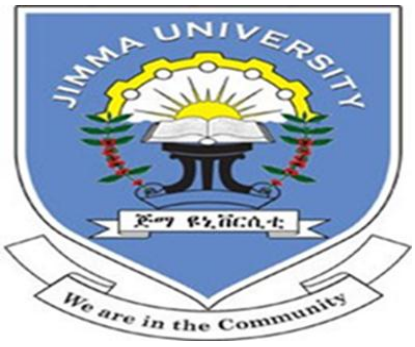

JIMMA UNIVERSITY COLLEGE OF

NATURAL SCIENCE SCHOOL OF

GRADUATE STUDY

ASSESSMENT ON CONTENT KNOWLEDGE AND ATTITUDE OF PHYSICAL EDUCATION TEACHERS IN SELECTED SECONDARY SCHOOLS AT JIMMA ZONE

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Jimma/Ethiopia

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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDY, DEPARTMENT OF SPORT SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTERS OF SCIENCE DEGREE IN FOOTBALL COACHING.

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ACRONYMS

1. ANOVA – Analysis of Variance
2. CSA- Central Statistics Agency
3. MDG - Millennium Development Goals
4. MoE - Ministry of Education
5. TGE – Transitional Government of Ethiopia
6. PE - Physical education
7. UN - United Nations
8. UNESCO – United Nations Education, Scientific and Cultural Organization

ABSTRACT

The teaching of Physical Education is the ability to engage the whole class in a systematic approach in skill development. Physical education is unique and its main focus is to develop the individual physically, mentally, socially, morally and emotionally to fit well into society. But it is not treated as other subject and the subject is perceived as extra activity by most teachers. This research was aimed to assess content knowledge and attitude of physical education teachers in selected secondary schools at Jimma zone. Cross sectional study design has been applied in order to gather data from selected samples (N=31, male=28 & female = 3) using self-reported content knowledge and modified Adams physical education Attitude Scale. Pie-chart, histograms, mean, standard deviation and multiple regressions was used to analyse the data. The result of the study revealed that physical education teachers have positive attitude towards the subject, however, they seem having difficult in the content knowledge they are supposed to teach. Although the attitude of the participating physical education teachers in specified grade level is moderately positive, their subject content- knowledge was found to be minimal. Qualification, Age, and experience did not explain the knowledge and attitude.

Key words: attitude, content knowledge, knowledge and physical education

CHAPTER ONE

1. INTRODUCTION

Today the world is in a rapid change. In fact, this is the result of education as it is the major agent for change leading to advanced and sustainable development in our world. It lays for a variety of positive initiatives, and helps create civilized and orderly citizens. On the contrary, the quality of education has been affected by various factors. For instance, during the past few decades, a spirit of change and innovation pervades educational activities in many part of the world (Kchhar, 1985). Nevertheless attempts have been made to improve the quality of education. One of this is by changing educational and training policy, as well as, developing the new curriculum. These help teachers to cope with the different method of teaching that is the dynamic methods and techniques of teaching which are related to new technologies so as to give effective education.

Take the case of physical education, which is one course of study in the school curriculum. Historically its root traced back to pre-historic times when man was struggling with nature for the sake of survival. In those days, human being was used to teach his successors informally in his course of life to be physically fit. During the classical period, the Greece had well focused on physical fitness. One of the requirements of youngsters for full and responsible Greece citizen was to under goes through military training (Mechikoff & Estes, 1998). Thus; running, jumping, throwing, climbing, etc. were the emphasis of physical training. The prominent philosophers of Greece such as Socrates and Plato were not only accomplished philosophies but they were athletes as well. Emphasizing the vital role of physical education, Plato argued the need for

balanced and harmonious development of citizens through physical education. Regarding the education of his citizen he said that "come then, let us pass a leisure hour in story-telling, and our story shall be the education of our heroes."(Ibid, 1998).That education should have two divisions, Gymnastic for the body and Music for the soul. Moreover, the classical scholars were firmly argued for updating the tradition of physical education.

All human being needs to achieve harmonious balance among the various aspects of his /her personality development - spiritual, social, emotional, intellectual and physical. Particularly, physical fitness is a key in the development of the various aspects of human being. In order to achieve a well-balanced personality, physical education plays vital role."Physical education is the study, practice, and appreciation of the art and science of human movement" (Harrison, Blakemore & Buck, 2001, p.15).While movement is both innate and essential to an individual's growth and development, it is the role of physical education to provide instructional activities that not only promote skill development and proficiency, but also enhance an individual's overall health. Physical education not only fulfils a unique role in education, but is also an integral part of the schooling process.

> Physical Education is the integral part of the total educational process which enhance and integrates the physical, social, and psychological aspects of an individual's life, through directed physical activity. As the physical educators work chiefly in educational institutions, physical education lies within the immediate outer environment of education. Very often the natural relationship between general education and physical education is forgotten, with the result that the two exist physically together but functionally apart. This has resulted in reducing the scope of the school programme in two respects. The educational function of physical education has been neglected and secondly, the physical functions of education are

not recognized. These two are really complementary to each other and have to functions together (Krishnamurthy & Parameswara, 1990, p.41).

Through increasing the opportunities for exercise, teaching the importance of regular physical activity for health and teaching skills that support physical activities, physical education makes students more likely to choose healthy and active lifestyles. Regular physical activity has been proven to benefit not only a student's physical well-being, but also his academic performance. Exercise improves circulation, increases blood flow to the brain and raises endorphin levels, all of which help to reduce stress, improve mood and attitude and increase concentration.

Likewise, in Ethiopia the role of formal physical education has been recognized since the introduction of modern education. Accordingly, physical education has been thought as a subject at the various levels of educational institutions. Gradually the opening of physical education as a field of study at Kotebe College of Teacher Education is a recent history. At present, Universities are training students in applied sport science at first and second degree level and also regional teachers colleges are training teachers in aesthetics and physical education at diploma level. But still there is a shortage of trained physical education teachers in both elementary and secondary schools. The graduates of regional teachers college are mainly trained to teach in elementary schools of the country. Until these days some of these trained teachers are assigned to teach at secondary schools. So that teaching physical education in Ethiopian secondary schools is undertaking with inadequate of teachers trained in the area.

Likewise, in Oromia Regional State Jimma zone, there is a shortage of qualified physical education teachers in secondary schools. Physical education is not treated seriously as other subjects. As some directors replied, though it is one of the curriculum it doesn't come on matriculation so as the teachers are assigned to teach the subject even though they are not

qualified by the subject. Although the teachers are assigned to teach the subject they are not supervised (evaluated) by the subject, because they are given this subject without their qualification. This might have a great impact in cultivating the future generation of the country. The lack of well-trained physical education teachers in schools seems to reduce the role and contribution of sport in the country's notional development. Hence, this study is designed to assess content knowledge and attitude of teachers teaching physical education in selected Jimma zone secondary schools.

1.1. Statement of the Problem

Quality physical education provides students with a choice, variety and systematically organized physical activities in a safe, welcoming, warm and orderly environment. The key to promote increased physical activity among students are quality instruction planned and facilitated by a qualified teacher who is entitled to teach physical education within the school. Sherrill states:

> Teaching physical education requires essential knowledge, skills and experiences that enable the teacher to promote students' learning. Thus, the crucial role that the professional quality of physical education teacher plays in shaping the knowledge and skills of students makes the teacher a key person to the success of educational objectives to be achieved. Physical education teacher works with children who have a variety of abilities, interests, problems and experiences. To meet these diversities, the teacher should be academically well trained and qualified in the field. Because, a teacher with a sound professional background can best provide for students the knowledge and skills they need to grow physically, socially, emotionally and intellectually (Sherrill, 1976, pp. 7-9).

Supporting this idea, Kochhar (1985) pointed out that one of the basic truths in education is that the quality of education depends largely upon the quality of the teacher. In fact, there are various

mechanisms by which teacher enthusiasm may facilitate higher levels of intrinsic motivation. Teacher enthusiasm may contribute to a classroom atmosphere full of energy and enthusiasm which feed student interest and excitement in learning the subject matter. Enthusiastic teachers may also lead to students becoming more self-determined in their own learning process. The concept of mere exposure indicates that the teacher's enthusiasm may contribute to the student's expectations about intrinsic motivation in the context of learning. Also, enthusiasm may act as a "motivational embellishment"; increasing a student's interest by the variety, novelty, and surprise of the enthusiastic teacher's presentation of the material (Hartmut, 1978). A teacher must guide his student in aligning his personal goals with his academic goals. Students who receive this positive influence show stronger self-confidence and greater personal and academic success than those without these teacher interactions. (Hartmut, 1978; Moos, 1979).

The three most important aspects of teacher enthusiasm are enthusiasm about teaching, enthusiasm about the students, and enthusiasm about the subject matter. Teachers must enjoy teaching. If they do not enjoy what they are doing, the students will be able to tell. They also must enjoy being around their students. Teachers who care for their students are going to help students succeed in their life in the future. Teachers also need to be enthusiastic about the subject matter they are teaching. For example, a teacher talking about physical education needs to enjoy the art of physical education and show that to their students. A spark in the teacher may create a spark of excitement in the student as well. An enthusiastic teacher has the ability to be very influential in the young students' life.

Attitudes of the teachers also affect their degree of commitment to their duties, the way they teach and treat their students, as well as, how they perceive their professional growth (Darling-

Hammond, 2000). Specifically, teachers that have high expectations for their students and insist on promoting learning for all students tend to be more effective (Malikow, 2005).

Teachers that spend more time interacting and working directly with students are perceived as supportive and effective teachers. Effective teachers have been shown to invite student participation and decision making, allow humour into their classroom, and demonstrate a willingness to play (Bryant & Jennings, 1980).

As a result, a physical education teacher needs to have sound scientific basis and enthusiasm about the subject matter, the skills of using variety of teaching methods, the ability to select and use appropriate assessment procedures, the knowledge and skill of using various materials with which the school is equipped and how best to care for these materials. Taking all these professional aspects of the teachers in to account this study was designed to assess the knowledge and attitude of teachers toward teaching physical education in selected secondary schools of Jimma zone.

Thus, the study was designed to answer the following basic research questions.

1. What is the qualification status of physical education teachers?
2. To what extent secondary school physical education teachers have the required professional content knowledge in teaching the subject?
3. What is the attitude of physical education teachers toward the subject?
4. What is the possible solution for the existing problem?

1.2. Objectives of the Study

1.2.1. General Objectives

To examine the knowledge and attitude of physical education teachers toward the subject in selected secondary school of Jimma Zone.

1.2.2. Specific Objectives

The specific objectives of this study would be to:

1. Identify the qualification status of secondary school Physical education teachers.
2. Investigate the extent to which secondary school physical education teachers has the required professional content knowledge in teaching the subject.
3. Assess the attitude of secondary school physical education teachers toward the subject.
4. Forward the possible solution for the existing problem.

1.3. Significance of the Study

The findings of the study would be significant in the following ways.

