	.87728
Good	21	12.2	12.2	18.0	.87728	
Satisfactory	62	36.0	36.0	54.1		
Poor	79	45.9	45.9	100.0		
Total	172	100.0	100.0			
4						
What is the relationship physical education teacher and school administer to organize and handle properly PE facility and equipment						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
V.goo	27	15.7	15.7	15.7	2.5407	1.04494
Good	30	17.4	17.4	56.4		
Sat.fac	45	26.2	26.2	73.8		
Poor	70	40.7	40.7	100.0		
Total	172	100.0	100.0			

From the above table we can see 79 Of the respondents reveal poor, 62, satisfactory, 21 good and the remain revealed v.good.it implies there is no the culture of store properly PE equipment in storage because of the absence of storage room.

According to the above table 4.2.13;- the majority 70(41.9%) of respondents replied poor as the systems of handling the presences PE material were poor 45(31.4%) satisfactory, 30(17.4%) replied good 27(9.3%) answered V. good .Thus it can be concluded that there was poor culture of maintain of existing facility and equipment and cooperation of work.

5						
What is the school budget to purchase facility and equipment						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
V.goo	16	9.3.	9..3	17.4	2.7558	1.17415
Good	30	17.4	17.4	48.8		
Sat.fac	54	31.4	31.4	58.1		
Poor	72	41.9	41.9	100.0		
Total	172	100.0	100.0			
6						
What is your handling system of present PE material						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Good	50	29.1	29.1	29.1	2.0930	.81833
Satisf	56	32.6	32.6	61.6		
Poor	66	38.4	38.4	100.0		
Total	172	100.0	100.0			

From table the same table item 5 concerning school budget 72 (40.7%) replied poor, 54(26.2%) satisfactory, 30(17.4) reveal good and the rest 16(9.3%) suggested v .good. From the above result researcher concluded that the school do not had enough annual budget to purchase PE facility and equipment in the interview with the school administration the main factory was coreless planning budget for purchasing PE equipment by school principal and PE teachers and other concerned bodies. The data analyzed on the above tables, 66(38.4%) the majority of the respondents responded that, due to large class size way of PE material hand ling system were poor, 56(32.6%) of respondents replied satisfactory, 50(29.1%) suggested good. and also in the same table difficult to supervise teaching material if the teaching and learning environment was not conducive with the number of students.

7	What is your awareness of PE equipment and facility handling system					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Good	36	20.9	20.9	20.9	2.2442	.77890
Satisf	58	33.7	33.7	54.7		
Poor	78	45.3	45.3	100.0		
Total	172	100.0	100.0			
8	In relation to environment what is the system PE teacher use to handle material					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Good	34	19.8	19.8	19.8	2.3256	.78646
Satisf	48	27.9	27.9	47.7		
Poor	90	52.3	52.3	100.0		
Total	172	100.0	100.0			

From the above table item7, 78 (45.3%) students had poor awareness, 58 (33.7%) had satisfactory and the rest 36 (20.9%) had good awareness Based on the respondents of majority students had poor awareness of PE instruction handling system.

The data analyzed on the above tables, 90(52.3%) the majority of the respondents responded that, due to large class size way of PE material hand ling system were poor, 58(33.7%) of respondents replied satisfactory, 48(27.9%) and 34(19.8%) suggested good. and also in the same table difficult to supervise teaching material when the teaching and learning environment was not conducive with the number of students.

Table 5.10 Impact of PE facilitY and equipment on teaching and learning process of physical education

One-Sample Statistics Test value=3							
Item		N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
1	Average number of students in the class below50	172	1.5698	.80264	25.650	171	.000
2	Large class size result negative effect on students	172	3.5581	.79626	25.664	171	.001
3	Restrict effective communication of students and difficult to identify students with special need	172	3.6163	.75963	27.905	171	.000
4	Causes problem of classroom management, affect method of teaching and cues disciplinary problem unbalance sport material with the number of students?	172	4.4709	.75260	25.633	171	.000
5	To what extent shortage of playfield affect your participation during practical class	172	4.2791	.57534	29.156	171	.012
6	How much inference teaching and learning process un balance PE equipment and facility with the number of students?	172	4.4244	.63068	29.620	171	.003
7	To what extent have impact on your learning process in adequate of athletics track and field event equipment and facility	172	4.4593	.71211	26.876	171	.002

N= number of participant P ≤0.05 x= mean SD= standard deviation df= degree of freedom scale 1= very low 2 = low 3=Medium 4=high 5=Very high

As seen from table 6 above, different kinds of factors to overcome were presented and the one-sample t-test results were calculated. The obtained t-values (at $p < 0.05$, $df = 171$, Sig. two-tailed) of each specified factors to overcome all item except item 1 were significantly higher than the cutoff point or average mean and each items mean is approximately 4.

From the above result researcher concluded that low were found average number of students in the class below 50, Large class size result negative effect on students, Restrict effective communication of students and high difficult to identify students with special need, classroom management highly affect method of teaching and cues disciplinary problem unbalance sport material with the number of students' .

And also high extent shortage of playfield and unbalance equipment and facility with the number of students' this impact on teaching and learning process of physical education.

In supporting this, under interview from school management and physical education suggested for the low level of quality physical education is 'large number of students in a class'. This shows that, as students' population is rising fast rat but the construction of school building and facilities and equipment did not go proportionally with number of students in the classes.

Table 5.1: responses of teachers' concerning the availability of PE play field

1	Your school have adequate football court?					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Stro. Dis	3	37.5	37.5	37.5	1.7500	.70711
Disagree	4	50.0	50.0	87.5		
Agree	1	12.5	12.5	100.0		
Total	8	100.0	100.0			
2	Your schools have adequate volley ball court?					

Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Stro. Dis	2	25.0	25.0	25.0	2.0000	.75593
Disagree	4	50.0	50.0	75.0		
Agree	2	25.0	25.0	100.0		
Total	8	100.0	100.0			
3	Your school have sufficient gymnasium					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Stro. Dis	2	25.0	25.0	25.0	1.8750	.64087
Disagree	5	62.5	62.5	87.5		
Agree	1	12.5	12.5	100.0		
Total	8	100.0	100.0			

Table 5.1 item 1 indicated, the majority of 4 (50%) of the teachers replied that they disagree concerning the PE facility where as 3 (37.5%) strongly disagree regarding availability of play field and theremain1 (12.5%) agree. From this result the researcher concluded that the schools do not have enough playing area, physical education storage room and bath room for practice practical session.

According to the items 2 the question asked concerning the availability of volley ball court4 (50%) of the respondents replied disagree and 2(25.0%) of the responses answered strongly disagreeand2 (25.0%) replied agree. Furthermore the researcher observed that there was no adequate play area as assessed for this study. In item3 the majority of teachers 5 (62.5%) respond disagree whereas 2 (25%) strongly disagree and 1(12.5%) replied agree. Thus the above result indicated that the majority of the respondents do not agree on the adequacy of

the study school PE facility. The result of mean and standard deviation 1.85,0.64 indicate the shortage of PE playing field.

Table5.2: Responses of teachers’ concerning the availability of PE play field.

