



**ASSESSMENT ON TEACHING METHODOLOGY OF PHYSICAL  
EDUCATION IN PRACTICAL CLASS IN KUYERA AND SHASHEMENE  
HIGH SCHOOL OF SHASHEMENE TOWN.**

**By**

**ASHENAFI NEMENA HUSSIEN**

**ATHESIS SUBMITTED TO THE COLLEGE OF NATURAL SCIENCES  
OF JIMMA UNIVERSITY DEPARTMENT OF SPORT SCIENCE IN  
PARTIALFULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF EDUCATION IN  
SPORT SCIENCE**

**November, 2017**

**Jimma, Ethiopia**

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**APPROVAL**

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## **CERTIFICATE**

This is to certify that this thesis entitled “**Assessment on Teaching Methodology of Practical Class Physical Education In Kuyera And Shashemene High School of Shashemene Town**” submitted by Mr. Ashenafi Nemena in partial fulfillment of the requirement of the award of Master of Education in Sport Science to the college of Natural Sciences, Jimma University, through the Department of Sport Science. This research is an authentic work carried out by him under our guidance. To the best of our knowledge and belief, the matter embodied in this research work has not been submitted earlier for any degree or diploma.

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## **DECLARATION**

I here by declare that the project entitled “**Assessment on Teaching Methodology of Practical Class Physical Education in Kuyera and Shashemene High School of Shashemene Town**” submitted for the Master Degree is my original work and the project has not formed the basis for the award of any degree, diploma, fellowship or other similar title.

Place: \_\_\_\_\_ Name: \_\_\_\_\_

Date of Submission: \_\_\_\_\_ Signature: \_\_\_\_\_

## ***ABSTRACT***

The purpose of this study was to assess practical class methodology of teaching PE in secondary schools in Shashemene Town of Oromia region. The research methodology employed in the study was both quantitative and qualitative approaches. Accordingly, a questionnaire was prepared to be filled by teachers for the quantitative part. For the qualitative, individual interviews were administered. Regarding the questionnaires, distributed to sample size of 184 students and 6 teachers. Data obtained through questionnaires were analyzed using statistical tools such as frequency, percentage, mean, standard deviation. The findings of the study revealed that Assessment on Teaching Methodology of Practical Class Physical Education. Finally, based on the findings and conclusions, summery, recommendations were made on develop the participation of students in practical class according to the methodology attraction and achieve the lesson objective according to the plan.

**KEY WORD:** Practical, Methodology, Assessment

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## **Acronomy**

**ATPEA:** Attitudes toward Physical Education Activity

**CL** - Cooperative Learning

**CWPT**-Class Wide Peer Tutoring

**INSET:** In-service Education of Teachers

**NASPE:** National Association of State Physical Education

**P.E:** Physical Education

**PA:** Physical Activity

**PETE:** physical education teacher education programs

**SPSS:** Statistical Package for the Social Sciences

**WHO:** World Health Organization

# **CHAPTER-ONE**

## **I.INTRODUCTION**

### **1.1. BACKGROUND OF THE STUDY**

Physical education develops the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery. Physical education addresses the three domains of learning: a cognitive or mental skill related to the knowledge of movement; affective, which addresses growth in feelings or attitudes; and psychomotor, which relates to the manual or physical skills related to movement literacy (SHAPE America, 2014).

Physical education is the content area that teaches learners about movement. It is an essential academic component in the school curriculum that emphasizes learning in the psychomotor domain and guides learners in the process of becoming physically active for a lifetime. Physical education is distinctively different from recess, free play, recreational sports, and athletics. Rather, it is a comprehensive instructional program that provides developmentally appropriate activities while meeting the needs of all learners. Physical education is a cumulative process with wellness as the end result. To achieve this goal, physical education teachers must develop and implement a quality program that is hierarchical in nature. This includes instruction in the fundamental motor skills, dance and rhythms, sport skills, recreational activities, individual and team sports, and health-related fitness. A quality physical education program develops the total person by providing unique content in all three learning domains. In addition, novel and innovative games and activities are appropriate and provide other ways for learners to be successful in physical activity. Paul G. Pastorek (2006)

Effective teachers have many important opportunities to influence students while those students are directly learning in their class. This influence often remains with students well into their adulthood. Through their instruction, teachers can influence a student's lifespan movement by matching their teaching style with student learning styles, selecting developmentally appropriate activities, using effective teaching strategies through modeling an enjoyment of physical movement, and by providing students with diverse opportunities to move. P.G. Pastorek (2006)

Physical education teachers should initially have a broad base of knowledge and skills. To maintain effectiveness in their teaching, they have a responsibility to expand their "base" by

attending workshops and conferences, and engaging in partnerships with other educational leaders in their community. Physical education may have an important educational contribution to students' personal development. Welk, G. J., C.B. Corbin, and D. Dale. (2000). It provides opportunities for enjoyment, for learning new motor skills and for co-operating with others. Knowledge regarding a healthy life style can also be provided. However, studies both in the UK (Van Wersch, Trew, & Turner, 1992) and Greece (Papaioannou, 1997), have reported that interest and participation in physical education (P.E.) gradually declines with age. Therefore, it is important to examine students' motivation for participation in physical education classes. Intrinsic motivation (IM) has been one of the concepts studied in motivational research in physical education. According to Deci and Ryan (1985), intrinsically motivated behaviors are engaged in for their own sake, for the pleasure and satisfaction derived from the process of engaging in the activity. Intrinsically motivated behaviors are associated with psychological wellbeing, interest, enjoyment, fun, and persistence (Ryan & Deci, 2000). Several studies have shed light on possible determinants of intrinsic motivation in physical education and thus have provided practical directions for physical educators (Biddle & Chatzisarantis, 1999). Physical education students who feel autonomous for their actions are more intrinsically motivated (Goudas et. al., 1994). Achievement goal orientation also plays a crucial role in students' perceptions of competence and success. According to goal perspectives theory (Nicholls, 1989), individuals might have different goals when engaging in achievement tasks. For some students, establishing superiority over others is the primary focus (ego orientation), whereas, for others, the focus is on self-improvement and on successful completion of the task (task orientation). Task orientation seems to facilitate intrinsic motivation, while ego orientation is more likely to lead to decreased intrinsic motivation (Duda, Chi, Newton, Walling, & Catley, 1995). Students' expectancies about P.E. are also associated with their intrinsic motivation.

A motivation refers to situations where individuals perceive no contingencies between outcomes and their actions, where they experience feelings of incompetence and uncontrollability (Vallerand, Pelletier, Blais, Briere, Senecal, & Vallieres, 1992). Four types of extrinsic motivation have been described by Deci and Ryan (1985, 1991): external regulation, introjected regulation, identified regulation, and integrated regulation. External regulation and introjected regulation are considered to be controlling forms of motivation, whereas identified regulation, integrated regulation, and intrinsic motivation are viewed as self-determined forms. Vallerand

(1997) proposed a comprehensive model of motivation which posits that the different motivational types are influenced by a number of social factors. However, the influence of these social factors is exerted through the satisfaction of certain psychological needs. Vallerand and Losier (1999) argued that this sequence can be applied to the context of sport and physical activity. There are numerous social factors in physical activity which can play an important role in determining student motivation. For example, Vallerand and Losier proposed that cooperation fosters self-determined forms of behaviour. This is in agreement with Ames' (1992) suggestion that motivational climates which emphasise cooperation bring students together to help each other learn and improve. A motivational climate which employs self-referenced criteria to judge the degree of student improvement will foster perceived competence and self-determined forms of motivation, because it will reduce the controlling nature of interpersonal comparison (Ames, 1992). In contrast, comparative criteria (e.g. Being first) are more difficult to meet and can undermine perceptions of competence and intrinsic interest in an activity. Lastly, a third important social factor in explaining the motivational sequences in physical education may be the availability of choice of behaviours and tasks (Vallerand & Losier, 1999).

Teachers must also teach students to be responsible class members by participating in each class in a safe manner. Protection of students should go beyond their physical well-being to include emotional safety. By providing success-oriented activities and maintaining a positive learning environment, physical education teachers can best nurture a learner's self-concept. Ensuring emotional safety of learners were addressed by developing appropriate effective objectives in lesson planning and this study is evaluate the methodological problems which hinder in the development of assessment on teaching methodology of physical education in practical class.