1. It would give a feedback to Jimma zone education office so as to tackle problems related to teaching physical education.
2. It would help to raise awareness on the objectives of physical education in the schools understudy.
3. It would help to enhance the implementation of physical education curriculum properly in the secondary schools of Jimma zone.
4. It would help to facilitate teaching – learning process of physical education in secondary schools of the zone.

5. It would serve as stepping stone for conducting further and detailed research in the area.

1.4. Delimitation of the Study

The study on the knowledge and attitude of physical education teachers toward teaching the subject on the quality of secondary school physical education is essential at regional level. Nevertheless, this study was confined in the selected secondary schools of Jimma zone. Besides, the study was delimited to twenty-two (22) secondary schools. Further, among various problems related to teaching physical education in secondary schools of the zone only teachers' professional aspects was considered in this study.

1.5. Operational Definition of Terms

1. **Attitude:** What a person feels or believes in.
2. **Content Knowledge:** Information and understanding of grade 9 and 10 Physical education curriculum.
3. **Knowledge:** Information and understanding, fact and principles.
4. **Qualified teachers:** Teachers trained with 1stdegree in physical education to teach 9 & 10 grade (TGE, 1994).
5. **Secondary school:** Grade 9 and 10 (TGE, 1994).

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Definition of Physical Education

According to Bucher (1995) Physical education is an integral part of the total education process. It is a field of endeavour of human performance through the medium of physical activities that have been selected with a view of realizing this outcome. It is therefore, harmonies the physical, intellectual, social and emotional aspects of individual's personality, mainly through directed physical activity.

As to Sherrill's (1976) definition, physical education is an academic subject similar to reading, arithmetic and social studies. It is instructional and should offer a planned sequence of new material each day. Participation should be required, as it is in other subject, or make - ups should be scheduled. The teacher is responsible for lesson plans which include clear statements of behavioural objectives, learning activities, motivational techniques, and evaluation procedures. Physical education is not play, nor is it recess or athletics (Sherrill, 1976). Physical education instruction contributes to development in all three of the commonly reorganized domains of behaviour: cognitive (intellectual skills); affective (feelings, opinions, attitudes, beliefs, values interests, desires), and psychomotor (motor and fitness performance).

It should be noted that psychomotor behaviours occur within an integrated framework of cognitive, affective, psychomotor interrelationships. Psychomotor refers to all the integrated cognitive -affective- psychomotor behaviours related to the human body and its movement. The major purpose of physical education instruction is to change psychomotor behaviour, there by

facilitating self-actualization, particularly as it relates to understanding and appreciation of the body and the self in motion and at rest. Physical education is not limited to vigorous activates but includes instruction in relaxation, opportunities for creative expression, practice in social interaction and guidance in finding and developing one's leisure self. The outcome of such interaction should be a person who feels good about him /herself, as confidence in his /her movement abilities, and self-actualized in the psychomotor domain.

Krishnamurthy and Parameswara (1990) define physical education as education through the physical and of the physical. It means that through the use of physical activities, physical education aims to ensure the whole hearted participation of the child in the totality of his/her body, mind and spirit so that these physical activities become real life experiences in educating the child physically, mentally and morally.

Western experts have defined physical education and expanded the scope of general education to comprise experience related to the physical which are otherwise not available within the four walls of the classroom. Some definitions given by scholars are:

- Physical education is the sum of those experiences which come to the Individual through movement (Delbert Bertuffer n. d)
- Physical education is the sum of man's physical activities as to kind and conducted as to outcomes (J.F Williams n. d)
- Physical education is an integral part of the total education process and as its aim, the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these out comes (Charles A. Bucher n.d)

A physically educated person is one who:

- ✓ Has learned skills necessary to perform a variety of physical activities is physically fit.
- ✓ Participates regularly in physical activity.
- ✓ Knows the implications of and the benefits from involvement in physical activities.
- ✓ Value physical activity and its contribution to healthful life style.

Moreover, a physically educated person (teacher) is one who is able to tackle a problem situation, make decisions and implement them without going against his /her professional ethics.

2.2. The Purpose of Physical Education

Different philosophers have their own suggestions for a working physical education teacher. Besides, the functions and objective of physical education as considered by different physical educators serve as guidelines. To any physical education teacher it also provides him/her opportunities for self-evaluation and introspection. It is not possible to meet all the objective listed successfully but the physical education teacher cannot ignore objectives other than the physical development.

Nevertheless the purpose of physical education is to:

- Involve the learner in a wide range of movement, knowledge and skill building experiences.
- Contribute to learners growing value system, and his/her development of responsible attitudes and behaviour essential to healthy lifestyle.
- Promote understanding and appreciation for differences among people in physical activity settings.

- Develop the habit of choosing to regularly participate in physical activity as part of health – enhancing personal fitness plan.
- Expand options for wise use of leisure time.
- Improve mental skills.
- Cooperate and communicate with others.
- Enhance motivation, organization, leader ship and interpersonal skills.
- Experience success and achievements.

2.2.1. Characteristics of Physical Education

As Chris Nelson (1999) notes, physical educators share beliefs about learners and the nature of learning that are evident in their development of instruction in physical education. Physical Education aims at producing a physically educated individual that is a person who is fit, mentally alert, emotionally sound and socially wholesome. Physical Education should be an experience that guides youngsters in the process of becoming physically active for a life time. (Graham, Holt, Hale & Parker, 2001)

A physical education curriculum must be developmentally appropriate; that is, suitable for the developmental range of the learner in a group, but implemented with careful attention to the needs, interests, and developmental level of individual learners within the group (VSO, 1998).

Learners are unique, each developing skills and understanding of different rates and from different experiences. They need to be responsible for decision making. Physical educators must be responsible for helping the individual learner develop the ability to make wise and appropriate

choices about physical activity now and in the future. The development of one's full potential will occur for students who have been instructed to become increasingly independent learners. The social, emotional, and motor development of each learner can be improved by a trained and experienced teacher who chooses and develops learning experiences based on an understanding of each student and how he/she learns. Each learner can grow in self- esteem, respect for and an understanding of others.

Therefore the primary purpose of the secondary school physical education program is to enable younger students to develop competence in fundamental movement skills, the provision of a wide variety of movement experiences and practice opportunities which are developmentally appropriate. Educational games, gymnastics, physical fitness concepts and activities are fully integrated in this program.

2.3. Benefits of Physical Education

Physical Education is a learning process, designed to foster the development of motor skills, health-related fitness, knowledge and attitudes relative to physical activity through a series of carefully planned and conducted experiences (VSO, 1998). A physical education programme is of dubious value if it does not accomplish these major outcomes, for these contributions are unique to the physical education. It is in view of this that Kirchner et al. (1995) stated that "Whatever else we profess to do, we must provide experiences that will enhance children's level of health and fitness and we must teach them concepts and motor skills inherent in a wide selection of physical activities". Only in physical education can pupils learn how to diagnose, prescribe and evaluate personal fitness qualities, how to develop lifetime sport skills and how to analyse movement principles. Youngsters will leave school without these abilities if the physical education programme is inadequate, poorly organized or non-existent. Pangrazi et al. (1995)

state: “The physical education environment will help pupils acquire desirable social standards and ethical concept”.

Physical Education offers the opportunity for a rich social experience. Most physical activities take place in a social environment: very few take place in isolation. For example, playing a dual sports like Tennis or a team sport like Handball require you interact with at least one more people. Pupils can learn how to work together as part of a team to achieve a desired goal. Pupils learn how to play co-operatively, compete fairly, accept responsibility and respect the right of others. Thus physical activity provides children with the chance to interact with others and build social skills that will help keep them feeling isolated or lone it promotes physical development. Physically, pupils improve their stamina, flexibility, strength, coordination and fitness. In other words, the aim of physical education is the production of an integrated personality who has attained development in all domains. Through physical activities the muscles of the arms, shoulder and legs are developed. Good postural habits are also encouraged and maintained. The cardio-vascular system is improved and the pupils go about their academic duties without interruptions.

Play is important to all areas of development. Infants learn by exploring and interacting with their environment. Pangrazi et al. (1995, p. 35) went on to emphasize that: “children need a rational basis for play. This can be established through activity orientations that can be transferred to other situations” play is the vehicle that children use to explore their surroundings and learn about the environment and how things work. This active exploration is the key to brain development, as these experiences help children create neutral pathways among the billions of neurons in the brain thus helps set the stage for higher order brain functions such as decoding messages and problem solving.

Knowledge in physical education and related area gives an insight to first and in sports cognitive development is further enhanced as students have the opportunity to apply information and knowledge gained during instructional periods. Intellectually, pupils learn new ideas and skills, as well as improving their problem solving abilities. Another benefits is, it provides a venue to develop ethics and morals students have the opportunity to respond to code of conduct to make decisions about what is right or wrong and make choices that have moral implications. Students may learn about leadership. Play is also important to language development. Students learn new vocabulary through relating events and sequences of events to other fields.

In early years, pupils derive pleasure from movement sensation and experiences, challenges and joy as they sense a growing competence in their movement ability. Children will experience abroad variety of movement principles. Youngsters will develop an understanding of their strength and limitation in the motor performance arena and know how to select activities that assure their safety. In support of the above assertions: Graham et al.(2001) opine that: Schools that purport to educate the whole child, as many do in their mission statement, must recognize that physical education is a crucial part of that education. We all have bodies, and failure to educate them properly has serious consequences".

The physical education programme will provide children an opportunity to participate in activities designed to develop and maintain health-related physical fitness matching with individual needs. Students will also develop an understanding of how to maintain adequate fitness and well throughout life. Evidence suggests that the level of participation, the degree of skills and the number of activities mastered as a child, directly influences the extent to which students continue to participate in physical activity as an adult (Ibid, 2001). Children of all ages

must be given opportunity to engage in purposeful physical activity, and school physical education programme are usually the best way to offer these opportunities. These programmes provide children with the knowledge, skills and attitude to maintain an active lifestyle and encourage children to make physical activity a part of their daily routine. The physical education teacher bears the responsibility to ensure that children develop both the physical skills to remain active throughout their lifespan and a real appreciation of physical activity and it contribution to their health.

2.4. Educational Basis of Physical Education

Krishnamurthy and Parameswara (1990) noted that the process of education takes place in all experiences of a person, whether in the home, school or society. But schools and colleges represent a well- organized form of education where students spend a great portion of their time. Besides, schools and colleges have strong impact on the personality of the students and it is natural that the ideals and attitudes, habit and skills of the students are shaped in a particular way according to the objectives and dynamics of the school.

Physical education has much to gleam from the educational system within which it exists and operates. The impact of activity depends on extent to which it drives its basic orientation and meaning from the mainstream of general education. It is necessary for physical education to act as a supportive and supplementary component of general education so that the objectives of education and physical education fit in to each other instead of acting as contradictory or isolated forces.

Every physical education teacher should be well acquainted with the educational basis of physical education because such knowledge helps in understanding the role of physical activity

in the framework of education and physical activities can be executed accordingly .Otherwise, there is the danger of physical education being restricted to the learning of sports, and games without understanding the wider significance of development.

The educational basis of physical education, though not new in meaning, is rather novel in the approach. Attempts to understand the needs and limitations of the society and the role of physical work in social uplift has made it possible to correlate and integrate various domains of learning with the appropriate activities and to frame an integrated program of schooling to achieve total education.