4						
Dressing room is available in your school						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Stro. Dis	5	62.5	62.5	62.5	1.3750	.51755
Disagree	3	37.5	37.5	100.0		
Total	8	100.0	100.0			
5						
There is adequate bath room and storage room						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Stro. Dis	5	62.5	62.5	62.5	1.5000	.75
Disagree	2	25.0	25.0	87.5		
Agree	1	12.5	12.5	100.0		
Total	8	100.0	100.0			

Table 5.1 item 4 indicated that the 5(62.5%) strongly agree and 3 (37%) disagree the value of mean and standard deviation 1.37, 0.50 show inadequacy of dressing room for practice practical class. Based on 5.1 items 5 the response 5(62.5%) replied strongly agree 2 (25.0%) disagree and 1 (12.5%) suggest agree respectively.

As we can see from item 4(53%) of the respondents replied disagree and 2 (37.5%) reveal disagree and the remaining 1(12.5%) answered agree So one can concluded from the result

there was no adequate dressing, bath room and physical education equipment storage room. the value of mean and standard deviation also confirm the above condition.

As can be observed in table 5.1 items 6, respondents were asked whether PE storage rooms are there or not in the sample school, 4(50.0%) respondents strongly disagree, 3(37.5%) of teachers disagree concerning storage room and the rest1 (12.55) reveal agree.

Table 5.3; responses of teachers regarding the availability of athletics equipment and facility.

6						
Starting guns and starting block is adequate in your school						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Stro. Di	4	50.0	50.0	50.0	3.50	.53
Disagre	4	50.0	50.0	100.0		
Total	8	100.0	100.0			
7						
Javelin(male)enough for practice						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Stro. Di	6	75.0	75.0	75.0	3.5000	.53452
Disagre	2	25.0	25.0	100.0		
Total	8	100.0	100.0			
8						
Javelin (female) enough for practice						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi

Stro. Di	4	50.0	50.0	50.0	3.5000	.53452
Disagre	4	50.0	50.0	100.0		
Total	8	100.0	100.0			

Based on table 5.3 items6 the response, 4(50.0%) replied strongly disagree, 4(50.0 %) disagree and 30 (17.4. %) and also the value of mean and standard deviation 3.50, .53 confirm the above reality. As we can see from item9, 6 (75.0%) of teachers respondents replied strongly disagree and 4 (50.0) disagree. The value of mean and standard deviation also show the same condition .so one can conclude from the result there is no adequate male and female javelin in the School to practice practical session. In the same table regarding the female javelin the result indicate4 (50.0%) responded strongly disagree and 4(50.0%) and also reveal disagree respectively.

Table 5.4; responses of teachers regarding the availability of athletics equipment and facility.

9	Shot put male adequate for practical class?					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Stro. Di	4	50.0	50.0	50.0	1.5000	.53452
Disagre	4	50.0	50.0	100.0		
Total	8	100.0	100.0			
10	Shot put female adequate in practical class and discuss(male and female) available in your school					

Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Stro. Di	5	62.5	62.5	62.5	1.3	.51
Disagre	3	37.5	37.5	100.0		
Total	8	100.0	100.0			
11	Exchange batons adequate for practice relay in your school and hurdle available in your school					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Stro. Di	3	37.5	37.5	37.5	1.6250	.51755
Disagre	5	62.5	62.5	100.0		
Total	8	100.0	100.0			

Based on the above table; the response 4(50.0%) replied strongly disagree 4(50.0%) disagree. The value of mean and standard deviation 1.50, .53 indicate the inadequacy of athletic equipment in the study schools to enhance the performance of students.

As we can see from item 5(62.5%) of the respondents replied strongly disagree, 3(37.5%) disagree. As we can see from the result of mean and standard deviations 1.62, .51 the majority of the respondents not agree on the availability of athletic equipment. So one can conclude from the result there is no adequate male and female shot put in the School to practice practical session. Thus, these delay the performance of students to master the skill of track event and field event. In the same table regarding the availability of exchange batons the majority of the respondent, 5(62.5%) suggested strongly disagree, 3(37.5) disagree. Mean and standard deviation value also reveal in inadequacy of exchange baton with the number of students.

Table 5.5:-Teachers responses’ concerning the adequacy of gymnastic apparatus

1						
High bar available in your school						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Stron.di	5	62.5	62.5	62.5	3.3750	.51755
Disagre e	3	37.5	37.5	100.0		
Total	8	100.0	100.0			
2						
Horizontal bar available in your school						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Stron.di	4	50.0	50.0	50.0	3.5000	
Disagre	4	50.0	50.0	100.0	.53452	.53452
Total	8	100.0	100.0			
3						
Landing mats available in the school to practice						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Devi
Stron.di	3	37.5	37.5	37.5	3.6250	.51755
Disagre	5	62.5	62.5	100.0		
Total	8	100.0	100.0			

Based on table 3 item the response 5(62.5%) replied strongly disagree, 3(37.5%) disagree respectively regarding the gymnastic apparatus, which indicate the responses of majority respondents the in adequacy of apparatus.

As we can see from above table;4 (50.0%) of the respondents replied strongly disagree and 4 (50.0%) disagree. so one can concluded from the result there is no adequate horizontal bar in the School to practice practical session. Thus it delays the performance of students' since un balance with the number of students.

In the same table regarding the landing mats and triple jump the teachers asked whether or not there the majority of respondents replied that, 5(62.2) strongly disagree and 3(37.5%) disagree. Based on the above table concerning the triple jump the majority of the respondents responded, 4(50.0%) strongly disagree and 4(50.0%) suggests disagree . the value of mean and standard deviation indicate the shortage of gymnastic apparatus which causes negative impact on students' competence level.

Table 5.6; responses of teacher regarding the availability of variety ball

5						
Football are available in your school						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Stro.dis	2	25.0	25.0	25.0	3.0000	.75593
Agree	4	50.0	50.0	75.0		
Stron.ag	2	25.0	25.0	100.0		
Total	8	100.0	100.0			
6						
Volley ball and hand ball are available in your school						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev

Disagre	3	37.5	37.5	37.5	2.6250	.51755
Agree	5	62.5	62.5	100.0		
Total	8	100.0	100.0			

In the above table, the respondents were asked the presences and the absences of variety balls, 4(50.0%) of students agree, 2(25.0%) of respondents were disagree, 2(25.5%) of respondents replied agree with the shortage of variety balls. Similarly, Observation check list set to assess whether the sample school has available variety balls or not the information gathered verify the shortage of variety balls.

Table5.6; Responses of teachers’ concerning the effect of large class size

7	Average number of students in the class below50					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Stron.dis	6	75.0	75.0	75.0	1.2500	.46291
Disagree	2	25.0	25.0	100.0		
Total	8	100.0	100.0			
8	Large class size result negative effect on students?					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Stron.dis	4	50.0	50.0	50.0	1.5000	.53452
Disagree	4	50.0	50.0	100.0		
Total	8	100.0	100.0			

9	Restrict effective communication of students and difficult to identify students with special need					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Stron.dis	5	62.5	62.5	62.5	1.3750	.51755
Disagree	3	37.5	37.5	100.0		
Total	8	100.0	100.0			
10	Causes problem of classroom management, affect method of teaching and cues disciplinary problem unbalance sport material with the number of students'					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Stron.dis	4	50.0	50.0	50.0	1.5000	.53452
Disagree	4	50.0	50.0	100.0		
Total	8	100.0	100.0			

The respondents were asked whether or not the average number of students in class is below fifty, 6(62.5%) of teachers were strongly disagree as the average number of students in a class below fifty 2(25.0%) of respondents disagree. As indicated in Table 11item 2.Responses for items 2 table 11 shows that, 4(50.0%) of teachers strongly agree, 4(50.0%) of were agree.