## **1.2. Statement of the Problem**

This research is entitled "assessment on teaching methodology of Physical Education in practical class." with specific reference to the some selected high school in Shashemene town. It envisage assessing the level of the acquired scientific knowledge and to analyze the methodology. Teaching of the high school students as a function of good methodology and as a definite and specialized skill. The findings were demonstrating the level of the generalized teaching method experience of the high school physical education teacher. The rational of this study to identify the readiness, specific time, specific arena and basic equipment, which assess

the method of teaching physical Education, and examine the factors. Thus, it is the hypothesis of the study that seems to be significant differences between the factors claimed on one hand and the practices and process undertaken on the other hand. Available data were obtained from the responses of high school students, and physical education teacher in the field and class room suggest that not much is known concerning the status of teaching.

The present researchers believe that the opinions and facts furthered from the above major respondents had a big contribution for the improvement of the methodology assessment of high School Physical Education teachers and students and impart new system of teaching which in the final analysis have a permanent effect of teaching methodology. The studies were assessing the underlying problems encountering the high school students. Teaching methodology and suggest possible strategies of resolving them. The present researcher further notes that methodology assessment requires exposing the students learning, that is an improvement on the teaching methodology.

### **1.3. Research questions**

The research tries to answer the following research questions.

1. What is the impact of choosing good teaching methodology related with the performance of students during Physical Education practical class in Shashemene and Kuyera high school?
2. What are the main roles and activities of Physical Education teachers to select preferable methodology in Physical education practical class of Shashemene and Kuyera high school?
3. To what extent the teaching-learning process is properly managed by teachers of PE during Physical education practical class in case of Shashemene and Kuyera high school?

### **1.4. Objectives of the study**

#### **1.4.1 General Objective of the study:**

The main objective of this study was investigation and assessment on teaching methodology of Physical Education practical class in Kuyera and Shashemene high schools.

#### **1.4.2. Specific Objective of the study**

1. To analyze the impact of choosing teaching methodology with references to students achievement in Physical education practical class in Shashemene and Kuyera high school?
2. To identify the role of teachers in selecting preferred teaching methodology in Physical Education practical class in Shashemene and Kuyera high school?



3. To assess the teaching-learning methodology used during practical class of Physical education in Shashemene and Kuyera high school?

### **1.5. Significance of the study**

The study was support and enriches the methodology assessment of the high school teachers and students. To this end, the significance of the study is: First of all, teaching method has limited by a narrow understanding of teaching effectiveness. This study would have the following benefits. The Physical Education teaching methodology is a crucial variable (element) in their practice in supply with the new teaching techniques. Therefore this study was help Physical Education teaching and other concerned bodies to take in to account about student's basic skill development in addition with affecting factor with their success. In relation to this the findings of this study was helpful in developing coursework and materials for teaching methodology that was help teachers to become more aware of how their teaching methodology affects students. Moreover, the study was help teachers, students, school stake holders, and other bodies to recognize, identify and assess their practice now in their day to day activities and factors that exit in secondary school in an attempt to practice and implemented the updated and new teaching methodologies. As the end, this study was also used as a stepping stone and basic for future studies in related areas of the research.

### **1.6. Delimitations of the Study**

The scope of the study was delimited to the Oromia region west Arsi zone Shashemene area high schools specifically, Shashemene and Kuyera high schools. For this research Physical Education teacher, grade 9<sup>th</sup> & 10<sup>th</sup> students were taken as population. Also this research concerned only with the application of varied teaching-learning methodology in practical classes of Physical Education.

### **1.7. Limitation of the study**

To conduct research there is lot of pros and cons. For this research to the researcher the researcher encountered tremendous drawbacks. Some of them are mention in the following way;

- ✓ Shortage of time
- ✓ Partial involuntariness of students to feel questionnaires
- ✓ Researcher capabilities/beginners for the thesis
- ✓ Shortage of references related to PE
- ✓ Shortage of related research done before related to the title

## 1.8. Operational definition:

- ✓ **Methodology** –way of imparting knowledge to student
- ✓ **High school students**- a high school student is defined as one attending a school consisting of students in grades in 9-10
- ✓ **Assessment**- assessment for learning ,teachers use assessment as an investigate tool to find out as much as they can about what their students know and can do ,and what confusions, preconceptions ,or gaps they might have. losier (2001)
- ✓ **Practice**: - is an occasions when you do something in order to become better at it, or the time that you spend doing. (MacMillan dictionary )
- ✓ **Practical**:- the role of practical work in the teaching and learning of science of Physical Education skill at school level. (www.free dictionary)
- ✓ **Physical education**- “An integral part of the total education process a field of endeavored that as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes.” **Bucher** (1972)

## **Chapter two**

### **2. REVIEW LITERATURE**

Physical education teaching has had numerous issues. It is important to understand how teachers develop throughout their careers and see how educators. Factors such as Role of Physical Education, characteristics of effective physical education teaching, sport education approach in physical education teaching social and personal responsibility approach in physical education, the anatomy of any teaching method and Teaching Method apply in physical education.

#### **2.1. Role of Physical Education**

One way to meet the physical activity recommendations from the WHO is to provide students with regular access to physical education at school. Research has found that physical education programs in school can contribute to physical activity levels during childhood and later on in life (Penney, 2010). The main goal of physical education, available in most westernized schools around the globe, can be defined as “preparing students to live physically active, healthy lives by providing a carefully planned scope and sequence of learning experiences. These experiences must be designed to foster the developmentally appropriate acquisition of motor skills, health-related fitness knowledge, confidence in being physically active, and an appreciation of the benefits of physical activity” (Pettifor, 1999,). Regular physical education in schools can help children reach recommended guidelines for daily activity, increase their physical fitness and can help motivate children to maintain a physically active lifestyle (Penny, 2010). A physical education program can also provide children with the movement skills and physical competence that are arguably critical to engagement in lifelong activity (Penney, 2010). Physical education can therefore lead to a healthier future including a decreased risk of obesity and overweight and therefore decreased risk of morbidity from non-communicable diseases.

Pettifor (1999) explains that a regular physical education program can lead to benefits that are not only physical, but also emotional, social, and cognitive. For example, Pettifor points to a major emotional benefit of regular exercise as the reduced likelihood of suffering from depression or anxiety; and furthermore that positive physical activity experiences can lead to increased self-esteem in children. Additionally, Pettifor explains that one of the main goals of physical education is to teach, develop, and reinforce social skills. Bailey (2006) argues that well organized physical education programs have been found to have social benefits such as improving children’s moral reasoning, fair play, sportsmanship, and sense of personal

responsibility. Furthermore, Bailey suggests that increasing amount of school time dedicated to physical education may have positive academic benefits. Moreover Bailey argues that physical activity increases blood flow to the brain, improves mood and increases mental alertness, having a positive effect on a child's academics. A well-organized physical education program can furthermore engage its students cognitively, by offering games and activities that focus on problem solving and strategy (Pettifor, 1999).

Physical education instruction, which has been a part of the school curriculum since the 1800's, can increase student's knowledge, physical activity in physical education class, and physical fitness levels. Daily physical education from kindergarten through 12th grade is recommended by the American Heart Association and NASPE and is also part of the national health objectives published as part of the National Healthy People (NHP) 2010, however, the minimum amounts of physical education required for students is usually set by state law. Although 94% of states and 95% of school districts require some level of physical education, only one state requires that physical education be offered daily from kindergarten through 12th grade.

### **2.1.1 Physical Education as an Academic Discipline**

Educators in the field like Bucher (1972:212) argue that; Education and physical education are passing through a period of change and transformation from traditional roles to modern, purposive roles in accordance with the increased productivity of today's world through competition and production.

Another scholar Siedentop (1998) discusses that; Physical education is a field of action, rules and of persons. The significance of self-involving physical participation and movement is really a planned exercise in growth and awareness not possible in other areas of learning. These facts are theoretically known to many people but are not explicitly expressed them or teach them to other. In other words physical activities needs a theoretical framework where ideas can be collected, judged and then formulated in to laws; hence we need a strong theoretical orientation for physical education so that the accumulated information can be consolidated and stabilized.

### **2.1.2. Physical Education as Part of General Education**

Physical education is the integral part of the total education process which enhances and integrates those physical, social, and psychological aspects of an individual's life, through

directed physical activity (Arnold, 1976:69) 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 program in two respects firstly the educational function of physical education has been neglected and secondly, the physical functions of education are not recognized.

Bucher (1972) cited in Ram and et.al. (1996) defines physical education as: “An integral part of the total education process a field of endeavourer that as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes.”

The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuron muscular, intellectually, and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the playground gymnasium and swimming pool.