2.5. What is Profession?

The concept of the professional can't be easily defined by any single criterion. I would like to indicate few of the criteria from an analysis of the writings of a number of sociologists who have studied the professions intensively for several decades.

The professional has a strong motivation as basis for choice. It possesses a specialized body of knowledge and skills acquired during a prolonged period of education and training. Farrant (1994, p. 224) defines profession as "……. a body that provides a special service to the community based on accumulated knowledge, skills and wisdom. It also controls the entry qualifications and work standards of the members".

Even though many types of jobs are available in the field, many people still choose to teach so as teaching profession covers a greater number. Teachers are from a larger occupational group than is commonly realized. As to Robinson (1995) by 1990, one out of every 71 adults in the world aged from 15 to 64 was a teacher in formal education (in developing countries one out of 80). However, it is obvious that the number of students increase from time to time without

stopping. According to UNESCO (1991), between 1970 and 1988, the total number of teachers employed in formal education increased from 25.5 million to 44.1 million, nearly one percent of the world's total population.

Perryton and Potasnik (1997) explain, the teaching profession has expanded dramatically with a fivefold increase in two generations, by 5 percent. As the study explains, despite a number of difficulties, education has continued its dramatic expansion over the last quarter century. More children are at school than ever before. In many countries universal primary education has already achieved. As to Perratton and Potasnik (1977) explanation, between 1970 and 1990 gross enrolment ratio in developing countries rose from 83 percent to 98 percent. To accommodate this growth, more teachers continue to be trained .With a profession of 60 million, one in every hundreds of the world's population is a teacher. The world's education service has been teaching a steadily increasing proportion of age groups.

The African problem is sever and in contrast with Latin America and Asia, worsened as structural adjustments were enacted. The result was that in 14 countries, a smaller proportion of primary age children were going to school in1992 than in 1980 (UNESCO 1995:130-1). The task is daunting: UNESCO forecasted in 1991 that, in sub – Saharan Africa, the primary level teaching force needed to grow at 5.6% per annum throughout the 1990s and the secondary force at 9%, even with stable staffing ratios (UNESCO 1991, p.78), where the teaching force is adequate in size, there remain many untrained teachers within the system. The issue of this time which is related to teaching is not only increasing the number of teachers but also producing /training quality and effective teachers. Hence training is very important to improve the efficiency of teachers and the quality of the system. It is understandable that the quality of

education depends largely up on the quality of the teachers. If a teacher doesn't have appropriate and effective professional training the quality of education will be less (EMA, 1996).

In many countries, the way teachers are assigned in to different levels depends largely up on their effective professional training and on formal standards of the country's educational policy. Depending on this teachers are assigned in terms of their certificate, diploma and degree in different levels. The assigning of qualified teachers according to their level should keep the quality of education and bring the intended goal that the government designed. Increasing the efficiency level of teachers in keeping the quality of education depends up on the quality and appropriate training. Beginning teachers possess competencies in many different areas that enable them to enhance student learning. The use of developmentally appropriate practices and training helps teachers more effectively addresses the needs of their learners. Because of this, many countries are trying to train teachers to increase their efficiency level by considering subject matter knowledge and skills in teaching (Cloete, 1998). For example, in India it was estimated in 1996 that there are about 0.24 million teachers who are not fully qualified. It is important to mention that the gross number of unqualified and untrained teachers is increasing, since many states continue to recruit untrained teachers' (American National steering committee 1996). In Botswana, for example, there are still a significant number of untrained teachers in the system, 25 years after the conclusion of a distance education program intended to train them all. Even in countries that have successfully expanded their teaching force so that all or most children get to school and are taught by a trained teacher, there are still some particular, sometimes crippling shortages.

At the same time, not all teachers in formal education are trained or qualified. Research shows that up to half the teachers in the developing world were unqualified in terms of their own

country's formal standards for teacher education. In the poorest countries the percentage can be higher (up to two- third)(Andrews et al., 1990).

Teachers' learning can refer to several things: academic subject knowledge, pedagogic and professional knowledge skills, competencies and even self-knowledge as teacher. However, secondary teacher's subject knowledge in many developing countries is often insufficient for the class and subjects they teach. The World Bank report explains this issue as follows.

> Two critical determinants of effective teaching are subject matter knowledge and pedagogic skill. Subject matter knowledge is strongly and consistently related to student performance i.e. children achieve higher levels of learning when their teachers know enough of the subject as well as how to teach it. Training can provide up - to - date information, stimulate interest, model active learning approaches, and develop knowledge and understanding in a range of subjects……. Teachers with a wide repertoire of teaching skills are more effective than those with a limited one. Any training for practical teaching needs to facilitate pedagogical skills. A range of pedagogical skills can be developed in the minds of the trainee, showing a variety of ways of translating theory or ideas in to practice to support the linkage between theory and practice (World Bank, 1995, p.12).

As to Robinson (1998) quoting (World Bank, 1995) explains teachers should get professional training that helps them to develop their proficiency level. In many developing countries there are a lot of teachers who are not fully qualified hence he recommended that it is very important to arrange and organize training program to those teachers.

Different countries have their own educational policy. Depending on this the efficiency level of teachers can be specified by the professional training that they get. Many countries specify the efficiency level of teachers by forming criteria. Most countries are trying to help teachers to fulfil the criteria and other countries prepare different criteria that help teachers to develop their efficiency level and assign them according to their qualification and work standard.

Our country also tried to design criteria to develop the proficiency level of teachers to meet the ultimate goal. Depending on this teachers who trained for one year in teachers training institute should teach in lower primary schools first cycle, grade 1-4, teachers who are trained in diploma programme should teach second cycle primary school grade 5-8 and those teachers who have 1st degree and 2nd degree should teach in secondary school, 1st cycle grade 9-10 and 2nd cycle grade 11-12, (Ethiopian New Educational and Training policy, 1994). Moreover, the country has been tried and made grate efforts to provide a good quality education in a country and improve the teacher training program. However, to achieve the ultimate goal of new educational policy, to provide good quality education and developed curriculum, teachers should be given priority. To bring change in teaching and learning process in any way or the other, the effort that is made to bring quality should be supported by the effectiveness and participation of teachers. Unless and otherwise the ultimate goal of good and quality education is not achieved. Concerning this issue, Hargreaves (1994) says:

> The restructuring of schools, the composition of national and provincial curricula, the development of benchmark assessments all these things are little value if they don't take the teacher in to account. Teachers do not merely deliver the curriculum. They develop it, define it and reinterpret it too. It is what teachers think, what teachers believe the classroom that ultimately shape the kind of learning that young people get. The quality, range and flexibility of teachers' class room work are closely tied up with their professional growth (P.7).

The effort that is made to verify a good and quality teaching - learning should depend up on the efficiency level and subject knowledge of teachers. If not, the ultimate goal couldn't be achieved. Many scholars stress on this issue. As Chilver (1988) explained, to verify quality teachers the following steps should be taken in to consideration.

> To ensure the required quality of teachers, greater attention must be paid in future to ensuring that teachers' quality is monitored and maintained at all stages. High standards and strict quality are needed both for admission to and graduation from teacher training courses, thereafter, that same regard for teaching quality must govern each subsequent step of the teachers' career (P.65).

EMA (1999, p.14) explains this issue in a similar way. Any change that is taken place in educational policy, which is applied on change of education and on educational curriculum at national and school level are put in to practice, greater attention must be paid to teachers. Hence the report stresses on that teachers must get consideration. Moreover, to achieve the ultimate goal of education, quality teachers, academic subject knowledge, pedagogic and professional skill, professional competencies and even self-knowledge must be taken in to consideration and teachers should have adequate knowledge of all these .

Above all, to put in to practice the new educational policy that is designed by the government, the role of teachers is very great. But, in most developing countries the knowledge that teachers have is not adequate enough (World Bank, 1995). Moreover, secondary school teacher's subject knowledge in most developing countries is often insufficient for the classes and subject they teach. Because of this and other related problems many countries have been training teachers using different programs. In some countries, to accommodate the number of teachers with the growth of students and the increasing of school more teachers continue to be trained while in other countries training is being given for untrained teachers. And also training is given for those teachers who teach beyond their level to improve and develop their efficiency or ability in teaching.

As Potashniki Capper (1998) explains, in some countries the quality of education is greatly affected. This is because they didn't give support to teachers to get up - to date training to help

them improve their efficiency. Hence they do not produce quality teachers to keep quality of education and the criteria of true profession are not completely met. It is therefore, necessary for administrators, educators, and every responsible individual to find out how to train teachers effectively to increase the number of qualified / trained teaches so that the entry qualifications and work standard of the teachers will be improved and this contribute a lot to the quality of education.

2.6. Personality Traits, Attitudes and Beliefs

These include personality traits related to the professional role of a teacher, which can be nurtured and developed through initial education and continuous training (Whitty, 1996, p.89-90). Specifically, studies have shown that traits such as flexibility in terms of the appearance of students, a sense of humour, a sense of fairness, patience, enthusiasm, creativity, care and interest in the students, all contribute to the effectiveness of teachers (Harslett et al., 2000; Malikow, 2005). These also include a teacher's attitudes and beliefs on teaching, learning, his role, all of which affect the way he chooses, evaluates and comprehends the knowledge acquired, as well as the way he benefits from this knowledge in practice, as this very practice is shaped by that knowledge (Zeichner & Liston, 1996). The attitudes of teachers affect their degree of commitment to their duties, the way they teach and treat their students, as well as how they perceive their professional growth (Darling-Hammond, 2000). Specifically, teachers that have high expectations for their students and insist on promoting learning for all students tend to be more effective (Malikow, 2005). Another factor which contributes to the effectiveness of teachers is a feeling of commitment to the job at hand (Coladarsi, 2002) and interest in the personal life of students and their families (Harslett et al., 2000). Lastly, "knowledge of self" and

contemplation are worth mentioning, in that they presuppose critical and careful reflection, on the part of the teacher, on his/her actions and self (Turner –Bisset, 2001).

2.7. Pedagogical Skills and Knowledge

Didactic and pedagogical skills are not only understood as familiarization with techniques that are then used mechanically, but also as the acquisition of routines which, without a doubt, every teacher needs in order to save time and energy for the more significant aspects of his/her work. They also refer to a set of theoretical principles and research data that lead to a variety of techniques and strategies which a teacher chooses and shapes, depending on the circumstances, for the discussion on teacher skills as an element of professional competency, (Oser et al., 2006).

> …A plethora of related studies shows specific actions by teachers which can be considered factors for their effectiveness. With regard to the teaching approach, it seems that the more effective teachers set realistic objectives, try and give incentives to students for learning, apply various teaching methods, select participative forms of teaching, test and create didactic material, present information in a clear manner, combine words with pictures, use various teaching aids, maximise teaching time through systematic measures (e.g. planning, reduce disturbances in the classroom), assign work that will stir the interests of the students, monitor and evaluate the progress of students, set evaluation criteria for students and inform the students about them, and provide feedback to the students (Anderson, 2004).