Based on the majority responses the researcher concluded that, with large class size results problems like lack of effective communication, difficult to identify students With special need, problem of class room management and suffocation, unbalance sport facility and

equipment with number of students, poor method of teaching and created disciplinary problems during the instructional process. In supporting this, under interview from school management and physical education suggested for the low level of quality physical education is ‘large number of students in a class’. This shows that, as students’ population is rising fast but the construction of school building and facilities and equipments did not go proportionally with number of students in the classes.

Table1.5.7; responses of teachers’ concerning with the PE teacher and school administer effort on PE facility and equipment handling system

11						
What is the system you use to supervise ball games material during practical class utilization						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Satisf	4	50.0	50.0	50.0	3.5000	.53452
Poor	4	50.0	50.0	100.0		
Total	8	100.0	100.0			

12						
What is the culture of maintenance and repairs of PE facility and equipment in your school						
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Good	2	25.0	25.0	25.0	3.1250	.83452
Satisf	3	37.5	37.5	62.5		
Poor	3	37.5	37.5	100.0		

Total	8	100.0	100.0			
13	What do you say the your and school administration effort to handle properly PE facility and equipment					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Good	1	12.5	12.5	12.5	3.3750	.74402
Satisfy	3	37.5	37.5	50.0		
Poor	4	50.0	50.0	100.0		
Total	8	100.0	100.0			

As shown in table 5.7 Item 11 results with respect to the system teachers use, about 4(50.0%) of students replied poor, 4(50.0%) answered satisfactory on their system of supervise material while practical session supervision.

Item 2 indicated that, 3 (37.2%) of the respondent explains poor there is no the culture of maintenance and repairs of gymnastic apparatus and athletics equipment in the school, 3(37.5%) answered satisfactory, 2(25.0%) of students said good and no one said excellent. From the response of majority the researcher reveal that, PE facility and equipment not maintained in a service able condition. Base on the school principal effort handle properly physical education equipment 4 reveal poor,3 suggested satisfactory and the remain 1 responded good. Thus these implies school principal don't exercise effectively to supervise the physical education equipment properly.

Table 5.8 responses of teachers' concerning with the PE teacher and school administrator effort on PE facility and equipment handling system.

14	What do you say about PE equipment store rooms					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Satisfy	3	37.5	37.5	37.5	3.6250	.51755
Poor	5	62.5	62.5	100.0		
Total	8	100.0	100.0			
15	What is the relationship between you and school administrator to organize and handle properly PE facility and equipment					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Satisfactory	2	25.0	25.0	25.0	3.7500	.46291
Poor	6	75.0	75.0	100.0		
Total	8	100.0	100.0			

16	What is the school budget to purchase facility and equipment					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Satisfy	4	50.0	50.0	50.0	3.5000	.53452
Poor	4	50.0	50.0	100.0		
Total	8	100.0	100.0			

Table 5.8 Item 14; - presents teachers response with respect to the questions **Hence about** 5(62.5%) of respondent replied poor, 3 (37.7% satisfactory In addition to this observation of the researcher implied the similar response with those listed in above.

Table 5.8 the majority 4(50.0%) of respondents replied poor as the systems of handling the presences PE material were poor 4(50.5%) satisfactory. .Thus it can be concluded that there is poor culture of maintain of existing facility and equipment.

From table 5.8 item 15 concerning school budget 6(62.5%) replied poor, 2(25.0%) satisfactory. From the above result researcher concluded that the school do not have enough annual budget to purchase PE facility and equipment in the interview with the school administration the main factory was coreless planning budget for purchasing PE equipment by school principal and PE teachers and other concerned bodies.

Table 5.9responses of teachers’ concerning with the PE teacher and school administer effort on PE facility and equipment handling system.

17	What is your management system of present PE material					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Good	5	62.5	62.5	62.5	1.3750	.51755
Satisfactory	3	37.5	37.5	100.0		
Total	8	100.0	100.0			
18	What is your awareness of PE equipment and facility handling system					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Good	4	50.0	50.0	50.0	1.5000	.53452

Satisfactory	4	50.0	50.0	100.0		
Total	8	100.0	100.0			

	In relation to environment how is your material handling system					
Items	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Std. Dev
Good	1	12.5	37.5	37.5	1.7500	.70711
Satisfactory	3	37.5	50.0	87.5		
Poor	4	50.0	12.5	100.0		
Total	8	100.0	100.0			

From table 5.9 item 17, 5(37.5%) teachers have good awareness, 3 (37.5%) have satisfactory awareness Based on the respondents of majority teachers have poor awareness of PE instruction handling system.

Item 18 show that, 4(50.0%) of the respondents said that handling system of PE material in relation to learning environment poor4 (50.0%) 3(37.5,) replied satisfactory whereas the remain answered1 (12.5) good. So one can concluded when environment is not conducive for teaching and learning process difficult to supervise the teaching material while utilization.

Table 5.10:-Teachers responses concerning on extent of physical education facility and equipment impact on teaching and learning process.

One-Sample Statistics Test value=3							
	Item	N	Mean	Std. Deviation	T	df	Sig. (2-tailed)
1	Average number of students in the classbelow50	8	1.25	.462	7.638	7	.000
2	Large class size result negative effect on students	8	4.50	.534	7.937	7	.000
3	Restrict effective communication of students and difficult to identify students with special need	8	4.37	.517	7.514	7	.000
4	Causes problem of classroom management, affect method of teaching and cues disciplinary problem unbalance sport material with the number of students'	8	4.50	.534	7.937	7	.000
5	To what extent shortage of playfield affect your participation during practical class	8	4.37	.517	7.514	7	.000
6	How much influence teaching and learning process un balance PE equipment and facility with the number of students'	8	4.25	.462	7.638	7	.000
7	To what extent have impact on your learning process in adequate of athletics track and field event equipment and facility	8	4.37	.517	7.514	7	.000
8	What your interests toward PE relation to shortage of teaching material	8	1.50	.534	7.937	7	.000
9	To what existent have negative effect on your competence level in educate of facility and accrument in your schools	8	1.75	.707	7.000	7	.000
10	How much ball game satisfy your need while perform practice	8	1.75	.886	5.584	7	.001
11	Constrains of dress room and bath room indulgency your next period	8	4.62	.517	8.881	7	.000

12	To extent affect in adequate of class size your skill development	8	4.25	.462	13.748	7	.000
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N= number of participant P ≤0.05 x= mean SD= standard deviation df= degree of freedom scale 1= very low 2 = low 3=Medium 4=high 5=Very high

As seen from table 7 above, two different kinds of shortage of facility and equipment that affect PE were presented and the one- sample t-test results were calculated. The obtained t-values (at $p < 0.05$, $df = 7$, Sig. two-tailed) of each items were significantly greater than the cutoff point. If $sig < 0.05$ and $t\text{-value} > 0$, this implies that mostly happened.