### **2.1.3. Effective Physical Education**

A research review by Rink and Hall (2008) discusses the necessary elements of a physical education program in order for it to be effective in the development of a physically active lifestyle for all students. The national standards for physical education in the United States identify six critical areas to encourage the development of a physically active lifestyle, which are to: “develop motor skills, impart knowledge needed for a physically active lifestyle, encourage regular participation in physical activity, facilitate the development and maintenance of fitness, cultivate responsible personal and social behaviours, and help students to value Participation” (Rink & Hall, 2008,). Rink and Hall explain that the activities in which active adults take part are wide and varied. Some adults take part in home aerobics, whereas others take part in recreational sports teams. The authors argue that developing the fundamental motor skills required to take part in a wide variety of physical activities is therefore a critical part of an effective physical education program if children are to continue to be active in their adult life. According to Rink & Hall, fundamental motor skills, which are critical to involvement in a variety of activities, include, “locomotor patterns (skipping, hopping, jumping, etc.), manipulative patterns (throwing, catching, striking, and receiving objects), and body-management skills (balancing, rolling, transferring the weight of the body)” (p.209). The authors furthermore state that the school’s

physical education program is responsible for developing these motor skills in all children. Additionally they indicate that effective physical education programs are ones in which children are given the opportunity to build these motor skills over time; rather than programs which emphasize specialized sports skills which exceed the current motor skill abilities of the child. Moreover, Rink and Hall argue that effective physical education programs encourage its students to participate in a wide variety of physical activities such as: dance, gymnastics, games and different ball sports; in order to acquire motor skills and experience a great opportunity to enjoy movement.

Rink & Hall (2008) argue that effective physical education teaching requires an environment, which is positive and stimulates learning. Moreover, Rink and Hall state that “it is well organized, expectations are clear, and the teacher is consistent in enforcing and maintaining behaviours conducive to a quality learning environment”. The authors explain that in order to provide an effective learning environment, physical education teachers must be good managers’, who can effectively manage students, equipment, space, and time so that the goals of the lesson can be met. Furthermore according to Rink and Hall, effective teachers can motivate and challenge students to succeed at level appropriate tasks; they encourage students to use their own improvement as a measure of success, rather than comparing themselves to others; and they provide students with quality feedback and positive reinforcement. If an effective physical education environment is to motivate students to be physically active throughout childhood as well as for a lifetime, it is critical that students are in a learning environment that they enjoy and where they develop positive attitudes towards health and fitness. A year’s long intervention study by Digelidis, Papaioannou, Laparidis and Christodoulidis (2001) looked at the effects of changing the physical education environment in order to increase student motivation, goal orientation and attitudes towards exercise and healthy diets. The intervention was complex, focusing on: a personal goal setting program, students exercising in stations, goal oriented activities, teacher to student feedback, decreasing the percentage of competitive tasks, verbal emphasis from the teacher concerning the value of the task, the use of positive mental imagery and self-talk techniques, lessons that connected health and exercise, and increasing the quality and quantity of student’s interactions. Digelidis et al. found that, “after the end of the intervention, students in the experimental classes had more positive attitudes towards exercise and eating fruits, they were less ego-oriented and the students of the three teachers were more

task-oriented than the students in the typical classes”(p.206). The study indicates that through an effective and appropriate learning environment, student’s attitudes towards physical education can be changed.

#### **2.1.4. Quality Physical Education Programs**

As reported by Story, Kaphingst and French, the quality of physical education is critical to improving the health status of children and adolescents. Currently, only one third of adolescents are physically active in their physical education class for more than 20 minutes 3 to 5 days per week. To address this issue, several organizations including the CDC and NASPE have published reports that define a quality physical program and provide guidelines for schools to follow for developing a quality physical education program.

In the CDC’s report Guidelines for School and Community Programs to Promote Lifelong Physical Activity among Young People, physical education curriculum and instruction is identified as a key component to a school health program. The CDC recommends that students should be participating in daily physical education, as well as a quality program, that provides an opportunity for all students to develop knowledge and skills needed to establish and maintain a physically active lifestyle.

#### **2.1.5. Physical Education Is A Unique And Important Component Of The Total School Program.**

Physical education provides the physical component of a total education facilitating health maintenance and physical vitality. It is only physical education that contributes to physical development while integrating the emotional, social, and intellectual components that develop the whole child. The program prepares the adolescent to meet the physical demands of daily life, to use activity for preventive health benefits for a lifetime, and to enjoy physical activity during leisure time. The school community focuses on balanced learning opportunities addressing the following three major goals of the middle school as set forth in Turning Points: Preparing American Youth for the 21st Century, a report of the Carnegie Council on Adolescent Development (New York: Teachers College Press, 2000,)

- 1) Academic achievement
- 2) Developmental responsiveness

### 3) Social equitability.

Physical educators join with other subject area teachers to provide students with interdisciplinary instruction and alignment with current research on how students learn.

#### **2.1.6. The Benefits of Physical Activity**

The WHO (2010) states that regular physical activity will reduce the risk of non-communicable diseases such as: coronary heart disease, stroke, diabetes, hypertension, colon cancer, breast cancer and depression. Furthermore the WHO explains that regular physical activity is a fundamental factor in controlling weight. Additionally, the WHO has found through research that overall health benefits to children ages 7-17, who participate in regular physical activity, include increased physical fitness, reduced body fatness, favorable cardiovascular and metabolic disease risk profiles, enhanced bone health and reduced symptoms of depression. Furthermore, the WHO has found evidence which supports that higher amounts of physical activity achieved by children in this age group lead to improved cardio respiratory and metabolic health and lower rates of morbidity from cardiovascular disease and diabetes later in life. According to Khan et al. (2000) it has been observed that high rates of physical activity in childhood, particularly before and until the end of puberty, will lead to increased measures of bone density which persist into adulthood. Khan states that regular activity during childhood may therefore greatly reduce occurrences of the degeneration of bones known as osteoporosis later on in life.

#### **2.2. Characteristics of Effective Physical Education Teaching**

In a review of physical education teaching research, Silverman (1991) suggested the following characteristics for the effective teaching of motor skills: the planning for class management and student learning; the anticipation of situations and contingency plans; the awareness of individual student skill differences and use of such information in planning and monitoring; the acquisition of information to plan; the knowledge of, and when to use, a repertoire of teaching styles; the accuracy and focus of explanation and demonstration; the provision for adequate student practice time; the maximization of appropriate student practice and engagement; the minimization of inappropriate student practice and engagement; and the minimization of pupil waiting. However, Silverman's review has come under criticism by researchers (Mawer, 1995). For example, one of the criticisms from Dodds and Placek (1991) was that the "...list also focuses on what teachers



do, ignoring both the specific student outcomes that accrue as a result and intended teacher goals relevant to a given teaching situation”.

Rink (1993) also reviewed the research on effective teaching and identified seven distinct teacher characteristics associated with effective instruction in the physical education realm. She identified the following teacher characteristics: the identification of intended outcomes for learning; the planning of learning experiences to accomplish these outcomes; the presentation of tasks in a clear manner; the organization and management of the learning environment; the monitoring of the environment; the development of the lesson content based on student responses; and the evaluation of the effectiveness of instructional/curricular process.

Mawer (1995) in a review of research and viewpoints on effective teaching of physical education, suggested that the following characteristics are indicative of effective teaching: the planning of work effectively; the good presentation of new material; the organization and management of the learning experiences and students; the active involvement of the teacher in teaching students; the provision of a supportive and positive learning environment; the acquisition of a repertoire of teaching styles; and the ability to teach for the facilitation of student understanding of concepts and lesson content.

The characteristics suggested by Silverman (1991), Rink (1993) and Mawer (1995) bear some similarity to Borich’s (1996) work. Several factors such as lesson clarity, structure, involving student ideas, and instructional variety have a commonality among the lists. However, there seems to be little, if any, research that has directly looked at the suggested characteristics of effective teachers from the research reviews of Silverman, Mawer, Rink or Borich to determine if the identified characteristics actually do affect student learning in the physical education domain.

### **2.2.1. Student Teachers' Teaching Behavior in Physical Education**

Teacher education programs usually aim at developing basic competencies which are required for effective teaching in schools. Research reported by Grineski and Bonum (1990) and Keener (1987) indicated that classroom behaviours of teachers were of significant importance in physical education teacher education programs (PETE). They explained classroom behaviours for effective teaching as lesson planning, classroom management, uses of teaching styles, learning

experience designs, effective use of time, meaningful and appropriate content selection, effective communication, feedback, and student performance assessment. According to Locke (1984) physical educators should plan lessons in advance, adapt lessons to the needs of individual students, provide adequate opportunity to contribute to fitness, provide positive reinforcement for learning, prevent waste of time on managerial tasks, provide prompt and specific feedback for practice tasks, provide clear models for desired learning.