Another decisive factor in effectiveness is a teacher's ability to recognise the diversity of students, to choose the best method possible for each student, and to create incentives for students (Harslett et al., 2000). Effectiveness, to a great extent, depends on the way problems in the classroom are managed. A basic qualification, whatever the case, is the acquisition of an extended body of knowledge which contributes to the way the teacher performs in practice (Birman et al., 2000, p. 23). Generally, a teacher's training is classified into three fields: subject knowledge, pedagogical and didactic studies, and teaching practice. However, what still needs to

be defined is what should be taught in these educational fields, especially in pedagogical studies. A way to define the contents of "professional knowledge" is to provide answers to the following questions: "What makes up the pedagogical and didactic work of a teacher?" and "What knowledge type and qualifications are needed for a teacher to cope?"(Ibid, 2000:25).

Pedagogical thought and action go through the following stages: a) understanding / perception; b) modification / transformation; c) teaching; d) evaluation; e) feedback; f) reflection. For a teacher to cope with the above "professional studies" are required, that is: a) pedagogical content knowledge and b) curriculum studies (Shulman, 1987).A course that would instil the necessary qualifications and focus on the following fields, substantive knowledge, syntactic knowledge, beliefs about the subject, knowledge of curriculum, knowledge of contexts, knowledge of self, didactic training, knowledge of learners, knowledge of objectives and learning outcomes, general pedagogical knowledge, pedagogical-didactic amalgam and learning subject.(Turner-Bisset, 2001)

This body of knowledge, that can guarantee a teacher's expertise, is determined by existing conditions and contexts, as well as, the personal experiences, beliefs and needs of each teacher. A fact that renders a prior definition of this knowledge is extremely difficult. Nevertheless, there are knowledge fields that constitute a necessary prerequisite for every teacher, or at least for a large part of them, (Meijer et al., 2001), and which form the basic part of professional knowledge. These include:

a) Subject knowledge: the teaching subject does not coincide with the corresponding science; however, teaching a particular subject requires familiarisation with scientific knowledge. The way each scientific field is approached and studied is strongly defined by the job and duties

defined in the job description. For such a specific comprehension of scientific knowledge as a way of teaching, familiarisation with the science and its dimensions is necessary.

According to Kennedy (1990) classifications of the dimensions of scientific knowledge include the following: **i**) science content (opinions, axioms, facts, etc.). It relates to the "facts" and "principles" of the science being taught, from which the teacher derives appropriate examples, pictures, etc. for instruction; **ii**) relations, organisation and structure of the contents of a scientific subject. This knowledge on the subject defines the way it is presented to the students, the questions that would pass on the knowledge in a better way, etc.; **iii**) the research methodology on the scientific field. This knowledge of the methodology contributes to a better choice by a teacher of the methods through which he will approach the subject, the exercises, the questions, etc.; **iv**) the procedures and ways that contribute to the generalisation of the "truth", explored in every scientific field and now being acknowledged (syntactic knowledge).

Moreover, a teacher should be in a position to approach the subject being taught with specific questions, such as social norms are connected to the subject, what is its relation to social issues and its value in everyday life (Kennedy 1990). He should also be in a position to diagnose misinterpretations of the knowledge offered by the students and fully comprehend the procedures required for the acquisition of the knowledge and skills connected to the subject being taught (Darling–Hammond & Baratz-Snowden, 2005). An extra requirement for a teacher would be knowledge on every subject in the curriculum of the grade he/she teaches, as this allows him to adopt an interdisciplinary approach to the material (Ernest, 1989).

Finally, knowledge of the subject taught is related to a teacher's beliefs. Research has shown that teachers' effectiveness is strongly influenced by the opinion teachers have of the subject they

teach (Medwell et al., 1998). Moreover, teachers with a more "holistic" outlook on the subjects they teach tend to be more effective (Turner –Bisset, 2001).

b) Knowledge of learners: this comprises knowledge on the biological, social, psychological and cognitive development of students, on issues related to group dynamics and interaction between students as well as teachers and students, students' behavioural problems, learning motivation, adjustment issues, learning difficulties, etc.

c) Teaching methodology: a way to define the necessary qualifications of a teacher is to give a detailed description of the teaching methodology. A schematic presentation of the specific structural elements of instruction follows: **i)** lesson planning, i.e. a teacher's pre-lesson activities and actions (for example, organisation of content into thematic units, transformation of teaching material into teachable knowledge, definition of teaching goals, methodological organisation of teaching, time planning, selection of evaluation process). Planning can vary, depending on whether it is short-term (weekly lesson planning or unit planning) or long-term (for the entire semester or academic year); **ii**) teaching performance, i.e. enforcing the choices made during planning (didactic organisation, teaching path, application of teaching forms, direct actions of the teacher, use of teaching methods and aids; **iii**) Evaluation of teaching, i.e. evaluating the results mainly by assessing student performance (e.g. goals, forms, basic principles, assessment techniques).

d) Curriculum knowledge: the school curriculum is a tool, which, in a way, determines the didactic choices of a teacher. Teachers should, therefore, know the curriculum, textbooks, the rules and laws of the education system and, as a whole, the state's role in education (Shulman,

1987). At the same time, however, the demands of society today call for a critical approach to the curriculum and its adaptation to the needs deriving from context.

e) General pedagogical knowledge: this field relates to the organisation of the classroom, to motivating and retaining students' attention, pooling resources, learning theories and pedagogical theories. This type of knowledge is nonetheless acknowledged, as it secures a framework of mental representations necessary for the comprehension and interpretation of the school classroom. Moreover, this knowledge is absolutely essential for lesson planning, as it guides the teacher's didactic choices (Ernest, 1989).

f) Knowledge of contexts: a teacher is called upon to evaluate the contexts in which he teaches and act accordingly, as his/her actions are defined by surrounding circumstances; in other words, there are no predetermined attitudes that would suit every occasion. Still, there are certain outlooks on reality, certain principles, research findings, that a teacher can use to interpret the context, as well as a host of techniques and strategies which can be used, depending on the situation. Hence, knowledge of contexts refers to knowledge of the environment and the circumstances where a teacher is required to work: the school, the region, the state. Specifically, it comprises knowledge of the students and their family background, as well as, the entire local community, education system, the organisation and management of the school unit, the history and philosophy of education in every state, the institutional framework and administrative structure of education.

g) Knowledge of "self": a basic qualification of teachers, related to their views on their role, responsibilities, training and qualifications, rights and professional development, working conditions, values, and philosophy, etc. and is mainly connected to their professional

development through reflection, to learning through their teaching experience, in relation to their working environment (Kagan, 1992). The way teachers perceive their role defines not only their options, but also the way they comprehend, interpret and use this knowledge (Clandinin & Connely, 1987).

In conclusion, the qualities that can ensure a teacher's effectiveness are not the sum of his knowledge, but rather the link between the different types of knowledge he/she possesses. These types of knowledge do not simply coexist: they should form a complete, inseparable unit of knowledge (Kennedy, 1990). The degree of connectivity between these separate types of knowledge sets apart a competent teacher from an excellent one, as a competent teacher manages to combine these knowledge forms in part, whereas an excellent teacher uses the knowledge deriving from each separate field most effectively (Turner-Bisset, 2001).

2.8. The Puzzle: Acclamation and Marginalization of PE

In November 2003, the United Nations (UN) General Assembly declared the year 2005 as the International Year of Sports and Physical Education (Hardman, 2008; United Nations Resolution 58/5, 2004). This was in recognition of that capacity for sports and PE to work as powerful tools for establishing and maintaining peace. The aim was to encourage governments, sporting organizations and sports personalities to assist in realizing the Millennium Development Goals (MDGs). The MDGs are eight international development goals that all UN member states agreed in the year 2000 to achieve by the year 2015 and they are as follows: eradication of poverty and hunger, achieving universal primary education, promoting gender equality, reducing child mortality, improving maternal health, combating HIV/AIDs, malaria and other diseases, ensuring environmental sustainability and developing a global partnership for development (United Nations, 2010). Many UN bodies formed partnerships with sporting organizations, federations,

sports clubs and non-governmental organizations. The aim was to assist in the implementation of sport for peace via development of programmes and the promotion of school sport and physical education as avenues for achieving health, education, social and cultural development (United Nations Education, Scientific and Cultural Organization, 2005).

Schools can provide many opportunities for young people to engage in vigorous physical activity and are thus better placed amongst societal institutions to motivate young people to live active lifestyles (Jenkinson & Benson, 2010). This is not to downplay the contribution of clubs but it is in schools where children are introduced to PE and sport in a formal setting and with a curriculum to guide such exposure. PE and sport have been reported to have immense benefits for children, including improved academic performance, good health, and positive social skills among others (Almond, 1989; Drewe, 2001; Galloway, 2007; Macfadyen & Bailey, 2002). Unfortunately, the rapid advancement in technology has led many children to engage in physically sedentary activities such as surfing the internet and playing computer games, rather than more active physical activities. Consequently, there is an increase in cases of obesity and heart disease, and a general lack of fitness among young people (Hardman, 2008). Galloway (2007:11), reports that today's children are the least fit and the fattest of any generation on record, pointing out that longevity experts predict that these youngsters may not live as long as their parents.

While PE and sports are acclaimed as having immense benefits for young people as well as adults, it is ironic that PE continues to be a marginalized subject in school curricula throughout much of the world. In many schools under study, PE class time is used as a time to take a break from serious class work. Therefore, PE teachers feel they have to continually provide justification for the existence of their subject and to plead for actual control of the time they are

allocated. In in a large scale survey, which did investigate African nations, Hardman (2008) discovered that the status of PE was low and the subject was in grave danger of being side-lined.

The problems ranged from reduced curriculum time and a lack of adequately prepared teachers, to the poor state of facilities and a negative perception from teachers and students. Although many school principals and teachers appear to understand the importance of PE, they are also aware of the immense pressure for students to perform well in high stakes examinations (DiFiore, 2010). This would seem to suggest that making PE a core and examinable academic subject in schools would solve this problem. However, making it just another academic subject creates problems of another kind, as PE must retain its aspect of enjoyment (Green, 2003). According to Whipp, Anderson, Yeo and Tan (1998), valid, reliable and consistent evaluation, assessment and grading techniques are important because they help to describe and to enhance student achievement. Additionally, they state that without objective assessment of student learning and achievement, PE programmes could be cancelled every time there are program reviews, cuts in budgets and school restructuring. Students face immense pressure to perform well in national examinations, meaning that a subject that is not examined loses its importance to the students. Unless curriculum authorities adopt a good program about examined PE, the subject will continue to be treated with lack of seriousness. However, PE is both an indoors and an outdoors subject and therefore, the challenge is to make it an academic subject while retaining its aspects of fun and enjoyment.