Based on the majority responses the researcher concluded that, with large class size results problems like lack of effective communication, difficult to identify students With special need, problem of class room management and suffocation, unbalance sport facility and equipment with number of students, poor method of teaching and created disciplinary problems during the instructional process, teachers have low interest toward the PE subject. Shortage of PE facility and equipment hinder the competency level of students negatively. Majority of teachers' PE teachers has low satisfaction while practice students.

In supporting this, under interview from school management suggested for the low level of quality physical education is ‘large number of students in a class’. This shows that, as students’ population is rising fast rat but the construction of school building and facilities and equipment did not go proportionally with number of students in the classes. School administration and school managements are not properly accomplish their duties and responsibility

4.4. Analysis of semi structured interview

These interviews were prepared to gather school administrators’ suggestion about the availability of PE facility and equipment way of handling and impact on teaching and learning process of physical education over the selected secondary school in GommaWorada

Interview take place with school administer regarding to what extent facilitate situation for PE teaching and learning process all of the school administer stated. ‘No more focus to facilitate the

situation and schools to make conducive for teaching and learning process of physical education rather than the other subject, because lack of awareness about the subject takes as recreation”.

Interview conducted with school principal regarding the availability of PE facility and equipment the entire school principal stated; “No available equipment and facility of teaching and learning process of PE comparison with the number of students, There was shortage of PE facility and equipment to implement the subject program effectively, all activities such as football, volley ball, gymnastics, and athletics activity were limited in the study school due to the shortage of teaching instructional material”.

Interview conducted with school administrators concerning the effort of school principal whether they work jointly with PE teachers and community in order to handle PE equipment properly “There was no cooperate to solve the shortage and absence of sport equipment and facility Schools do not appreciate teaching and learning process of PE the school principal and physical education teacher don’t work jointly to prepare annual plan for PE equipment purchase and also there was no experience of construct from local material and handle properly in save condition in all school”.

The researcher asked the handling system of physical education facility and equipment in the study school as the school principal for waded; “There was no PE storage room and also the teaching and learning process environment not conducive to supervise the material while the students practice and also there was no the culture of repairing, constructing and replace, and shortage of school annual budget to purchase or fulfill necessary material”.

School principal reacts regarding the major factors that influence teaching and learning process of PE as all of them stated; “Factors that influence teaching and learning process of PE were class size or un proportional number of students and presence equipment and facility environment, materials, facilities, location of the school and school administration were not had enough budget allocate for fulfill necessary equipment and to implement physical education program properly”.

The researcher raised question regarding the impact of shortage of facility and equipment on students' academic performance concerning the impact of shortage and absence of PE facility and equipment as all of the principal responded 'Inadequacy of instructional material delay the participation, interest, competence level and academic performance of students significantly'.

4.5 Analysis of observation check list

No	Variables to be observed	inadequate	adequate	Absent
1	Availability of sport facilities	✓		
	football court	✓		
	volley ball court	✓		
	Gymnasium			✓
	athletics track and field facility and equipment	✓		
	Dressing room			✓
	bath room			✓
	Storage rooms	✓		
	Variety ball		✓	
	Starting blocks			✓
	Javelin	✓		
	Shot put	✓		
	Discuss			✓
	Exchange batons	✓		
	Hurdle stands	✓		
	Starting guns	✓		
	High bar	✓		
	Horizontal bar	✓		
	Landing mats	✓		
	Triple jump land	✓		
	Take off board			✓
3	Appropriateness of the teaching method and class	✓		

	organization			
4	Teachers ability to motivate student actively	✓		
5	Students interest to learn PE subject	✓		
6	Teachers ability to construct facility and equipment form local materials and utilize effectively	✓		
7	Participation of students in relation to shortage of material	✓		
8	Ability of the teacher to practicing the skill, supervise, and give feedback to enhance students skill in PE class	✓		
9	Culture of maintenance repair, organize	✓		

In order to obtain information about availability of PE facilities like, storage room, dressing room, bath room, football court, volley ball court, Gymnasium, athletics track and etc, observation has been take place by the researcher. Hence, the investigator has observed most sport facilities were not available in the schools and Systems of handling present equipment were low like Ball games. Equipment like Starting blocks, Javelin, Shot put, Discuss, Exchange batons, Hurdle stands, Starting guns, High bar, Horizontal bar, Landing mats, Triple jump land and Take off board were not present in school.

The appropriateness of the teaching method and class organization, teacher's ability to motivate student and construct facility and equipment from local materials and handling were not effective. The school administration not properly allocate budget to composite scarcity of facility and equipment of physical education.

The culture of stored properly the present material, repair damaged, replace, supervise properly while utilization, organize, construct from local material was not seen in the study school. These consequence the shortage of facility and equipment and also affect the teaching and learning process of physical education as well as influence the participation, competence level and performance of the students significantly.

4.6. DISCUSSION

This section deals with the finding of the present's investigation discussed in the light of the statements of the problems, guide question and review of related literature in order to assess the availability of physical education facility and equipment, handling and its impact on students' performance to realize and suggested possible recommendation. Hence, the discussion focused on availability of physical education facility and equipment, way of handling and its impact on teaching and learning process.

In this study the researcher attempted to investigate whether adequate facility and equipment require to teach physical education in secondary school of Gommaworeda was present or not. The information collected in reference to this issue tested using Descriptive percentage, mean, standard deviation and t test to Obtain valid information. based on the majority respondents frequency and value of sig and value of t had implies that there was shortage of PE facility which includes; volleyball field, handball field, football, field, track and field event field and gymnasium were in the school not available to implement the physical education program. In light of this. Balogu (2002) submitted that no effective science education program can exist without facilities for teaching. When facilities are provided to meet relative needs of the students, they will have access to reference materials mentioned by the teacher

In light of this, marythissen-milder (2006) recommends, providing facilities that are Clean, safe, and adequate for the number of students needs in physical education classes are the most vital issue to implement the program properly.).similarly in case of physical education equipment availability the result of mean standard deviation and t test show there is no significance deference among the respondents which implies the shortage of physical education equipment such as ;hurdle, botan exchange ,javelin, shot pot, discuss, gymnastic apparatus such as parallel bars ,pommel horse, vaulting, variety ball and others.

To determine whether the average number of students in a class is below 50 and large class Size resulted negative effects on the on students' academic performance in secondary school of Gommaworeda the data gathered and computed through mean ,standard deviation and

one sample t- test had Shows that there were agreement with the Number of students exceed more than the average in a class and the consequences resulted lack of communication ,difficulty to identify students with special needs, problems of Classroom management, suffocation problems, un-proportion of sport facilities and equipment with number of students, affects using various method of teaching and frequents, assessment and causes disciplinary problems. as a result, most teachers and students prefer small class-size for effective teaching-Learning process. In the light of this, douglas (1954), classroom should be convenient Enough for students to learn happily and there must be sufficient space between students With in class, the typical classroom should not contain more than 35 to 36 students. In Supporting, the proposition with in broad limits between 25 and 50 pupils change in class Size influence pupils achievement modestly or not at all. In a class of more than 40 Students, it is very difficult to expect quality education (MOE, 1991).