### **2.2.2. Good Practice Methods in Physical Education–Cooperative Learning**

Central to web-based courses are good practice co-operative learning situations in the “exercising on with apparatus” field of exercise. At the sports pedagogics department of the Institute of Sports Science at Goethe University, Frankfurt, these teaching methods have already been the subject of intensive investigation for some years now in the course of quasi-experimental field studies (cf. Groben 2005; Bahr 2005; Bahr, Prohl & Groben 2008). It has been shown that these methods offer advantages in the harmonised mediation of relevant disciplinary-motoric and Trans disciplinary-social competencies and are superior to traditional teacher-centered physical education in terms of learning performance.

### **2.2.3. Effective Classroom Management Skills in Physical Education**

According to Owens (2006), Physical education teaches students to critically inquire into the social and cultural significance of movement, so that they can better understand what influences people to engage and participate in physical activity. The articles in this review suggest that physical activity can have an impact on cognitive skills and attitudes and academic behavior, all of which are important components of improved academic performance. These include enhanced concentration and attention as well as improved classroom behavior.

Besides, Zahidi and Akbar (2013) used their knowledge of student and teacher behavior to explain why teacher radar was important to the educational benefit of students. Even though there was no indication within this article or its source that data collection occurred, the author used constant comparison throughout. The article charts “Student Signals and Meanings” without indicating how or where the signals and meanings were developed. The results of this article indicated that teachers need to have internal radar that focused on the mentality of each student to be able to create an environment to help the student who wanted to participate. Teachers

should have a positive, pro-active approach to each student and class, utilizing good classroom management skills which the students were well aware of prior to any expectations.

Clark (2007) clearly stated that most students would participate and did well within the physical education classroom if the teacher was verbally aggressive. The students indicated that they did not learn the material, but would participate to avoid the repercussions of the teacher. The participants were a random sample of 265 students (131 boys and 134 girls) ages 13-17 years from secondary schools in Greece. Based on the study, the more verbally aggressive a teacher was with the students the less the students value the lessons learned. The author warned that this study was conducted using student voices only. To obtain a clearer point of view regarding verbal aggressiveness within the physical education classroom, one should include questionnaires for the teachers.

The results stated that the participants viewed physical fitness testing, wellness assignments, instructional techniques, and meeting people positively. There were 63% of the positive responses were related to the curriculum. Students viewed the assignments administered in class as beneficial because it related closely to their homework assignments and shed light on their own personal fitness and wellness. Class activities were also viewed positively by students. Students felt the activities gave them information unique to their body type and allowed them to evaluate their individual fitness level.

According to Zahidi and Akbar (2013), negative perceptions were included class meeting times, classroom management and lack of team cohesion. Students identified the early class time of 8:00a.m. Or 9:00a.m. Negatively because they worried about being late to their next class. Some students reported a lack of variety of in class activities lead to boredom. Some participants felt that the exercise class was not challenging enough. These students would have liked the teacher to modify their workouts to meet their individual needs. Students stated that attendance taking could have been modified. Tardiness needed to be addressed and teacher talk during play time could have been minimized. A few students felt that they were not accepted by their team but for the most part students viewed the team dynamics positively. Next, Zahidi and Akbar (2013) stated that to present a successful lesson you must set time aside for planning and organizing the flow of the lesson before the school year begins. This was crucial for both the teacher and the students. When a teacher developed a lesson well in advance they became familiar and

comfortable with the content, made it easier to deliver. Becoming familiar with the school, community and classroom were essential to having success with classroom management. According to the article the classroom space can have a significant effect on classroom management. For example, facilities for dance vary from a specific studio space, to multi-use auditoriums, to trailers.

#### **2.2.4. Student Motivation during Physical Education**

Participation in PE among students can happen due to several reasons. Couturier, Chepko, and Coughlin (2005) examined four main reasons students participated:

- (a) Movement,
- (b) Competition,
- (c) Health, and
- (d) Enjoyment.

These reasons were examined in order to see whether or not it made a difference in participation levels. A survey was administered to over 5,000 middle and high school students from an urban school system. From this survey, the researchers wanted to understand student perspectives and the choices being made in their school. Local teachers and administrators paired up with a nearby college to help discover how students felt about Physical Education.

This study aimed to answer two main questions:

- (a) What attracts students to PE, and
- (b) What barriers exist in students' participation?

Couturier et al. (2005) used action research to survey students. The survey included several open-ended questions about why they liked Physical Education and what they did not like about Physical Education. Using a ranking system on the survey, the students were asked to rank the activities currently taught in Physical Education class. Upon completion of the surveys, the researchers found themes that emerged along with the ranking of approved Physical Education activities. Results showed that team sports were most well- liked. Following team sports were activities like swimming, dance, fitness, individual games, and cooperative games. Of the

students, 70% of them felt that Physical Education made them healthier, and 69% liked having fun (Couturier et al., 2005).

According to Couturier et al. (2005), health and having fun were the two main reasons students chose to participate in Physical Education. The two main reasons for not participating in Physical Education were as follows: (a) students felt they did not have enough time to change clothes, and (b) they did not want to go to their following class sweaty. Along with these reasons, students wanted to have more options to choose from when it came to the activities played in Physical Education. Courturier et al. established that students can intelligently provide feedback on how Physical Education courses could have more participation if these issues were corrected.

### **2.2.5. Effective Teaching and Physical Education Teachers**

The most common concern of pre-service Physical Education teachers is classroom management. Most of the teachers encounter several problems regarding the imposition of classroom discipline or controlling their students' behaviour especially with respect to Physical Education classes which are carried out in an open arena. McCormack (1997) provides in her article references to several activities that can lead and/or assist to the performance of a high quality of teaching. She suggests that the following could assist in the rendering of a high quality of teaching; good arrangement of the physical environment, maintaining certain rules and procedures and monitoring pupils' behaviour.

Physical education studies usually involve more pedagogical and educational subjects but it is important to realize that the practical components and field experiences are more significant. The transition from physical education studies to the real classroom can sometimes be dramatic because of the lack of management. Poor organization has a negative impact on how and what students learn. In addition it may create a negative impact on students' behaviour. On the other hand, teachers with effective discipline practices tend to be more efficient planners and they manage to communicate in a more sufficient and productive way with their pupils. It is also essential to plan and develop a challenging curriculum in order to motivate students and encourage their participation in physical activities.

### **2.3. Teaching Method**

The contested terrain over the effectiveness of different teaching methodologies has been an enduring feature of general Physical Education research for years (Rink, 2001). The implementation of curriculum aims and objectives through to actual teaching procedures is a complex and multi-faceted process which hinges on the decision making prowess of the professional, and navigating a route towards selection of optimum methodology represents a genuine challenge for even the most experienced practitioner. This on-going debate becomes even more intense when an 'integrated' curriculum is involved. In simple terms, the attempt to achieve multiple aims within the same programme of study just adds to the complexity of decision making on teaching methods. In the past, this type of integrated curriculum has involved PE teachers in an interdisciplinary approach, with Physical Education linking to other curriculum subjects (Humphrey, 1990), and in an integrated way within Physical Education itself, for example, through work on personal and social responsibility (Hellison, 1996). Specifically however, this paper will discuss examination courses in Physical Education, which involve active cognitive processing where some form of merging of practical expertise and analysis of performance (knowledge and understanding) content occurs, with written forms of expression used to record attainment in such analysis.

### **2.4. The Teaching Style**

To start, Altet (1994) defines the teaching style as the dominant way of being, making relations and teaching. In addition, he defines the style of teaching as a personal way to establish the relationship with students, to manage a classroom or a learning group, without prejudice of methods or techniques used. The teaching style is, according to Altet (1997), a combination, an interaction between three dimensions: personal style, relational style and the teaching style. Similarly, Legendre (2005a) defines the style of teaching as the configuration of behaviors and attitudes that characterize a teacher in terms of components and various relationships of the educational situation. In another vision, Mosston and Ashworth (2002) defined the style of teaching as a structure of the teacher's behavior or the whole of decisions taken during the teacher-student meeting that produce a particular way of learning. Finally, Sara Ashworth (2010) described the style of teaching as an action plan that defines the interaction of specific decision

between the teacher and the learner in order to develop specific goals associated with subjects and behaviors.

According to Raynal and Rieunier (2009) teaching aims to organize learning situations and to increase the opportunities to learn in a stimulating environment. Each individual in a teaching situation naturally develop a style of his own and brings him into a limited space-time to establish interpersonal relationships conducive to student development and to learning (Raynal & Rieunier, 2009). Indeed, several theoretical models have been developed to date to try to identify the different styles used by teachers (Banville, Richard, & Raïche, 2004). One of the models that have had a significant impact in the field of teaching physical education is that of Therer, and Willemart (1983).