Drewe (2001) has criticized most material advocating for the inclusion of PE in school curricula, noting that while such material espoused the benefits of physical education programmes, most of these benefits dwelt on improving physical and mental health only. The suggestion is then that these physical and mental health benefits could be achieved through other curricular and

extracurricular programmes, apart from PE. In the face of limited hours in the school day, school administrators have to choose which of the many available activities should be the focus for their students. Often, physical education programs are not high on a school's agenda because they are not considered to be very important academically. A more plausible argument for the inclusion of PE in school curricula is the acquisition of practical knowledge and moral education. This is because practical knowledge entails "learning how" as opposed to "knowing that," which can help students to achieve excellence in whatever activity they are learning (Drewe, 2001, p. 42). Needless to say, it is important for PE teachers to present a strong and convincing argument for the inclusion of PE in the curriculum. Macfadyen and Bailey (2002) recommend that even if PE in schools were not under threat, "PE teachers would still be obliged to engage in reasoned and public debates about the values and priorities of their profession."

Kretchmar (2005a) emphasized on the importance of joy in physical education stating that the key to a healthy life lies not in the head but in the heart. According to the same author, people do not exercise out of a sense of duty or just because they are good in movement but because of their love for the activity and also because it is part of their lives. Additionally, he stated that human beings are built not just for work but for play and therefore, any comprehensive approach to motivation in movement must address both the blind love of play and the 20/20 vision of calculation and work. According to Hagger and Chatzisarantis (2007) intrinsic motivation, self-determination and joy of learning are very important in physical education and sport. To strengthen this point, Light (2002, 2003) recommends that PE teachers should use the Teaching Games for understanding approach because its holistic and whole-body learning enhances a sense of joy related to achievement and profound learning. Therefore, movement should be equally healthful and joyous, possibly with one facilitating the other because the crucial point is

not to choose between health and meaning but to strike a healthy balance between them (Kretchmar, 2005b) Writing on the importance of practical knowledge, Arnold (1979) showed that a phenomenology of movement can make great contribution towards theoretical development and pedagogical practice in physical education. He espoused three dimensions of education that are interdependent and overlapping i.e. education "through" movement, education "about" movement, and education "in" movement. Physical educators need to appreciate education "in" movement because it can greatly and meaningfully contribute to the delivery of PE. Therefore, there is a lot of meaning and learning that can be achieved through movement (Pate & Hohn, 1994; Loland, 2006; Metheny, 1968). Trent (2008) advises PE teachers to re-introduce education "in" movement in their teaching because of its perceived benefits.

CHAPTER THRE

3. METHODOLOGY

3.1. Study Design

In order to examine the knowledge and attitude of teachers teaching physical education in secondary schools a cross-sectional research design was employed. The method was selected as it is suitable to assess the teaching competency of physical education teachers and their attitude towards physical education subject at one specific point in time.

3.2. Study Site

JIMMA ZONE

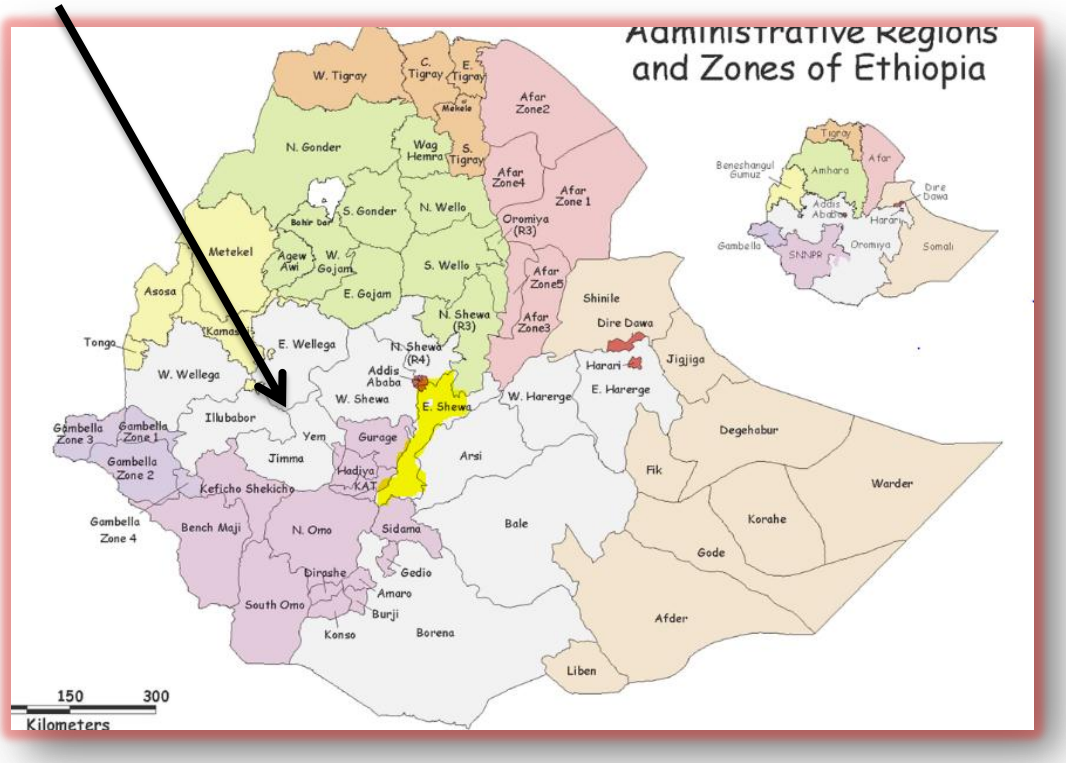


Figure 1: Map of Federal Republic of Ethiopia

MAP OF JIMMA ZONE

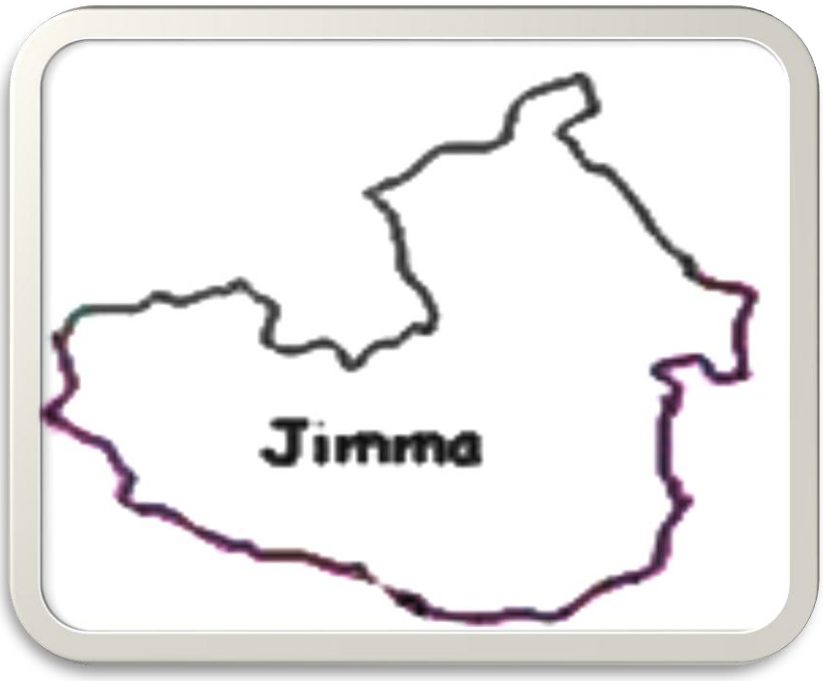


Figure 2: Map of Jima Zone

This research was conducted in Jimma Zone which is one of the zones of Oromia Region. Jimma is bordered on the south by the Southern Nations, Nationalities and Peoples Region, the northwest by Illubabor, on the north by Misraq Welega, and on the northeast by Mirab Shewa; part of the boundary with Debub Mirab Shewa is defined by the Gibe River. Its area is 15,568.58 square kilometers. Based on the 2007 Census by the CSA, this Zone has a total population of 2,486,155, with the population density of 159.69. Concerning education, 57% of all eligible children are enrolled in primary school, and 12% in secondary schools (CSA, 2007).

3.3. Population and Sample Size

The main source of data for the study consists of physical education teachers and principal from 22 selected secondary schools found in 13 weradas of Jimma Zone. According to the information from Jimma Zone Education Office there are 44 secondary schools in 18 weradas of the zone. The researcher used convenience sampling technique to select 22 secondary schools from 13 weradas of the zone. Thus, the study was conducted on 22 secondary schools physical education teachers found in 13 woredas which are called Agaro, Dedo,Gera, Gomma, Gumay, Karsa, Limmukosa, Mana, Omo nada, Sakachokorsa, Shabesombo, Sokoru, and Tiroafata.

3.4. Sampling Techniques

Convenience sampling technique was used for it is the way of getting basic information quickly and efficiently for this study. Thus, the sample was readily available and convenient based on the bases of proximity to Jimma town and availability of transportation for researcher.

3.5. Data Collection Instruments

Questionnaires and interview was used as tools of data collection. Questionnaire was used commonly to gather data for descriptive survey. In order to gather appropriate information about current knowledge and attitude from the participating physical education teachers a questionnaire (Physical education: content knowledge test and modified Adams physical education Attitude Scale) was used. The content knowledge test questionnaire items were constructed from 9^{th}& 10^{th} grade physical education text books and modified Adams physical education attitude scale was used for attitude questionnaire items. Besides, qualitative data was employed to address the information gained from semi structured interview made with the school directors.

3.6. Pilot Study

Professional analysis was used for the validity of the instrument. Grade 9 and 10 textbook content was seen by professionals of the field, content knowledge questionnaire was developed on the basis of content validity and also attitude questionnaires was seen and modified by the professionals.

Pilot testing for instrument was conducted with physical education teachers found in three secondary schools (Jiren, Seto & Aba buna) of Jimma town. The researcher was engaged in the pilot test Physical education teachers teaching this subject in these schools in order to check reliability of the instrument. For those instruments: instrument stability over time and their internal consistency was checked using test and retest and Cronbach alpha.

It is mandatory that assessors and researchers should estimate this quantity to add validity and accuracy to the interpretation of their data (Schmitt, 1996).In case of evaluating internal consistency of attitude and content knowledge questionnaire, Cronbach's alpha has been run for both value items, the result of overall alpha was α=0.959 and α= .888 respectively, which is very high and indicates strong internal consistency. Essentially, this means that respondents who tended to scores high for one item also tended to scores high for the others; similarly, respondents who selected low scores for one item tended to select low scores for the other both value items.

Test-retest reliability is the most straightforward method of estimating reliability. Likewise, the researcher administers the test twice to the same set of subjects and then correlates the two measurements (that at Time 1 and that at Time 2). Pearson *r* is the index of correlation most often used in this context. If the test is reliable, and the subjects have not changed from Time 1

to Time 2, then we should get a high value of *r* (Kumar et al., 2013). Similarly, test-retest has been conducted to Jimma Town physical education teachers, the obtained result in both content knowledge and attitude questionnaire was *r*= 0.82 and .*r* = 0.9. Therefore, the higher the correlation coefficient, the stronger the relationship between the tests conducted in the different time. Fundamentally, this means that respondents who tended to score high at the first time also tended to score high in the second time; similarly, respondents who selected a low scores in the first time tended to select low scores in the second time(see appendix I & II). Finally, after checking the validity and reliability of content knowledge and attitude questionnaire, the researcher administered both questionnaires to the target population.