Regarding handling system of physical education facility and equipment the data gathered and computed through mean standard deviation and t test had Shows that as significant respondent's agreement with the system of handling physical education facility and equipment was inappropriate. This had indicated that there was no culture of maintenance, repair construct, store properly in the physical education equipment store room and also the school do not had annual budget to purchase equipment and facility of PE. In light of this. Bucher and Krotte (2002) though that the equipment and facilities should always be maintained in a serviceable condition. Procedures for caring facilities and equipment should be reutilized. And all equipment should be checked and then repaired, replaced, or serviced as needed and stored properly. Facilities and equipment should be very attractive and esthetically satisfying and should be easy and economically maintained strongly the planning construction, and use of facilities should consider; validity, utility, accessibility, isolation, departmentazation, safety and maintenance.

Concerning the impact of in adequacy and poor care of PE instructional material or equipment and facility the result of analysis of mean ,standard deviation, mean difference and t-test values implies as lack and poor handling of instructional material had delay the students competency level, implementation of program and affect academic performance of students negatively.

CHAPTER FIVE

5.SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the major findings of the study and draws conclusion based on the findings. At the end, recommendations are forwarded that are thought to be helpful to address the problems of availability of physical education facility and equipment, handling and its impact on teaching and learning process.

5.1 SUMMARY

The background of this study describe the meaning and importance of education, the importance of physical education and the status of physical education facility and equipment way of handling and its impact on teaching and learning process in some selected secondary school of GommaWoreda and the attempts of the researcher to assess the availability of physical education facility and equipment, handling and its impact on teaching and learning process of physical education.. In order to achieve this purpose, the following basic Research questions were raised in the study. Are there available facility and equipment for teaching and learning process of physical education in the school, to what extent facility and equipment affect teaching and learning process of physical education over the selected secondary school to what extent PE teacher and school principal exercise their role in properly handling school facilities and equipments. To this effect, the study was conducted in randomly selected three governmental secondary school of Gommaworeda. Review of related literature was compiled from different web site; books, journal and other related reference material fit with assess of PE availability of facility and equipment, handling system and its impact on teaching and learning process of physical education. The desired populations for the study, 172 students were taken as sample using systematic random sample were 8 physical education teachers and 9 schools administer selected purposively totally 189. Questionnaire, interview and observation were the instruments of data collection.

Among these instrument selected for the Study, questionnaires was checked through respondents of sample school pilot study Computed in cronbach'sAlphastatistics formula to be reliable and consistent. The data Collected from the standardized questionnaire was analyzed and interpreted using statistical tools such as frequency,percentage ,mean, standardization and one sample t-test inferential which was supported by Spss version 17.0 of computer program. The data gathered through interview and Observations were analyzed qualitatively using narration. , based on the analyzed data, the following major findings were obtained from the study:-

- ❖ The study also identified that, there is not sufficient facilities and equipment in the school.
- ❖ The study revealed that the scarcity of facility and equipment affect teaching and learning process of physical education over the selected schools.
- ❖ There is no athletics track and apparatus gymnasium in the study school
- ❖ The study revealed some facility and materials not properly handling by teachers, students and school administration.
- ❖ The study revealed that number of students and facility and equipment were unproportional this causes;
- ❖ Lack of communication ,difficulty to identify students with special needs, problems of Classroom management, suffocation problems, un-proportion of sport facilities and equipment with number of students, affects using various method of teaching and frequents Assessment and causes disciplinary problems.
- ❖ School location and environment is not conducive for teaching and learning of physical education.
- ❖ The study revealed some facility and materials not properly handling by teachers, students and school administration.
- ❖ There was no culture of maintenance, repair construct, store properly in the physical education equipment store room and also the school do not have annual budget to purchase equipment and facility of PE.
- ❖ The job integration among the school principal, students and family are not smooth.

- ❖ The finding of the study identified as lack and poor handling of instructional material had delay the students' competency level, implementation of program and affect academic performance of students negatively.

5.2 CONCLUSION

Based on the findings of the study the researcher obtained and analyzed the following basic points were forwarded as a conclusion. The major constraints associate with physical education teaching and learning process were facility and equipment availability, way of handling and its impact on students' performance.

- The finding identified shortage of facility which includes; volleyball field, handball field,
- football, field, track and field event field and gymnasium were in the school not available to implement the physical education program.
- Similarly in case of physical education equipment availability the result of study findings show the shortage of physical education equipment such as ;hurdle,botan exchange ,javelin, shot pot ,discuss, gymnastic apparatus such as parallel bars ,pommel horse ,high bar, vaulting, variety ball and others.
- The schools' environment is not appropriate for the instruction of health and physical education. This is because most schools lack an appropriate training field, bathroom, dressing room, shower, and store etc
- The job integration among the wereda school administration, school administration, teachers, students and families are not smooth. In fact, the concerned bodies are not working jointly for the same goals were affect the result of the students negatively.
- Due to the shortages of facility and equipment during teaching and learning process of physical education class student attitudes were highly affected over the selected schools.
- Facility and materials were found over selected school not properly handling by teachers, students and school administration.

- The finding of the study revealed that concerning with the number of students and adequacy of teaching material were unproportional and the consequences resulted were lack of communication, difficulty to identify students with special needs, problems of Classroom management, suffocation problems, unproportion of sport facilities equipment with number of students, affects using various method of teaching and frequent assessment and causes disciplinary problems.
School administrator and physical education teachers not show effectively their effort to handle properly teaching material and work jointly to supervise and maintain the service of equipment and facility.
- As the major finding of the study shows there was no the culture of maintenance, repair, construct, stored properly in the physical education equipment store room; validity, utility, accessibility, isolation, departmentalization, safety and maintenance and also the school do not have annual budget to purchase these causes the inadequacy of teaching material and limited the extend of lifespan of instructional material in the study school.
- Regarding budget allocation to purchase sport facility and equipment the finding of the study embraces that, majority of the respondents were depicted budget not allocated to fulfill necessary facilities and equipment required for teaching which highly lowering quality teaching physical education
- Concerning the impact of instructional material on teaching and learning process the finding of the study indicated that inadequacy of PE facility and equipment had delayed the competence level of students, hinder the implementation of physical education programmed affect negatively interest and academic performance of the learner This is bad news, as achieving the stated objectives of the sector without the use of appropriate instructional materials is like fetching water with the local basket (full of holes).

5.3 RECOMMENDATION

- ❖ Woreda educational bureaus, parents and school board of management in collaboration With school community are recommended to discuss with the public involving, governmental organization, and stakeholders and thereby improve community Contribution in cash/ kind to fulfill the school sport facilities and equipment. ,
- ❖ The school administration should work jointly with family and woreda school administration and non–governmental organization...etc. so as either to get donations or generate incomes.
- ❖ School should be allocated budget to fulfill necessary facilities and equipment required for teaching and learning process.