By freely drawing on the work of Robert Blake and Jane Mouton (1964) in management, Therer and Willemart (1982) attempted to identify and describe four representative teaching styles observable teaching practices.

These styles are defined from a two-dimensional model that combines two attitudes of the teacher: attitude regarding the material and attitude regarding the learners. Each of these attitudes is expressed in varying degrees, weak or strong, disinterest or interest. The combination of these two attitudes is used to identify the four basic styles such as:

We are still within the different teaching styles, the environment in which the Physical Education sessions can take place (stadium, gymnasium, outdoor, etc.) hardly lends itself to certain models of teaching where the motor dimension is absent, for example that of the role play or that of the class meeting (Joyce et al., 2004). Physical Education is defined as a discipline which requires the implementation of bodily practices in various physical activities (Legendre, 2005a; MEQ, 2005). In this sense, a selection of educational models for the Physical Education is necessary for the study of the act of teaching of this discipline. Mosston and Ashworth (2002a) highlight eleven teaching styles that apply specifically to the act of teaching physical education (Banville, Richard, & Raiche, 2004). However, unlike the work of Jean and Claude Therer, Willemart (1983), the model of Mosston and Ashworth (2002) does not group the styles (or models) of instruction into four families; it classifies them rather a continuum according to their reproductive orientation (teacher-centered learning) or productive (student-centered learning).

The range of teaching styles Mosston and Ashworth gives researchers a framework for the systematic analysis of teaching and learning in the field of physical education. “The range of

teaching styles” that defines the different options and styles available depending on the chosen decision structure includes 11 styles: Command (A), Practice (B) Reciprocal (C), Auto-verification (D) inclusion (E) guided tour (F), convergent Discovery (G), divergent production (H), Individual Program (I), student Initiative (J) Self-education (K). The eleven styles are distributed along a continuum according to the importance of responsibility in decision making; style “Command (A)” leaving the teacher (E) all decisions while the style “Auto Learning (K)” leave it to the student to decide for him/herself. Styles can be divided into two subgroups, the “reproductive styles” (A to D) and “productive styles” (E to K). The “reproductive styles” have common characteristics to present content to teach the student using, for example, a demonstration or an image. The student can then attempt to reproduce in as few mistakes as possible. The main requirement at the cognitive level is memorization of the model to reproduce the technical elements, rules, etc.

“Productive styles” in turn encourage students to produce and discover for themselves the content and the necessary skills (Mosston & Ashworth, 2002a). Teaching styles are made from different levels of decision-categories. Mosston and Ashworth (2002a) propose a gradation of teaching styles depending on the division of responsibilities: those granted to the teacher and those granted to the student (Belanger, 2008). The purpose of this research, which falls within the scope of the teaching of the physical activity and sports (APS), is the analyze of the educational intervention of the student teachers and their evolution in the period of the preparation training for the professional life from the perspective of teaching styles which they used. According to Mackinnon (1987), who relies on the work of Fuller and Brown (1975), four types of concerns successively affecting the trainee teachers during their initial internship First, before their first teaching experience, their concerns would relate to difficulties in identifying the role of teacher. Later, their first contacts with students often lead them to experience hard times and worries affecting their immediate survival as professionals (Bali et al., 2014). Then, confronted with the limits of their work, the young teachers tend to focus mainly on issues of approaches, styles and teaching methods. Finally, having overcome the first obstacles, they would gradually become interested in their practices, the quality of learning and social and emotional needs of their students. If one relies on this developmental model, we can assume that these are mainly the first types of concerns that affect students during their induction training.



### **2.4.1 The Anatomy of Any Teaching Method**

The anatomy comprises the conceivable categories of decisions that must be made in any teaching–learning transaction. Once Mosston identified the axiom which unified all teaching–learning experiences, he searched to answer: What are the specific decisions that must be made, or that are being made, in all teaching events? After considerable study, Mosston organized the randomly identified decisions that are always being made in all teaching events into three sets. The identification of the unique characteristics of the three sets permitted the clustering of the specific decisions according to their overall purpose

1. The pre-impact set defines the intent planning and preparation decisions.
2. The impact set defines the action the face-to-face implementation of the pre-impact decisions (the transaction, task engagement, or performance).
3. The post-impact set defines the assessment including feedback about the performance during the impact and overall evaluation of the congruence between the intent and the action of the learning experience.

The ubiquitous decisions within the three sets represent The Anatomy of any Style. All styles incorporate and are defined by the decisions of the anatomy; what makes one style different from another is who makes which decisions about what and when. Before identifying who makes which decisions, it is necessary to understand the individual decisions.

### **2.4.2. The Command Style**

The defining characteristic of the Command style is precision performance reproducing a predicted response or performance on cue. In the anatomy of the Command style the role of the teacher is to make all the decisions, and the role of the learner is to follow these decisions on cue. When this behavior is achieved, the following objectives are reached in subject matter and in behavior. The O–T–L–O is the fundamental unit of relationships. The particular roles (decisions) of the teacher and learner in the Command style produce a particular set of outcomes. The outcomes can be compared to the anticipated set of objectives that this decision relationship produces to determine the degree of congruence (agreement) that occurred between the intended set of objectives and the actual classroom action. When any of the above objectives arise, the decision structure of the Command Style will lead to them.

### **2.4.3. The Practice Style**

The defining characteristic of the Practice style is individual and private practice of a memory/reproduction task with private feedback. In the anatomy of the Practice style the role of the teacher is to make all subject matter and logistical decisions and to provide private feedback to the learners. The role of the learner is to individually and privately practice a memory/reproduction task while making nine specific decisions (presented next). When this behavior is achieved, the objectives described below are reached in subject matter and in behavior. Learning, and reaches a different set of objectives than the Command style. The landmark O–T–L–O relationship of the Practice style occurs because certain decisions are shifted from the teacher to the learner. This shift, in who makes decisions about what, when, creates new relationships between the teacher and learner, between the learner and the tasks, and among the learners themselves. In every field, the Practice style is a predominant behavior people individually practice tasks and receive feedback. This landmark teaching–learning behavior can emphasize any of the attributes along the Developmental Channels. Consequently, the classroom image of this behavior is not singular. Although there are more variations in the classroom image of this style than most styles, the decision distribution for these variations represents the anatomy of the Practice style. To determine the developmental focus of any teaching–learning event it is necessary to identify the specific decisions made by the teacher and the learner as they participate in the content.

### **2.4.4. The Reciprocal Style**

The defining characteristics of the Reciprocal style are social interactions, reciprocation, receiving and giving immediate feedback (guided by specific criteria provided by the teacher). In the anatomy of the Reciprocal style, the role of the teacher is to make all subject matter, criteria, and logistical decisions and to provide feedback to the observer. The role of the learners is to work in partnership relationships. One learner is the doer who performs the task, making the nine decisions of the Practice style, while the other learner is the observer who offers immediate and on-going feedback to the doer, using a criteria sheet designed by the teacher. At the end of the first practice, the doer and the observer switch roles hence the name for this landmark behavior. The reciprocal style, Doer 1 becomes observer 2 and observer 1 becomes doer 2. When this behavior is achieved, the following objectives are reached in subject matter and in behavior: The structure of the Reciprocal style creates a reality that reaches a new O–T–L–O. The new

objectives in this landmark behavior emphasize two dimensions the social relationships between peers and the conditions for immediate feedback.

#### **2.4.5. The Inclusion Style**

The defining characteristic of the Inclusion style is that learners with varying degrees of skill participate in the same task by selecting a level of difficulty at which they can perform. In the anatomy of the Inclusion style, the role of the teacher is to make all subject matter decisions, including the possible levels in the tasks, and the logistical decisions. The role of the learners is to survey the available levels in the task, select an entry point, practice the task, and if necessary make an adjustment in the task level, and check performance against the criteria. When this behavior is achieved, the following objectives are reached in subject matter and in behavior.

#### **2.4.6. Combining Styles**

Design variations expand the learning objectives within the primary decision structure of each style, while combining styles merge the primary objectives of two (or more) styles to create a specific learning experience. Combining styles applies the inclusion idea designing tasks with different levels of difficulty to different styles. Both design variations and combining styles add diversity and creativity to classroom teaching and learning. The possibilities are infinite for inventing new design variations that emphasize different attributes, developmental channels, and different teaching style combinations. The freedom to create and combine styles does not suggest that anything goes. All design variations must adhere to the decision analysis and contribute to the overall quality of the educational experience and answer the questions: “What are the overall learning objectives? What are the learners expected to learn?”