3.7. Methods of Data Analysis

The data were coded and interred to SPSS.Ver.16. Afterwards, descriptive statistics such as mean, minimum, maximum, percentages and standard deviation was used to analyse qualifications of respondents that helps to describe, show or summarize data in a meaningful way. Specifically, bar charts, histograms, and pie charts were used to compare different data samples and categorize data. Data collected through interview was categorized based on the similarities of responses from the school directors. Finally, it was analysed qualitatively.

3.8. Ethical Consideration

Firstly, all respondents provided with information regarding the objectives of the study, and ethical issues related ahead of data collection activities. Thus any information which may affect the personality and security of the respondents was not included in relation to their names. More importantly, teachers were told not to write their names on questionnaire paper.

Secondly, the provision of information was totally depended on the willingness of the respondents. Moreover, all the information obtained from the respondents was confidential. Besides, no attempt was made to obtain data in a canning way.

CHAPTER FOUR

4. RESULTS ANDDISCUSSION

The data were analysed using statistical instruments and descriptive statements. After wards interpreted and finally discussed with recent literatures**.**

4.1. Demographic Characteristics of the Respondents

Figure1: Chart of respondents' Gender difference

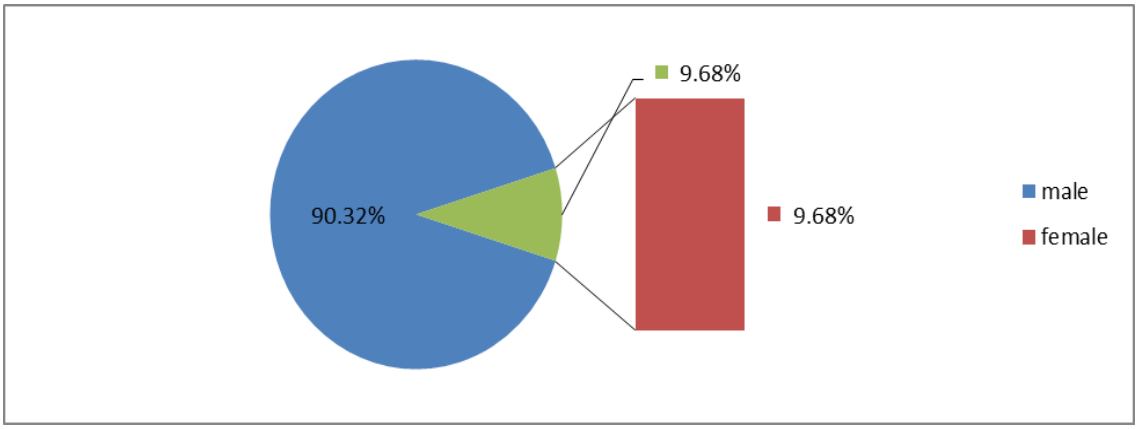
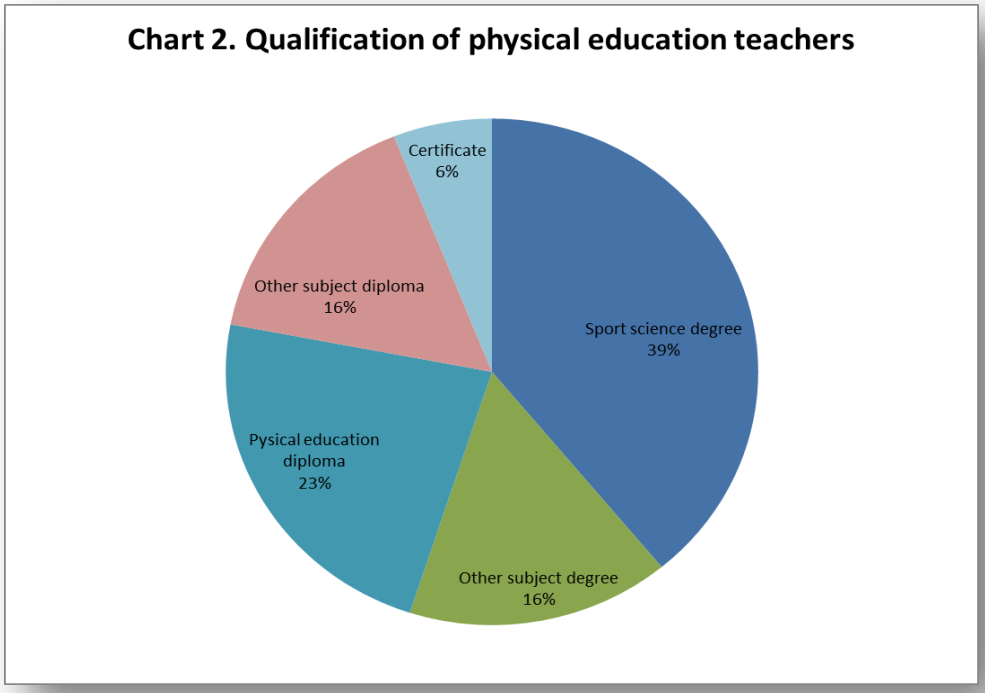


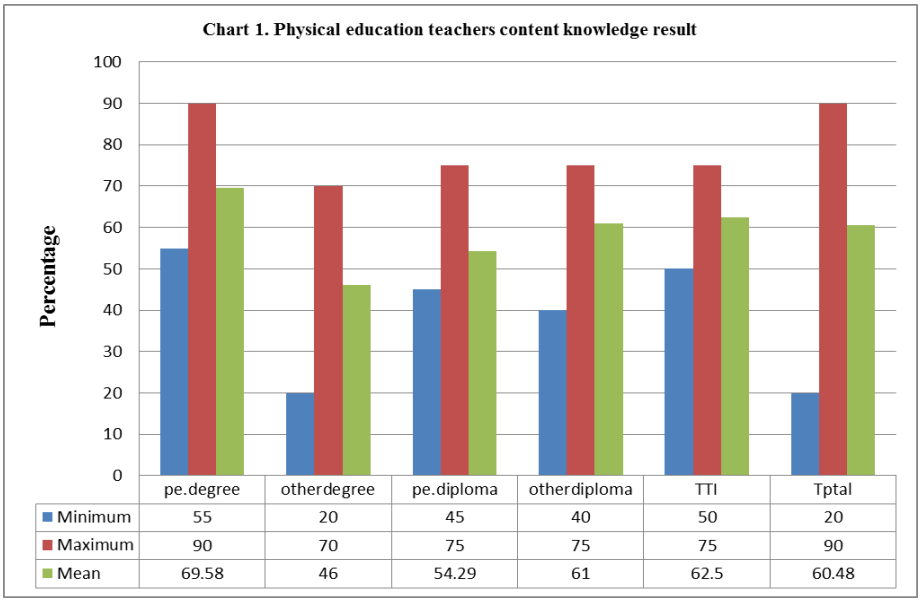
Table 1: Respondents age statistics

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Age	31	24	54	30.65	8.159



As indicated in Figure 1, 3 (9.68%) female and 28 (90.32%) male teachers took part in filling the research questionnaires. Almost all of PE teachers are dominated by male while small percent has been shared by female PE teachers. As indicated in Table 1, 31 respondents gave their age in this survey; the youngest is 24 years old and the oldest is 54.The mean age is 30.65 and the standard deviation is 8.159. As can be seen in Figure 1, 6%, 16%, 16%, 23% and 39% of my respondents were certificate holders, other subject degree, other subject diploma, physical education diploma and sport science degree holder respectively. Based on the abundances of PE teachers, sport science degree holders stood first followed by PE diploma holders while other degree and diploma holders ranked third, finally less percentage was TTI (certificate) holders.

4.2. Physical Education Teachers Content Knowledge Test Result



	pe.degree	otherdegree	pe.diploma	otherdiploma	TTI	Tptal
Minimum	55	20	45	40	50	20
Maximum	90	70	75	75	75	90
Mean	69.58	46	54.29	61	62.5	60.48

As clearly shown in Figure 3, the result of their content knowledge test was: TTI (certificate) holders minimum of 50, maximum 75, mean 62.5; other diploma holder minimum of 40, maximum 75, mean 61; physical education diploma holder minimum of 45, maximum 75, mean 54.29; other degree holder minimum of 20, maximum 70, mean 46; physical education degree holder minimum of 55, maximum 90, mean 69.58. While the physical education degree holders had the highest mean score, the other degree holders had the lowest mean score. Both the other degree holders and the physical education diploma holders had mean scores below the overall average score. Regardless of this, both the other diploma holders and TTI certificate holders had mean scores pretty close to the overall average score. From the above interpretation one could conclude that sport science degree holders are more knowledgeable than the others, and the other degree holders are the least knowledgeable.

4.3. Respondents' Knowledge Correlation with Qualification, Age and Experience

With the intention to determine the extent of knowledge of the participants, their state of qualifications, age levels, and years of experience, and examine whether relationships exist between the participants knowledge scores against their qualification, age, and experience both descriptive and correlation analysis were conducted. Table 2 presents the summary of the descriptive statistics and the correlation analysis.

Table2: Descriptive statistics and correlation analysis of participants scores of knowledge with their qualification, age, and experience (N=31)

Variables	Mean	Std. Deviation	Qualification	Age	Experience	Knowledge
Qualification	-	-	1			
Age	30.65	8.159	-.726*	1		
Experience	5.45	6.454	-.484*	.592*	1	
Knowledge	60.65	14.930	.224	.014	.139	1

Note. *<0.05

As clearly indicated on Table 1, (Mean ± Standard deviation) of Age was 30.65± 8.195, experience was 5.45± 6.454 and Knowledge was 60.65 ± 14.39. Hence, the age of respondents falls between 22 and 38 years old. Experience ranges between beginning teachers to 12 years of experience. Their knowledge test results swings between 45 and 76 scores. There is no significant correlation between knowledge and qualification, knowledge and age and knowledge and experience.

Table3: Model Summary of PE teachers' knowledge

Model	R	R^2	Adjusted R Square	Std. Error of the Estimate
1	.402[a]	.162	.069	14.409

a. Predictors: (Constant), Experience, Qualification, Age

Table4: ANOVA summary of PE teachers' knowledge

`		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1081.343	3	3.604E2	1.736	.183[a]
	Residual	5605.754	27	2.076E2		
	Total	6687.097	30			

a. Predictors: (Constant), Experience, Qualification, Age

b. Dependent Variable: Knowledge

Table5: Forward multiple regression analysis Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.151	23.768		.848	.404
	Qualification	6.096	2.919	.543	2.088	.046
	Age	.499	.519	.273	.962	.345
	Experience	.548	.507	.237	1.080	.290

a. Dependent Variable: Knowledge

The "R" column represents the value of R, the multiple correlation coefficients. R can be considered to be one measure of the quality of the prediction of the dependent variable; in this case, physical education teachers' knowledge. A value of 0.402, in this way, that indicates a good level of prediction. The "R Square" column represents the R^2value (also called the coefficient of determination), which is the proportion of variance in the dependent variable that can be explained by the independent variables (technically, it is the proportion of variance accounted for by the regression model above and beyond the mean model). You can see from our value of .162 that our independent variables explain16.2%ofthe variability of our dependent variable, physical education teachers' knowledge. However, the researcher also needs to be able to interpret "Adjusted R

Square"(adj. R^2) to accurately report the data.