- ❖ Facility and materials found in selected school should be properly handling by teachers, students and school administration.
- ❖ The school should be develop the culture of properly store, safe, maintain, repair, replace, construct and supervise properly while practice the facility and equipment to extend the service year or lifespan of instructional material
- ❖ As a result, a numbers of schools have not been constructed using the standard and alternative design, which includes sufficient playground, equipment, teaching material store room, bath room etc. the Concerned authority, schools, teachers and school board of management and local Communities as whole seriously should give attention to design enough playgrounds in the school with supply of adequate sport facilities and equipments.
- ❖ Since large class size has drawbacks to provide equal opportunity for students in the class the school management, the community and woreda educational bureau should carry out Primary responsibility to bring manageable class- size by means of minimizing the number of students in a class and built additional classroom.
- ❖ Improvisation amongst the teachers should be encouraged so that they could improvise ready to use and cheap materials that come in handy for result oriented instructional delivery.

- ❖ Facility and materials found in selected school should be properly handling by teachers, students and school administration.
- ❖ The school should be develop awareness or culture of properly store, safe, maintain, repair, replace, construct and supervise properly facility and equipment to extend the service year or lifespan of instructional material in order to minimize the scarcity of material in the school.

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APPENDIX I

JIMMA UNIVERSITY POST GRADUATE PROGRAM: DEPARTMENT OF SPORT SCIENCE STUDIES

- **Questionnaire prepared for students**

- **Introduction**

These questions are prepared to collect the student's suggestions about assessment of physical education inventory management systems in teaching and learning process of PE as well as to undertake survey study over the selected Secondary school in Gommaworeda. The suggestions you provide are solely for academic purpose and it very important to forward constructive suggestions in the teaching and learning process in PE class and to encourage student's attitude to physical education profession. Writing your name on this question paper is not required. Read attentively the provided questions and respond accordingly. Thank you for your co-operation in advance.

- **Personal information**

Sex: Male Female Age: 12-16 17-20 above _____

Grade _____

- **Direction;** writing your name is not required, circle letter of your choice and use only the provided blank space to give your suggestions here in the questions.

Provided question to collect student's suggestion

Please mark (√) under your response 1= Strongly Disagree (SD) 2= Disagree (D) 3= Undecided (U) 4= Agree (A) 5= Strongly Agree (SA)

Table 1, questions related to availability of physical education facility and equipment in the secondary school.

No	Items	1	2	3	4	5
A	Availability of play field					
1	Your school have adequate football court					
2	Your school have volley ball court					
3	There is sufficient gymnasium					
4	There is sufficient athletics track					

5	Dressing room is available in your school					
6	There is bath room in your school					
7	Storage rooms available in your school					
8	There is lane athletics track available in school					
9	There is sufficient Teaching and learning material in your school					
B	Athletic Equipment					
1	Starting blocks available in your school					
2	Starting guns adequate in your school					
3	Javelin(male)enough for exercise					
4	Javelin(female)enough for practice					
5	Shot put(male) adequate for practice practical class					
6	Shot put (female)adequate in school					
7	Discuss(male)available in your school					
8	Exchange batons adequate for practice relay in your school					
9	Hurdle stands available in your school					
C	Gymnastics tripod	1	2	3	4	5
1	High bar available in your school					
2	Horizontal bar available in your school					
3	Landing mats available in the school to practice					
4	Triple jump land available in school					
5	Take off board adequate in your school					
D	Ball Games					
1	Football are available in your school					
2	Volley ball are available in your school					
E	Large Class size					
1	Average numbers of students in the class					

	below 50					
2	Large class size results negative effects on students					
3	Restrict effective communication of students					
4	Difficult to identify students with special needs					
5	Causes problem of class room management while theoretical and practical class session					
6	Un balance sport materials with number of students					
7	Affect method of teaching and cause discipline problems					

Please mark (√) under your response 1= very low (VL)2 = low (L) 3=Medium (m)
4=high(h)5=(Vh)Very high

Table 2, questions related to impact of physical education facility and equipment in teaching and learning process in the secondary school.

No	Items	1	2	3	4	5
1	To what extent shortage of play field affect your participation during practical class					
	How much influence teaching and learning process unbalance PE equipment and facility with number of students					
3	To what extent delay your performance achievement in adequate of volleyball and football court					
4	To what extent have impact on your teaching and learning process in adequacy of athletics track and field event equipment and facility					
5	What is your interests to ward physical education in relation to					

	shortage of teaching materials					
6	To what extent have negative effect on your competency level in adequacy of gymnastics apparatus in your school					
7	How much ball game satisfy your need while perform practice					
8	To what extent hinder the implementation of physical education programs in adequacy of volley ball and soccer playing court					
9	Constrains of dressing rooms and bath rooms delay your next period					
10	To what extent affect inadequacy of class size your skill development					
11	To what extent to fulfill shortage of facility and equipment in your school show your effort					

Please mark (√) under your response 1= Poor (E) 2= Satisfactory (s) 3= Good (G) 4= very good (vg) 5= excellent (E)

Table 3, questions related to physical education facility and equipment management or handling system in the secondary school.

No	Items	1	2	3	4	5
1	What is the systems PE teacher use to supervise ball games materials during practical class utilization					
2	What is the culture of maintenance and repairs of gymnastics and athletics equipment in your schools					
3	What do you say the effort of physical education teachers and school administer to handle properly ball games equipment and playing field					
4	What do you say about the physical education equipment store rooms					

5	What is the culture of repairing, maintaining and organizing of athletics and football equipment and gymnastic apparatus					
6	To what extent physical education and school administration work cooperatively to maximize physical education facility and equipment in the school					
7	What is the school budget to purchase physical education facility and equipment					
8	Your management and control system of present materials					
9	Your school PE inventory management system					
10	Your awareness of PE equipment and facility handling system					
11	To what extent large class size affect handling PE material					
12	In relation to teaching environment how is your PE equipment handling system					

Appendices II

Jimma university post graduate program:

Department of sport science studies

- Questionnaire prepare for teachers
 - Introduction

These questions are prepared to collect the teachers and school principal suggestions about the assessment of in teaching and learning process of PE as well as to undertake survey study over the selected high school in Gommaworeda. The suggestions you provide are solely of academic purpose and it is very important of forward constructive suggestions in the teaching and learning process of PE class and to encourage student's attitude to physical education profession. Writing you name on this question paper is not require. Read attentively the provided questions and respond accordingly. Thank you for your co-operation in advance.

- **Personal information**

- Sex: Male Female Age :20-30 31-40 41-50 51-60
- Qualification: Certificate: Diploma Degree Masters
- Year of service in teaching: 1-5 6-10 11-15 16-20 21>
- Your major subject: _____ subject you are teaching: _____
- **Direction:** writing you name is not required, circle letter of your choice and use only the provided blank space to give your suggestions here in the questions.

Provided Questions to collect teachers and school principal suggestions

Please mark (√) under your response 1= Strongly Disagree (SD) 2= Disagree (D) 3= Undecided (U) 4= Agree (A) 5= Strongly Agree (SA)

Table 4, questions related to availability of physical education facility and equipment in the secondary school.