#### **2.4.7. The Guided Discovery Style**

The defining characteristic of the Guided Discovery style is the logical and sequential design of questions that lead a person to discover a predetermined response. In the Anatomy of the Guided Discovery Style, the role of the teacher is to make all subject matter decisions, including the target concept to be discovered and the sequential design of the questions for the learner. The role of the learner is to discover the answers. This implies that the learner makes decisions about segments of the subject matter within the topic selected by the teacher. When this behavior is achieved, the following objectives are reached in subject matter and in behavior: The first

behavior that engages the learner in discovery is called Guided Discovery (Katone, 1949). The essence of this behavior is a particular teacher–learner relationship in which the teacher’s sequence of questions brings about a corresponding set of responses by the learner. Each question posed by the teacher elicits a single correct response discovered by the learner. The cumulative effect of this sequence a converging process leads the learner to discover the sought after concept, principle, or idea.

#### **2.4.8. The Convergent Discovery Style**

The defining characteristic of the Convergent Discovery style is to discover the correct (predetermined) response using a convergent a process. In the anatomy of the Convergent Discovery style, the role of the teacher is to make subject matter decisions, including the target concept to be discovered, and to design the single question delivered to the learner. The role of the learner is to engage in reasoning, questioning, and logic to sequentially make connections about the content to discover the answers. When this behavior is achieved, the following objectives are reached in subject matter and in behavior: questions and arranged the tightly woven sequence that led to the anticipated response. But now, in Convergent Discovery, the learner produces the questions and arranges the logical sequence that ultimately leads to discovery of the anticipated response. Although learners may use different approaches to solve the problem, they will each converge on the same response using rules of logic and reasoning. The specific cognitive operations used depend on the structure of the task.

#### **2.4.9. The Divergent Discovery Style**

The defining characteristic of the Divergent Discovery style is to discover divergent (multiple) responses to a single question/situation, within a specific cognitive operation. In the Anatomy of the Divergent Discovery Style, the role of the teacher is to make decisions about the subject matter topic and the specific questions and logistics to be delivered to the learner. The role of the learner is to discover multiple designs/solutions/responses to a specific question. When this behavior is achieved, the following objectives are reached in subject matter and in behavior: In this landmark Divergent Production style, the decision shift in who makes which decisions about what, when creates a new O–T–L–O relationship that immerses learners in the subject matter more than any previous teaching–learning behavior has done.

## **2.5 feedbacks**

Feedback is ubiquitous; its presence and power pervade every aspect of life. Everybody knows about it, gives it, and receives it. At times, everyone has relied on it or avoided it. Less well known is the fact that there are different forms of feedback, each of which has characteristics and implications for the learning process. Feedback's scope and content are independent of any specific teaching style, yet fundamental to all. Feedback is generally defined as "telling people how they are doing." Such a simplistic definition ignores the magnitude and hypnotic power of feedback to affect performance and shape perceptions. Feedback is fundamental to the learning process for two primary reasons. All feedback serves to:

1. Reinforce or change subject matter, behavior, or logistics
2. Shape self-concept

Feedback can be delivered to the learner via several modes of communication: symbols, gestures, and verbal behavior. These symbols represent scales on which individual learners' actions are assessed. Gestures (also called body language) are represented by head movements, facial expressions, hand movements, and finger configurations. Verbal behavior is represented by written or spoken words and phrases, which project meanings and connotations that can change when spiced with different intona.

## **2.6 Sport Education Approach in Physical Education**

Sport education is a curriculum and instruction model designed to provide authentic, educationally rich sport experiences for students in the context of school physical education programmes. Sport education has an important curricular implication; that is, it cannot be fitted easily into a short unit, multi-activity program. Sport education also has important instructional implications; that is, its purposes are best achieved through combinations of direct instruction, cooperative small-group work, and peer teaching, rather than by total reliance on didactic and traditional skill, drill-oriented teaching methods. The Sport Education Curriculum Instruction Model has three primary goals. It seeks to help students become competent, literate, and enthusiastic sportspeople. Competent Sportspeople: have sufficiently developed skills and games understanding and can execute strategies appropriate to the complexity of play so as to be able to participate as a knowledgeable games player. Sport education emphasises strategic play rather

than isolated skill development. Small- sided games are often used to teach gradually more complex skills and strategies concurrently. Literate Sportspeople: understand and value the rules, rituals, and traditions of sport. They have learned to distinguish between good and bad sporting practices, and are developing the willingness to act on that knowledge to improve the practice of sport. Such people are in short supply in the larger adult sport culture, and this goal represents the most optimistic long-term outcome for students who experience sport education.

**Enthusiastic Sports people:** participate in sport as part of a physically active lifestyle and act in ways that serve to preserve, protect, and enhance their sport culture to make sport more accessible to more individuals. Basic features of a 'Sport Education' based curriculum and teaching approach -Sport education has six key features that are closely derived from how sport is conducted in community and authentic sport contexts (i.e., they derive from the authentic form of the activity within the larger culture). These features are seasons, affiliation, formal competition, culminating events, record keeping, and festivity. Seasons refer to the 'units of work' in sport education and these are often two to three times longer than typical PE units. They may even take up an entire school term or half a semester. The assumption here is that less is more or that fewer activities covered in greater depth result in better educational outcomes than can be realised in the more typical, short unit, multiple-activity programme format. Affiliation is about students becoming members of teams/clubs at the start of a season and retains their team affiliation throughout the season. Students plan, practice, and compete as a team. This feature also derives from evidence that suggests that much of the social meaning derived from sport experiences, as well as a large part of the personal growth often attributed to positive sport experiences, is intimately related to affiliation with a persisting group. Formal competitions are included as typical sporting seasons are defined by a schedule of formal competition interspersed with practice sessions.

The affiliation and formal competition features combine to provide the opportunity for planning and goal setting that create the context for pursuing important outcomes that have real meaning for students. Of particular concern for primary/elementary teacher and PE specialists alike is that there needs to be a heavy focus on the practice sessions in order for skill acquisition to occur. Teachers need to become 'architects' of the educational environment and ensure that the students have sufficient support via direct instruction and guided practice to allow the students to acquire

FMS. However, it is the students who are ultimately responsible for its efficiency and vitality of the competition and practice sessions. A Culminating event is included because it is in the nature of sport to find out who is best for a particular season and for others to mark their progress in relationship to that outcome. Culminating events create the opportunity for festival and celebration of accomplishments, which are a significant characteristic of play and sport. Provide feedback for individuals and groups. Refers to fact that sporting competitions are occasions for festivity, from the major festivals associated with the Olympic Games to the Sunday football game to the family festival of a children's soccer match.

## **2.7 Teaching Social and Personal Responsibility Approach in Physical Education**

Don Hellison was responsible introducing the Teaching Personal and Social Responsibility through Physical Activity as a potential teaching approach in physical education through his work in urban US schools. “Past and present physical education, sport and even political leaders have claimed that a number of personal and social benefits are derived from participation in physical activity”. The rhetoric of ‘sport builds character’ and ‘play fair in class and you will play fair in life’ are rooted in both the educational testimonies of Thomas Arnold from the 19th Century Rugby School and the ideals of Olympism spruced by Pierre de Coubertin. Unfortunately, this rhetoric and other idealistic claims about physical education and sport are out done by evidence sourced empirically (and in the news headlines published in any leading outlet on a Monday morning). However, this evidence and rhetoric is not to say that the potential for social benefit from physical activity is non-existent. It is however a risky proposition to assume that such outcomes is achieved through mere participation in physical activity. Hellison (2005) stresses that the conceptualization and implementation of teaching and learning of social responsibility through movement may be difficult because they involve more than a list of behaviours in a single context. He does however identify five hierarchical components of social responsibility an individual can exhibit during their physical education experience and this n turn provides a useful structure that teachers can use to intervene at various stages of physical education lessons as required.

**At the lowest level (0),** students show no responsibility for their behaviour or respect of the teacher and classmates.

**A Level 1** student is capable of respecting the rights and feelings of others. They exercise self-control of the behaviour and they respect the right to peaceful conflict resolution and the inclusion of others in the class.

**A Level 2** student will participate in class and demonstrate a concise effort in physical education class. Students are encouraged to explore the relationship between effort and outcomes, try new activities, accept challenges, and arrive at a personal definition of success.

**A Level 3** student assumes an increased responsibility for their physical education and the actions they take in class. Most importantly they are capable of independent work. Students learn to identify their own needs and interests, set own goals, establish related tasks for achieving them and evaluate their progress. They have greater ability to disregard "peer pressures" and remain committed to being socially responsible.