The researcher explains the reasons for this, as well as the output, the F-ratio in the ANOVA table (see above table 3) tests whether the overall regression model is a good fit for the data. The table shows that the independent variables jointly statistically insignificantly predict the dependent variable, F (3, 27) = 1.736 p> 0.05. However, the researcher tests for the statistical significance of each of the independent variables. Qualification of physical education teachers was found to be statistically significant at p<0.05.In my finding qualification, experience and age has no any contribution in predicting physical education teacher's knowledge.

4.4. Analysis and Interpretation of Qualification Status Data Obtained Through Interview

Besides, most interviewed directors said that teachers are not qualified in the area. They said that due to the absence of qualified physical education teachers unqualified teachers were assigned to teach the subject.

In reality, physical education teachers need to have the skills necessary to perform a variety of physical activities. In addition, the social, emotional and motor development of each learner can be improved by a trained teacher on scientific basis of the subject to meet each learners need. According to Ethiopian education and training policy (1994) teachers who were trained in degree program should teach secondary school students. To sum up, based on the evidences obtained the majority of teachers were unqualified to teach physical education at this level. In general, based on the data obtained one can infer that secondary schools physical education teachers under study were not qualified in the subject area.

Interviewed respondents explained that teachers had been assigned to teach physical education by chance, because there were no qualified teachers in the subject area who could shoulder the responsibilities by their willing. On the other hand some respondents replied that teachers were assigned to teach physical education being forced.

As Krishnamurthy and Parameswara (1990) note teaching physical education is only accepted and not chooses. Besides, in many schools, teaching physical education is considered as a stop-gap arrangement. Neither also in most schools physical education teachers are assigned accidentally nor with rather than the true qualitative improvement of discipline. To sum up, based on the data obtained it could be said that physical education teachers had been assigned to teach the subject either randomly or being forced.

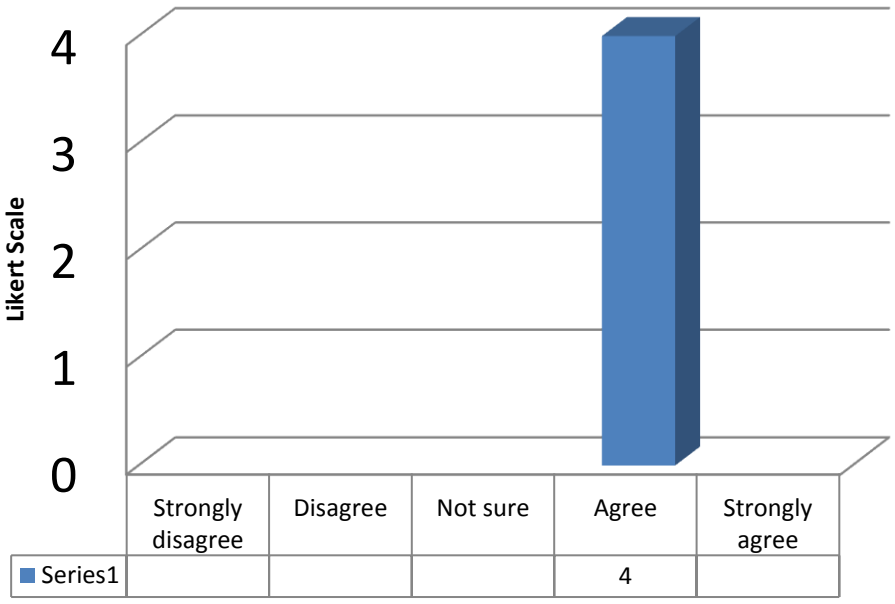
The interviewed respondents explained that if students are exposed to untrained teacher continues to meaningless or irrelevant activity and skill, the program will be distorted or become unpopular. It fails to meet the demands or needs of the students. In reality the best of subject and the lesson remain dead unless the students are guided by the trained teacher. As to Kochher (19 85) the quality of education depends largely upon the quality of the teacher. For the achievement of the objectives of teaching physical education subject methods are needed to which could expose the students to knowledge and experiences helpful in the development of understanding, critical thinking, practical skill and interests to be developed through trained or qualified teacher.

However, as noted above teachers in the schools under study were less qualified. As a result, the lack of skills and experiences to use appropriate teaching methods, using appropriate assessment techniques, using teaching materials appropriately and dealing the content appropriately. In general based on the data obtained it would be possible to argue that the use of unqualified

physical education teacher in secondary school understudy would have an adverse impact to inculcate in the students the skill, and experience needed.

4.5. Attitude of teachers towards physical education

Figure 4 : Physicala education teachers' Attitude



As can be seen in Figurer4, physical education teachers' attitude was in a good status.

Therefore, one can easily conclude that attitude of PE teachers toward the subject was positive.

Table 6: Pearson correlation matrix of attitude with qualification, experience and age (N=31)

Variables	Mean	Std. Deviation	Qualification	Age	Experience	Attitude
Qualification	-	-	1			
Age	30.65	8.159	-.734*	1		
Experience	5.45	6.454	-.478*	.592*	1	
Attitude	3.67	.504	.209	-.164	-.186	1

P*<0.05

As clearly indicated on table 1, (Mean ± Standard deviation) of Attitude was 3.67 ± 0.504. Hence, attitude of respondents Score ranges between neutral and agree. There is no significant correlation between attitude and qualification, attitude and experience and attitude and age since, $p > 0.05$.

Table 7: Model Summary of PE teachers' Attitude

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.233[a]	.054	-.051	.517

a. Predictors: (Constant), Experience, Qualification, Age

Table 8: ANOVA summary of PE teachers' Attitude

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.412	3	.137	.515	.676[a]
	Residual	7.205	27	.267		
	Total	7.617	30			

a. Predictors: (Constant), Experience, Qualification, Age

b. Dependent Variable: Attitude

Table 9: Forward multiple regression analysis Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.389	.852		3.977	.000
	Qualification	.068	.105	.181	.654	.519
	Age	.003	.019	.043	.144	.887
	Experience	-.010	.018	-.126	-.539	.594

a. Dependent Variable: Attitude

The "R" column represents the value of R, the multiple correlation coefficients. R can be considered to be on measure of the quality of the prediction of the dependent variable; in this case, Physical education teachers' attitude. A Value of 0.233, in this way that, indicates a good level of prediction. The "R Square" column represents the R^2 value (also called the coefficient of determination), which is the proportion of variance in the dependent variable that can be explained by the independent variables (technically, it is the proportion of variance accounted for by the regression model above and beyond the mean model). You can see from our value of

.054 that our independent variables explain 5.4% of the variability of our dependent variable, Physical education teachers' attitude. However, the researcher also needs to be able to interpret "Adjusted R Square"(adj. R^2) to accurately report the data.

The researcher explains the reasons for this, as well as the output, the F-ratio in the ANOVA table (see above table 7) tests whether the overall regression model is a good fit for the data. The table shows that the independent variables jointly statistically insignificantly predict the dependent variable, F (3, 27)= 0.515, p> 0.05.

4.6. Discussion of Knowledge and Attitude

Teachers‟ knowledge is the key to successfully implementing any educational program. Recent study revealed that knowledge was defined as the way teachers conceptualize physical education (Hodkinson, 2005). In this finding, less than half of physical education teachers are assigned as Ethiopian new educational training policy (1994). However, controversial finding have been also reported in this finding, Sport science degree holders are more knowledgeable than TTI (certificate) holders, TTI (certificate) holders are more knowledgeable than other diploma holders, other diploma holders are more knowledgeable than physical education diploma holders, and physical education diploma holders are more knowledgeable than other degree holders. This was happened due to long year teaching experience in PE and also others were assigned to teach PE from other disciplines. Similarly, age and years of teaching experience is not significantly related with knowledge (Darla & Lori, 2007). Correspondingly, Gaad and Khan (2007) found that teachers do not have enough knowledge and training to address the needs of students in integrated settings. Participants considered their limited knowledge to have an influence on their attitudes, suggesting that lack of knowledge may be an attitudinal barrier. Relatively few studies

in developing countries are found (Ali, Mustapha &Jelas, 2006; Chhabra, Srivastava & Srivastava, 2010). This indicates that there is a gap in the knowledge of developing countries' perspectives.

The attitudes of teachers affect their degree of commitment to their duties, the way they teach and treat their students, as well as how they perceive their professional growth (Chen &Rovegno 2000 & Darling-Hammond 2000). Now a day's controversial research on attitudes output revealed that school teachers can have a variety of attitudes such as positive, negative or neutral or both. These attitudes and views are influenced by experience and knowledge (Mahbub, 2008). In my case, Physical education teachers have positive attitude toward the subject. Teachers attitude have low positive correlation with qualification and low negative correlation with age and experience.Similarly, other research revealed that age has no any impact on physical education teacher's attitude. (Xiaafen, Stephen and Pamela, 2002).

4.7. Analysis of Observation Check List

The researcher was used observation check list to observe physical education teachers while they conducting practical session. The researcher have observed 22(71%) of the sample population on their practical session and stated the findings below.

1. Appropriate warm up

   The researcher observed that 2(9.1) very good, 15(68.2%) good, 3(13.6%) fair, and 2(9.1) poor. This shows that most teachers used appropriate warm-up activities well and very few teachers used poorly. In other words, warm up activities is the way to begin the sessions. So that it needs careful attention and plan. As a matter of fact, every teacher should use appropriate warm up activity. As to the reference manual handbook for teaching sport VSO (1998):

The start of each session is very important. It can affect students' attitudes towards learning, their enthusiasm, and their desire to have fun. It's often helpful to recap on the events and learning from the previous session. Further, it helps to prepare people for physical exercise and prevent injuries during exercise.

2. Varieties of teaching methods

   As the researcher tried to observe, 5(22.7%) good, 13(59.1%) fair, 4(18.2%) poor. This shows that most of the teachers are not properly using varieties of teaching methods. This leads to poor teaching. On the other hand, good teaching adapts methods to purposes, content, student standard, and teacher ability. This permits and encourages the use of varieties of methods. Nonetheless, teaching does not seek perfection in any single method.

3. Appropriate formation of students for the activity

   Regarding appropriate formation the researcher tried to observe 7(31.8%) good, 11(50%) fair, 4(18.2%) poor. This indicates that there are a few teachers who use inappropriate formation of the students for the activity.

4. Suitable activities for their age, physical development and skill level

   7(31.8%) good, 9(40.9%) fair, 4(18.2) poor, 2(9.1%) v. good. Most teachers use suitable activities for the student's physical development and skill level. Students will learn by participating in a purposeful activity. So the teacher should keep learning alive by engaging students to relevant activities which are suitable for their age, physical development and skill level.

5. Using allocated time effectively and efficiently

   In using allocated time effectively and efficiently, 7(31.8%) good, 9(40.9%) fairly, 6(27.3%) poor was observed by the researcher. This shows that there are still some

teachers who are using improper way of using time allotted for a given session. In actual fact, the lesson divided into sections which are appropriate with time given. All steps of the lesson should be given due time.