No	Items	1	2	3	4	5
A	Availability of play field					
1	Your school have adequate football court					
2	Your school have volley ball court					
3	There is sufficient gymnasium					

4	There is sufficient athletics track					
5	Dressing room is available in your school					
6	There is bath room in your school					
7	Storage rooms available in your school					
8	There is lane athletics track available in school					
9	There is sufficient Teaching and learning material in your school					
B	Athletic Equipment					
1	Starting blocks available in your school					
2	Starting guns adequate in your school					
3	Javelin(male)enough for exercise					
4	Javelin(female)enough for practice					
5	Shot put(male) adequate for practice practical class					
6	Shot put (female)adequate in school					
7	Discuss(male)available in your school					
8	Exchange batons adequate for practice relay in your school					
9	Hurdle stands available in your school					

Please mark (√) under your response 1= High (H) 2= Medium (M) 3= Low (L) 4=Very low(VL)

Table 2, question related to impact of physical education facility and equipment in teaching and learning process in the secondary school.

No	Items	1	2	3	4
1	To what extent shortage of play field affect your participation during practical class				
2	How much influence teaching and learning process unbalance PE equipment and facility with number of students				
	To what extent delay your students' performance achievement in adequate of volleyball and football court				

4	To what extent have impact on your teaching and learning process in adequacy of athletics track and field event equipment and facility					
5	What is your interests to ward physical education in relation to shortage of teaching materials					
6	To what extent have negative effect on your students' competency level in adequacy of gymnastics apparatus in your school					
7	How much ball game satisfy your need while practice students					
8	To what extent hinder the implementation of physical education programs in adequacy of volley ball and soccer playing court					
9	Constrains of dressing rooms and bath rooms delay students next period					
10	To what extent affect inadequacy of class size your students' skill development					
11	To what extent exercise your effort to handle properly PE facility and equipment in your school					
C	Gymnastics tripod	1	2	3	4	5
1	High bar available in your school					
2	Horizontal bar available in your school					
3	Landing mats available in the school to practice					
4	Triple jump land available in school					
5	Take off board adequate in your school					
D	Ball Games					
1	Football are available in your school					
2	Volley ball are available in your school					
E	Large Class size					

1	Average numbers of students in the class below 50					
2	Large class size results negative effects on students					
3	Restrict effective communication of students					
4	Difficult to identify students with special needs					
5	Causes problem of class room management while theoretical and practical class session					
6	Un balance sport materials with number of students					
7	Affect method of teaching and cause discipline problems					

Please mark (√) under your response 1=poor (P) 2= satisfactory () 3= Good (G) 4= v.good (VG) 5=excellent(E)

Table 6, questions related to physical education facility and equipment management or handling system in the secondary school.

No	Items	1	2	3	4	5
1	What is your systems to supervise ball games materials during practical class utilization					
2	What is the culture of maintenance and repairs of gymnastics and athletics equipment in your schools					
3	What is your physical education teachers and school administer to handle properly ball games equipment and playing field					

4	What do you say about the physical education equipment store rooms in your school					
5	What is the culture of repairing, maintaining and organizing of athletics and football equipment and gymnastic apparatus					
6	How work cooperatively with school community to maximize physical education facility and equipment in the school					
7	What is the school budget to purchase physical education facility and equipment					
8	Your management and control system of present materials					
9	Your school PE inventory management system					
10	Your awareness on PE equipment and facility handling systems					
11	To what extent large class size affect handling PE material					
12	In relation to teaching environment how is your PE equipment in your school					

APPENDIX III

Jimma University post graduate program;

Department of sport science studies

3. Interview questions for school administrators

These interviews are prepared to gather school administrator suggestion about the assessment of sport facility and equipment in teaching and learning process of physical education and as well as to undertake survey study over the selected high school in GommaWorada

1. What is yours attitude around teaching and learning process of physical education subject?
2. Do you participate in sport activities?
3. How do you facilitate the situation of teaching and learning process of develop physical education?
4. What do you say the availability of equipment and facility of teaching and learning process of PE?
5. How much do you cooperate to solve the shortage and absence of sport equipment and facility with physical education teachers?
6. what do you say about PE equipment and facility handling system and storage room ?
7. Do you think that your school conducive for teaching and learning process of PE?
8. Do your school have adequate teaching and learning process of PE materials?
9. What are the factors you think can influence the teaching and learning process of PE?
10. Do you think shortage and absence of sport facilities and equipment affect the students skill development?
11. What is your role model to minimize scarcity of facility and equipment with family and students?

APPENDIX IV
 JIMMA UNIVERSITY
 COLLEGE OF NATURAL SCIENCE
 DEPARTMENT OF SPORT SCIENCE

Observation checklist for teaching and learning process of physical education General information

- Date of Visit _____ Grade and section observed _____
- Topic of the lesson _____ Length of the Observation period _____
- Number of periods Allotted per week _____ Number of students in the class _____

- Bio Data of teaching and learning process being observed

Sex _____ Age _____ Qualification _____ Major _____ Minor _____
 Total experience _____

Instruction: put check Mark () in the column which Tells “Yes” to Some Extent “No”

No	Variables to be observed	inadequate	adequate	Absent
1	Availability of sport facilities			
	football court			
	volley ball court			
	Gymnasium			
	athletics track and field facility and equipment			
	Dressing room			
	bath room			
	Storage rooms			
2	Systems of handling of equipment and facility	good	satisfactory	Poor
	Ball			
	Starting blocks			
	Javelin			
	Shot put			
	Discuss			
	Exchange batons			

	Hurdle stands			
	Starting guns			
	High bar			
	Horizontal bar			
	Landing mats			
	Triple jump land			
	Take off board			
3	Appropriateness of the teaching method and class organization			
4	Teachers ability to motivate student actively			
5	Students interest to learn PE subject			
6	Teachers ability to construct facility and equipment form local materials and utilize effectively			
7	The effect of facility and equipment on students performance			
8	Ability of the teacher to practicing the skill, supervise, and give feedback to enhance students skill in PE class			
9	Method of assessment and evaluation teacher use			

UNIVERSIITYII JIMMAA
 DameeSaayinsiiUumamaa
 MuummeeSaayinsiiSpoortii
 SagantaaDigiriiLammaffaa
 KUTAA 2

Kutaa Kana
 jalattigaaffiikennamanifbaratoonnimanabarumsaaakkadeebiiittikennanifqopha’edh.Kaayyoonqor
 annookanaasmannettiibarumsaaaanaaGommaajalattiargamansardarkaa
 2^{ffaa}tooftato’aannaameeshaleebarnootaguddinaa fi
 jabeenyaqaamaarakkooleejiranaddaanbaasuunfurmaataittibarbaaduufidha.Kanaafuukaayyooobarn
 ootawixxineeffamegalmaanga’uufmaleegonkumaanmiidhaawaansirraangeessisuhinqabuwaanta’e
 effixaanba’insaqorannookanaafamantaa fi
 qulqulinaanguuta.Yerookeeaaarsaagochuundeebiilaatteefguddaagalatomi.

Hubachiisa:-

- Maqaabarreesuunbarbaachisaamiti.
- Gaaffiideebiilattuufiddooduwwattiimallattoo “X” barreessa.
- Deebiikennuufajajakennamanhordofa.
- Waraqaangaaffiiyeroodhumasanagutameedeebi’a.