**A Level 4** student shows the ability to care and help others during physical education. To reach this level Students are helped to develop interpersonal skills and to reach beyond themselves to others. They are encouraged to give support, show concern, and exhibit compassion without expectation of reward. Students are supported in their efforts toward the final level where they become contributing members of the community beyond the physical education class and the playing field.

## **2.8. Issues Common to All Teaching Styles**

A variety of implementation and miscellaneous issues that is common to all teaching–learning styles. Although each individual teaching behavior is unique in its objectives and implications, there are certain concepts, issues, and characteristics that apply to all teaching behaviors.

### **2.8.1. Task Teaching, Learning Centers, and Station**

Teaching Task teaching, learning centers and station teaching are terms currently used to indicate a type of teaching. These terms share the meaning that “different students practice different tasks at the same time.” The logistical variables affect the work at each station. The most important issue teachers must consider when designing station or task teaching is “What are the primary learning objectives to be accomplished at each station/center? Which teaching–learning behavior will be used to accomplish the intended task objectives at each station?” Station/task teaching is not a distinct, separate, or unique teaching behavior. It is simply a logistical arrangement. The exciting aspect of station/task/center arrangements is the possibility of exposing learners to



multiple experiences through the use of alternative teaching–learning behaviors. When the tasks at the various stations/centers represent different decision structures, they result in varied educational experiences. It is imperative that teachers be aware of the teaching–learning behaviors that are involved. The term station/center/task teaching does not define the learning experience; rather, it is the teaching–learning behaviors used while engaging in the task at each station/center that create the learning experiences.

### **2.8.2. Organizational Options**

Before implementing task/station/center teaching it is helpful to understand the concept of the organizational options. One of the problems in physical education is that of efficient learning, which depend on an appropriate ratio between the quantity of an activity and the unit of time. To learn any physical task and reach a reasonable level of performance, the learner must repeat the task. The learner must perform, receive frequent feedback, and perform additional tasks. How, then, can the teacher organize the class to use time efficiently? The issue of time on-task, or academic learning time, has become prominent as a focal point in educational research for improving teaching. In physical education, the issue is to organize the learners, equipment, space, and available time in particular relationships to create conditions for efficient learning. Because any style should operate within organizational conditions that promote efficient learning, the following suggestions apply to all teaching–learning behaviors.

### **2.8.3. The Demonstration**

The demonstration merits a special discussion because of its importance in teaching physical activities in the reproduction styles. Understanding the power of demonstration helps us to understand why it is inappropriate in the production styles. Demonstrations provide the model, the image of the content; therefore, content replication and clarification are the primary reasons for conducting demonstrations. A demonstration can be brief or lengthy. In physical education all reproduction teaching–learning styles rely on demonstrations during the subject matter expectations to convey the desired physical positions, movements, sequences, etc. The behavior expectations, describing how the learners will practice, determine the specific teaching–learning style. When demonstrations are lengthy, it is possible to conduct an episode with the sole purpose of delivering content. In such situations the demonstration would be similar to a formal lecture in the classroom. The role of the learners in such situations is to observe and listen for

content information. However, once the lecture and/or demonstration is completed, another episode begins where the learners are told how to practice the information or demonstrated content. A demonstration of a physical activity executed by a skilled performer can have an enormous impact on an observer, which has psychological implications for learners. Providing the correct standard via a demonstration is a vital element of teaching and evaluation of achievement. It is an appropriate technique for presenting subject matter in the reproduction styles. The Command style relies on demonstration to the highest degree, and the Inclusion style relies on it the least. In the Command style, the teaching obligation begins with the act of demonstration. While the teacher is illustrating, the student must observe. The manner in which the learners repeat the demonstrated data depends on which reproduction teaching–learning style is used. The demonstration is not unique to the field of physical education. When demonstrations in any field are conducted, they are designed to achieve specific, limited goals. When the demonstration is used well, learning can be achieved learning what is prescribed. Demonstration is a particular kind of learning; practically all use this famous quadrivium:

Step 1: Demonstration

Step 2: Explanation

Step 3: Execution

Step 4: Evaluation

The manner in which learners execute (practice) and receive feedback about the demonstration (Steps 3 and 4) determine the specific teaching style. The behavior expectations for executing the demonstrated task can be conducted in any of the reproduction teaching styles from Command to Inclusion.

## **2.9. Cooperative Learning Approach in Physical Education**

Evidence suggests that Cooperative Learning (CL) is more effective than both competitive and individualistic approaches to learning. Some evidence in physical education specifically states that cooperation is far superior to the narrow conception of competition (winning and losing) in promoting achievement for all age groups. Certainly a recent review of literature highlights that Cooperative Learning can promote student achievement in the physical, social, cognitive, and

affective domains. Cooperative Learning has also been shown to promote inclusion, engagement, and active participation in learning with diverse learners who hold varying learning needs. This CL approach to physical education is capable of meeting a wide range of educative goals in physical education. The fundamental underpinning of a CL approach in physical education is that students' 'sink or swim together'. In other words, students are dependent on one another to learn and not just the teacher. Indeed, CL places academic and social learning on par with one-another and students are required to work together in small groups to learn without direct or persistent instruction from the teacher. Consequently, and in order for teachers to support students in working together and constructing new understandings, the teacher should plan for and implement a number of micro strategies. However, please note that these vary dependent on different interpretations of the CL approach adopted and might also be referred to as benchmarks, elements.

**Heterogeneous Groups:** students should be organized into mixed ability, ethnic background and gender groups of 4-5 members. Students should work in these groups for the duration of a unit.

**Group Goals:** teachers should plan for physical, cognitive, social and affective learning goals

**Role of Teacher:** the teacher should support learners and their learning by providing adequate resources for group work, guiding students to new understandings and by providing specific advice and feedback as and when students need it.

**Positive Interdependence:** students should be dependent on each member of the group in order to complete the group goal. For example each member of a group may adopt a role (a coach, recorder, encourager) during lessons or each member of the group may hold a different piece of information.

**Individual Accountability:** students are assessed on their contribution to group work and their performance or measures are put in place to ensure each group member contributes to tasks. For example, tick sheets can be used to note each member's participation and contribution or each member's score in a task can contribute to the group's overall score.

**Promote face-to-face interaction:** students have positive interactions with members of their group and they demonstrate good communication skills and the ability to work together. The

teacher needs to plan for time for discussion during lessons and can organize a team by asking them to stand toe-to-toe, knee-to-knee, face-to-face.

**Group Processing:** this is the time for students to reflect on their learning, how well they worked together and what the group needs to do to improve. This discussion involves all group members contributing and the teacher often provides the group with pre-planned questions. For example, what happened? So what? And what now? Group processing often occurs at the end of a lesson but can also be used during lessons to help groups understand their successes and how they need to improve.

**Cooperative Learning structure:** teachers should aim to follow a Cooperative Learning structure during lessons and over the course of a unit. For example, structures include learning teams, jigsaw, pairs-check-perform, and many more.

## **2.10 Peer Teaching In Physical Education**

Using peers as co-teachers (of themselves and others) is a quite powerful teaching strategy. Particularly if, the aim is to teach students the ability to self-regulate and control their own learning and to becoming teachers of themselves. It is less effective if it is employed as a teaching strategy whereby older students simply teach struggling younger students. In a physical education context however, peer teaching has been predominately used in primary schools and as a method of fostering inclusion of students with disabilities into regular physical education classes. In some specific physical education studies, the concept of Class Wide Peer Tutoring (CWPT) has been suggested as being a better teaching strategy than traditional approaches of peer teaching. In CWPT involves the whole class adopting reciprocal roles of tutor and tutee in the physical education classes. It has been demonstrated as an effective teaching strategy in regular and adaptive/inclusion physical education programs across primary and secondary school settings. Suggested key elements of CWPT to be used in physical education classes are

1. **Teams** – Small groups of 4 to 6 students are best.
2. **Peer Dyads** – Within each team, students are paired (or pair themselves) with a peer
3. **Practice time and task cards** – Tasks for each class are presented on a task card.

The teacher demonstrates the task and the students follow the directions on the card which usually involves a detailed description of the activity demonstrate by the teacher. Short periods of up to five minutes are allotted for individual practice of the activity on the task card.

4. **Partner check** – Students are given time to do a partner check whereby after the tutee has performed the task on the task card several times, the tutor gestures whether the task was completed correctly. If the task was not completed correctly, the tutor indicates to the tutee which critical element of the task was incorrect.