6. Planned and organized physical education session

   6(27.3%) good, 7(31.8%) fair,9(40.9%) poor, . This data shows as that most of physical education teachers have no training or awareness of planning and organizing physical education lesson or they are negligent of planning and organizing. As a matter of fact, careful planning is the foundation of all good and effective teaching. It helps the teacher to be systematic and orderly. It encourages good organization of subject matter and activities. Good sessions in physical education don't just happen; they require good planning and organization.

7. Actively monitoring and supervising the students

   7(31.8 %) good, 11(50 %) fairly, 4(18.2 %) poor. This shows that most teachers created fair and good condition but few teachers didn't respectively.

   Surely, monitoring and closely supervising student activity refers to the ability of the teachers to create healthy condition of learning, use appropriate strategies for managing tasks and activities. In addition it helps to assess and evaluate teaching activities effectively in terms of learning outcomes and reduces the risk of injuries that may occur.

8. Maintaining assessment records

   4(18.2%) good, 3(13.6%) fair, 15(68.2%) poor. This shows that most teachers used poor assessment strategies that are not relevant so that they create a mismatch or misalignment of the components, and then they run the risk of not teaching learning out comes, perhaps

teaching them improperly. Poor alignment of assessment will provide the teacher with low quality information about students' learning and leads to poor teaching practices.

9. Proper sport wearing of the teacher

   As the researcher observed 9(40.9%) fair, 7(31.8%) poor, 4(18.2%) v. good, 2(9.1%) good. This shows that most teachers didn't use proper sport wearing. This shows problem on the area. But proper sport wearing is essential for effective teaching that each and every physical education teacher should use it.

10. Safe and orderly of instructional area (sport pitch)

    As the researcher observed the instructional area 2(9.1%) of them were in very good condition, 7(31.8%) were in good, and 13(59.1%) were in fair, . This indicates that most of the schools didn't have safe, orderly and supportive instructional area. At school, students should be safe, and do physical activities in a way that wouldn't hurt them.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATION

5.1. CONCLUSIONS

Based on the observed results the following conclusions were made:

- Secondary School physical education teachers are dominated by male teachers.
- Based on the abundances of physical education teachers ascending, sport science degree holders stood first followed by physical education diploma holders while other degree and diploma holders ranked third, finally less percentage was given to TTI (certificate) holders.
- In terms of content knowledge, physical education teachers were ranked from the top to bottom: sport science degree, TTI (certificate), other diploma, physical education diploma, and other degree holders on the basis of their knowledge ascending.
- The physical education teachers in secondary schools of the zone given the mandate to teach the subject regardless of their qualification, interest and ability. This would have great impact on the quality of physical education, which contributes to students' physical, mental, social and emotional development. Physical education teachers' content knowledge was not satisfactory.
- There is no significant correlation between knowledge and the three independent variables qualification, age and experience.
- Physical education teachers' had a positive attitude towards the subject.

- None of the independent variables (qualification, age, and experience) significantly correlated with the dependent variable, attitude towards Physical Education.
- Physical education teachers had limited opportunity for in-service training to up-date their knowledge and skills.
- The importance of physical education as one of the subjects taught in the schools had been given less emphasis.
- Qualification, age and experience were not determinant factors in explaining the knowledge and attitude of physical education teachers.

5.2. RECOMMENDATIONS

Based on the finding of the study, the researcher draws the following recommendations:

1. Ministry of education with partner universities should produce sport science teachers quantitatively and qualitatively.

2. Physical education teachers should get professional training that helps them to develop their proficiency level.

3. Physical education should be taught as much as possible by qualified physical education teachers. In the absence of qualified teachers in-service training should be given for those who teach physical education beyond their level to improve and develop their efficiency or ability in teaching the subject.
4. In order to enhance the interests of teachers who are teaching the subject the schools should encourage them by supplying sport wearing and adequate teaching materials.
5. The Oromia Education bureau need to conduct detailed research in the area to train physical education teachers both in pre-service and in-service programme to overcome the current shortage of qualified physical education teachers observed in the zone.
6. School directors should supervise the teaching of physical education in their school. Hence, the schools need to give due attention to physical education as a subject.

7. Finally, detailed and comprehensive research is necessary to identify the knowledge and attitude of physical education teachers toward teaching the subject in the zone understudy.

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APPENDICES

Appendix - I

KNOWLEDGE TEST RETEST CORRELATIONS

		Knone	*Kntwo*
Knone	*Pearson Correlation*	*1*	*.825**
	Sig. (2-tailed)		*.043*
	N	*6*	*6*
Kntwo	*Pearson Correlation*	*.825**	*1*
	Sig. (2-tailed)	*.043*	
	N	*6*	*6*

**. Correlation is significant at the 0.05 level (2-tailed).*

Appendix - II

ATTITUDE QUESTIONARIES' TEST RETEST CORRELATIONS

		Attone	*Atttwo*
attone	*Pearson Correlation*	*1*	*.926***
	Sig. (2-tailed)		*.008*
	N	*6*	*6*
atttwo	*Pearson Correlation*	*.926***	*1*
	Sig. (2-tailed)	*.008*	
	N	*6*	*6*

. Correlation is signifycant at the 0.01 level (2-tailed).

Appendix - III

CRONBACH'S ALPHA RELIABILITY STATISTICS OF KNOWLEDGE INSTRUMENT

Cronbach's Alpha	*N of Items*
.888	*2*

Appendix - IV

CRONBACH'S ALPHA RELIABILITY STATISTICS OF ATTITUDE INSTRUMENT

Cronbach's Alpha	*N of Items*
.959	*2*

Appendix–V

A QUESTIONNAIRE PREPARED TO EXAMINE KNOWLEDGE AND ATTITUDE OF SECONDARY SCHOOL PHYSICAL EDUCATION TEACHERS.

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCES

SCHOOL OF POST GRADUATE

DEPARTMENT OF SPORT SCIENCE

*This questionnaire is designed to collect a relevant data about "**the knowledge and attitude of physical education teachers in selected secondary Schools of Jimma Zone**". So, your sincere co-operation in answering each question is highly important. The confidentiality of your responses will be kept.*

***General direction:** Please be informed that:*

No need to write your name.

The information you give will be only for this study.

Put a mark '' √ '' in the box corresponding to each statement to give your answer.

Thank you in advance for your Co-operation!

Part I: Profile School_____

1. ***Sex**: Male* ☐ *Female* ☐
2. ***Age: _____***
3. ***Experience in teaching Physical education**: _____*
4. ***Qualification***

Certificate ☐ *Diploma* ☐ *Degree* ☐ *Masters* ☐

If any other (specify it) _____

5. ***Grade level you are teaching*** *9^{th}* ☐ *10^{th}* ☐ *both 9^{th} and 10^{th}* ☐

Appendix - VI

PART II: *Each statement below is followed by three alternatives. Put a "√" mark to indicate your opinion from the alternatives corresponding to each statement.*

No	***Items***	***Right***	***Wrong***	***I don't know***
1	*Academic achievement depends on the state of physical and mental wellbeing of the students.*			
2	*In gymnastic, lifting hips is unimportant element in dive-roll.*			
3	*Stopping the racquet at the point of contact with the ball is a characteristic of correct mature form for striking a ball with a racquet.*			
4	*When dribbling a soccer ball in a restricted space, the player should attempt to use only the dominant foot for better control.*			
5	*As a result of muscular strength and endurance training muscle mass increases with possible fat reduction.*			
6	*Applying ice and compressing is the proper procedure for treating a student who has just strained a hamstring muscle.*			
7	*HIV positive individuals should not have to participate in physical exercise.*			
8	*Self-defence has no ethical benefit.*			
9	*Legs of a runner represent angular motion.*			
10	*Maximum heart rate for teenagers is calculated by subtracting the age from the established 210.*			
11	*Gymnastics is categorized under non-competitive sport.*			
12	*Engaging in cardiovascular training increase blood volume.*			
13	*Maintaining a handstand position is an example of static balance.*			
14	*Height of volleyball net differs according to age of the participants.*			
15	*In sprinting race, starting block is used to maintain a firm support of the feet.*			
16	*Learning about history of sport falls under Psychomotor domain.*			
17	*The first sport organization established in Ethiopia is Athletics Federation.*			
18	*Skinfold calliper is used for measuring body composition.*			
19	*The second phase of long jump is used to gather a maximum force to jump for distance.*			
20	*Each volleyball team consists maximum of 12 (twelve) players.*			

Appendix – VII

PART III: MODIFIED ADAMS PHYSICAL EDUCATION ATTITUDE SCALE.

No	***Items***	***Strongly Disagree(1)***	***Disagree(2)***	***Not sure (3)***	**Agree (4)**	**Strongly agree (5)**
1	*Physical education gets uninteresting.*					
2	*I only feel like doing physical education now and then.*					
3	*Physical education should be avoided.*					
4	*Physical education is particularly limited in its value.*					
5	*I suppose physical education is all right but I don't much care for it.*					
6	*Physical education is the most hateful subject of all.*					
7	*I do not want to give up physical education.*					
8	*On the whole I think physical education is a good thing.*					
9	*People who like physical education are nearly always good to know.*					
10	*Anyone who likes physical education is silly.*					
11	*Physical education has some usefulness.*					
12	*Physical education is the ideal subject.*					
13	*Physical education develops good character.*					
14	*School would be better without physical education.*					
15	*Physical education has little to offer.*					
16	*Physical education is my favourite subject.*					
17	*Physical education gives lasting satisfaction.(having an effect for a long time.)*					
18	*Physical education's good and bad points balance out each other.*					
19	*Physical education is a pleasant break.*					
20	*Physical education seems useless to me.*					

Appendix - VIII

CHECK LIST FOR OBSERVATION OF PRACTICAL SESSION

***Name of School**:* _____

No	***Activities to be observed***	***Very good(4)***	***Good (3)***	***Fair (2)***	***Poor (1)***
	INSTRUCTION				
1	*Appropriate Warm–up (introduction).*				
2	*Varieties of teaching methods are used.*				
3	*Appropriate formation of the students for the activities.*				
4	*Suitable activities for their age, physical development and skill level.*				
5	*Allocated time is used effectively and efficiently.*				
6	*Plan and organized physical education session*				
7	*Students are actively monitored and closely supervised.*				
8	*Accurate assessment records are maintained.*				
	FACILITY				
9	*Proper sport wearing of the teacher during practical session.*				
10	*Instructional area is safe, orderly, and supports learning activities.*				

Appendix -IX

INTERVIEW QUESTIONS FOR SCHOOL DIRECTORS

1. *In the school you are working in, are there qualified physical education teachers?*
2. *If there are no qualified physical education teachers who is teaching this subject in your school? What are the impacts of these physical education teachers on carrying out teaching learning process smoothly?*
3. *What are some of the attempts your school did to alleviate or at least minimize the problem?*
4. *Are physical education teachers willing to improve their academic knowledge (status) in order to alleviate the problem?*
5. *What do you think are measures to be taken to solve the problems facing teaching-learning process of physical education?*