Odeeffaannoodhunfaa

- Saalaa: Dhi_____ Dha_____ 2. Umurii a. 14-16_____ b. 17-20_____ C. 21-25

Gaaffiihirmattoonbarattootaanguutamu

1= Cimseenmorma 2= Nan morma 3= HinMurtessu 4= na
 ndeeggara 5= Cimseendeggara

Gabatee1:GaaffiiMeeshaaleefidirreebarnootaguddinaafJabeenyaqaamanWalqabatu

T.Lakk		1	2	3	4	5
1.	MannibarumsakeessandirreekubbaaMillaaga’aaqaba.					
2.	Mannibarumsakeedirreekubbaasaphanaaga’aaqaba.					
3.	Gymnaziyeemiiga’aatujira					
4.	SararafiigichagaraagaraafOoluniqaba					
5.	KutaahidhannooSpoortiiittijjiratanniqaba					
6.	Manabarumsaakeekeessattishowariiga’aanniargama					

7.	KutaakuussaaMeeshaaleebarnootaguddinaafijabeenyaqaamaga' aatujira.						
8.	Meeshaaleebarnootafidirreagaraagaraaga' aatujira.						
B	MeeshaleeAtiletiksii						
1.	Meeshaaka'umsafigichaafgargaru (starting blocks) ga' aatujira						
2.	Meeshaanyerooka' uumsasagaleedhagesiisunijira						
3.	Eeboon(dhiiraa)shakaladarbannafgargaruga' aadha						
4.	Eeboon(dhala)shakaladarbaanafgargaaruga' aadha						
5.	Meeshaanka'umsaUtaalchaafooluga' aadha						
6.	Aloollon (dhiiraa) darbannaafOoluga' aadha.						
7.	Aloollon (dhala)darbaanafOoluuga' aadha.						
8.	Beddeen (dhiira) Sochiigargagarahojjachuufga' aatujira						
9.	UleewaliifkennamuyerooshakalaafOoluga' aatuManabarumsakeessatiniargama.						
10.	Meeshanfiigichagufachiisa(hurdlestand) OolumanaBarumsakeessatiniargama						
C	MeeshaleeGimnastikii						
1.	Meeshaankanakkahighbarargamu						
2.	meeshaleen Horizontal bar jedhamanga' aatuargamu						
3.	Shaakalagochuffiraashiinlafairrahafamuqubsadha						
4.	Iddoonutalchaalafarafgargaruuga' aatujira						
5.	MeshaanKa'umsaautaalchaafOoluuga' atujira						
D.	Meeshaaletaphaakubbaa						
1.	ManniBarumsaakubbaamillaaga' aata'eeqaba						
2.	ManniBarumsaakubbaamillaaga' aata'eeqaba						
E.	Baay'achuunbarattotaadareekeessatti						
1.	Bartootnigiddugaleessaandareekeessatiargamaan 50 gadii						
2.	Walqunnamtiadeemsabaruubarsiisukeessajiruuhirrisa						
3.	Hanqiinahoggansadareeuuma						
4.	DareenBulluquuirraakanka'emijataata'uudhaba.						
5.	Meshaaleenbarnootaa fi baay'iinnibarataawalsimuudhiisa						
6.	DareenBulluquuirraakanka'emijataata'uudhaba.						
7.	Meshaaleenbarnootaa fi baay'iinnibarataawalsimuudhiisa						

8.	Haalabaruuf - barsiisuurrattidhiibbaauma						
----	--	--	--	--	--	--	--

5 =Baay'eeOlaanaa 4= olaanaa 3 = Giddu- galeessa 2= Gadaanaa

1=Baay'eeGadaanaa

Gabatee 2: -GaaffileedhiibbaaMeeshaaleefidirreenBarnootaguddinaa fi

JabeenyaqaamaahaalabaruufibarsiisuurrattiqabanWaliinWalqabatan

T.la kk		1	2	3	4	5
1.	Hirinnidirretaphaahirmaannaakeeirattidhiibbaahagamiiqaba					
2.	WalmadaluudhabuunBaay'inabarataa fi dirreeakkasumasMeeshaaleebarnootaguddinaa fi jabeenyaqaamadhiibbaahaganniiqabaadeemsabaruu fi barsiisuurraati					
3.	HirinnidirreekubbaaMillaasaphanaaga'uumsakeegonfachuhagamdubatiha mbiisa					
4.	Sararrifiigichaatileetiksi fi meeshaalenfigiichaafoolanga'aata'uudhabuunmiidhaahagamiqabaadeemsa baruufbarsiisuurratii					
5	Hirrinadirree fi meeshaaleeBarnootaguddinaafjabeenyaqaamanwalqabateefedhiinatiibarach uufqabduuhagamii?					
6.	MeeshaleegimnastikiiManabaruumsakeekeessatdorgomaata'uukeeirattidhi ibbahagamiiqaba.					
7.	Sagantaabarnootaguddinaa fi jabeenyaqaamaahojiittiihiikuurratiiSeeraanqabuudhiisuunhagamgufuusittit a'e					
8.	RakkoonKutaauffannahidhannoo fi shaaworiiSagantaabarnootabiroohaalanhordofuurrattihagammiidhaqabakut aattiaanuurratti.					
9.	HirnniMeshaleebarnootaaga'uumsakeegonfachuuurrattihangamdhibbaqab a.					
10.	Meeshaalee fi dirreebarnootaguutuufyaaliihagamiitaasifte.					

5=Bayiseegaarii 4= Bay'eeGaarii 3=Gaarii 2=Gadaanaa 1 = Bay'eeGadaanaa

Gabatee3: GaaffiiHaalato'annaayknHaalaqabiinsaMeeshaalee fi

DirreetaphaaWaliinWalqabate.

T. La kk		1	2	3	4	5
1.	Hallito'annaaMeeshaaleetaphakubbaaBarsiisaakeemaalfakkata					
2.	Aadaantursiisuu fi suphuuMeeshaaleeGiiymnastiikii fi Atileetiksiimaalfakkata					
3.	YaaliihaalaqabannaaMeeshaaleetaphakubbaa fi dirreemaalfakkata					
4.	Waa'eekutaakuusaameeshaleeBarnootaGuddinafijabeenyaqaamaManabar umsakeemaaljetta					
5.	Aadaansuphuu, tursiisuu fi qindeessuumeeshaaleeatileetiksii ,taphaakubbaagargaraa fi Giiymnastiikiimaalfakkaata					
6.	BarsiisaanBarnootaguddinaafiJabeenyaqaamaa fi hogganaanManabarumsaahagamwaliinhojjatuuRakkooMeeshaalee fi dirreebarnootaaguddinafjabeenyaqaamahiikuuf					
7.	GaliinManniBarumsaakeeMeeshaaleebarnootaguddina fi jabeenyaqaamaabituuufqabumaalfakkata					
8.	HaaliiatiiMeeshaaleejiranittiqabatuakkami					
9.	HaaliiManniiBarumsaakeemeeshaalee fi dirreebarnootaguddinaafjabeenyaqaamaitito'atuakkami					
10.	BaayachuunbarattotaahagamhaalaqabiinsaMeeshaaleebarnootaaguddiinaa fjabeenyaqaamamiidha					
11.	HaaliinaannooManaBarumsichaahagamto'nnaaMeeshaaleebarnootaguddin aa fi jabeenyaqaamaairrattiakkam.					