5. **Sharing team performance** – After all the members of the team complete their practice, a member of each team posts the results of team in a location for teacher and peer review.

6. **Goal Setting** – At the start of each lesson the teacher establishes a specific goal for each team based on the performance results they posted from previous lessons. One major advantage of adopting a peer teaching approach in physical education as articulated above is that it provides students with individual feedback frequently on their performance and the teacher can quickly identify those who need more assistance than others.

### **2.11 Physical Education Teachers**

The physical education teacher plays a crucial role in students' motivation. His or her teaching behavior can result in different directions of motivation: "His style, his tone, the way he looks at you and other things, made him undesirable to students and this extends to a dislike of the lesson...If he smiled a little, if he was more friendly, "Students with low scores on the IMI and students with high scores from the same class, when they were talking about their P.E. teacher (the same teacher) their opinions were contradictory. Girl: "...because I know that my P.E. teacher will show sympathy and if there is something I do not understand he will explain and show me again". Boy: "Maybe if our teacher showed more interest and helped us to correct our mistakes or teach something new ...he is very cooperative" (said ironically). Finally, a statement from a girl indicated that even the teacher's gender was an element that influenced her point of view: "When we had a female teacher of P.E. things were much better for us (girls), but the last two years we have this P.E. teacher (male) ... he has a strange style..."It is rather interesting that students low in intrinsic motivation perceived their teacher differently than their highly intrinsically motivated classmates. There are two possible explanations for this finding. Either

the teacher's behavior was the same to all students but students perceived it in different ways, or the teacher altered his behavior when communicating with different students. This second possible explanation may indicate that there was a Pygmalion effect, with the teacher communicating different expectations to students of different ability (Martinek, Crowe & Rejeski, 1982). However, the design of the study does not allow for any conclusions regarding this finding but is worth further examination. The full development of caring requires that students acquire a sense of purpose in life that extends beyond personal involvement and development to a commitment to bettering the world. It is essential to the well-being of an individual and society to progress from concern for self to concern for others to concern for all. (Hellison, D. 1985.) To be proficient in education in, though, and about the physical, a major outcome could be engendering critical consciousness about how and why physical education takes on its current form and content, which groups benefit from physical education and which groups are disempowered, and how physical education can be used for emancipatory purposes. (McKay, J., Gore, J. M. & Kirk, D. 1990)

### **2.12. The Lesson Plan**

Lesson plans indicate the intended learning expectations and the process for attaining them. Each distinct objective within the lesson constitutes an episode. The term "episode" is defined as a unit of time within which the teacher and learner are engaged in the same teaching-learning style (behavior), heading toward the same set of objectives. A lesson can be composed of one objective; however, most lessons require several episodes, each with its specific objective and its particular task (activity), representing a particular teaching style. When the series of episodes representing different objectives are well connected and sequenced, they directly contribute to the overall objective of the lesson. A successful lesson is one in which intent is congruent with action. This chapter provides a detailed discussion on the study based review related literature perspective that was used in this study. It deals with some important topics, which are related to the Assessment on teaching Physical Education Methodology. The researcher searched available research references, periodicals, journals, and articles books are already conducted similar studies. The collected references were presented in a logical order here.

## **Chapter Three**

### **3. Research Methodology**

Under this chapter, such part of the study as design of the study, research area, subject of the study, sample and sampling technique, source of data, data collection instrument, procedure of data collection and method of data analyses are treated.

#### **3.1. Study Design**

This study was a descriptive survey approaches. The combination of both research approaches is the most effective way in achieving the research objective due to their complementary strengths. It is acknowledged that both quantitative and qualitative analyses suffer from certain specific shortcomings. A survey methods design aims to combine the advantages of both methods in one single framework. The study was attempted to examine the way how the selected Secondary High Schools of shashemene town. It also tries to explore the current practical class teaching of Physical Education. To assess this, “to answer questions that have been raised, to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives had met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount, and in what context.” (Isaac & Michael, 1997,). A descriptive survey describes and interprets what is their practice currently. Generally this method was selected because it helps the student researcher to get currently available and detailed information as possible on the issue under consideration. It was also useful for describing the present situation of the role and practice of secondary school teachers and students and it helps to deal with relatively large number of respondents at a particular time.

#### **3.2. Research Area**

Ethiopia has nine regional states among them one is Oromia regional state. West Arsi is one zonal area of Oromia region which constitutes Shashemene as capital of the zone that far and found from the capital around 250KM. The town is boarded in the south by SNNPR, in north Arsi Nagele, in east by Kofale and west by Shala Woreda.

### 3.3. Subject of the Study

The populations of the study were grade 9<sup>th</sup> and 10<sup>th</sup> students and Physical Education department head and PE teachers of Shashemene & Kuyera high schools.

### 3.4. Sample and sampling techniques

West Arsi zone have 12 woredas and one city administration. From this site the researcher select the zones city administration which is Shashemene town purposively, because the researcher is familiar with this area and think to get enough information related to the studies. Shashemene town has a total of six high schools including preparatory school. Among them the researcher took only two of them i.e. Shashemane and Kuyera high schools by using random sampling techniques.

The total numbers of Physical Education teachers in the selected high schools including department head were 6 (4 males and 2 females). The researcher took all Physical Education teachers and department heads by using purposive techniques because they are few in number and also the researcher believe that they play pillar role for the studies response and give detail information for the investigation.

Concerning the students' population the following table illustrates the sample and sampling techniques used for the study in detail.

**Table-1-Sample selected form some selected high school of teachers and students**

No	Schools name	Total numbers of students			Sample taken			grade		Technique used
		Male	Female	Total	Male	female	Total	9 <sup>th</sup>	10 <sup>th</sup>	
1	Kuyera high school	320	312	632	32	32	64	38	26	Simple Random
2	Shashemene high school	550	354	904	60	60	120	68	52	Simple Random
Total		870	666	1536	92	92	184	106	78	



### **3.5. Sources of data**

Both primary and secondary sources of data were employed for this study. The primary sources of data were collected from PE teachers, students in the selected high school.

Secondary sources of the study were collected from document analysis mainly from internet, related articles, documented materials which is unpublished etc. In addition to this, other relevant document of the schools such manuals prepared for training purposes was assessed.

### **3.6. Data Collection Instruments/tools**

In order to get adequate and reliable data the researcher were used questionnaire, interview and observation (triangulation method). These instruments are considered important to triangulate the data and/or to combine the strengths of each instrument by minimizing their weaknesses.

#### **Questionnaire**

The researcher preferred questionnaire as the main data gathering instrument because it is easier to handle and simpler for respondents to answer within short period of time (Koul, 2008). Also Gall et al. (2007) indicated that the questionnaire is the most widely used type of instrument in educational research. Thus, the questionnaires were prepared in English and translated in to Afan Oromo language containing both open-ended and closed-ended items for students of selected high schools. As the same time for the teachers of PE questionnaires was prepared and conducted in English. On the main part, questions were presented by classifying in to important theme and identify the respondents view through the use of Likert Scales. The questionnaires were developed from literature focusing on the basic research questions of the study. The questionnaires were used to collect data from teachers and students to get their view on the three basic research questions of the study.

#### **Interview**

As Bell (1993: 154) noted, an interview tends to be the most favored by educational researchers as it allows respondents to express themselves to provide information as much as possible. Thus, it enables the researcher had to get detailed information about assessment of practical class methodology of teaching Physical Education in the study area. Similarly, an interview helps to obtain relevant data that cannot be handled by questionnaire and essential to counter check the information already obtained.

Cognizant of this, the researcher employed face to face method by using semi-structured interview for department head of Physical Education, because the researcher believes they have sufficient information in the topic under the study. This helped the researcher to get in-depth responses, and more significant information about the issue under the assessment of practical class methodology of physical education.

The process of interview was conducted in English language for Department head. The interview process was supported in recording by using tape recorder during discussion to prevent loses of information.

### **Observation**

Observation was conducted to get adequate data on basic research questions that focus on the Methodology of practical class assessment of the schools. The observation had its own check lists to better facilitate the observation process.

### **3.7. Method of data collection**

To collect all relevant information, in the initial stage the researcher took letter of permission from Jimma University College of natural science department of sport science. Next the researcher gives the letter to concerned body and got permission for data collection. Then the researcher collected all students together and introduces the objectives and aims of research in detail. Lastly, all the questionnaires were distributed to them and collected entirely. Finally, researcher collect, arrange and organize all the data in a clarified and sensible way.

### **3.8. Methods of Data Analysis**

Based on the nature of the basic question developed and the data collected from the respondents regarding the Practical class teaching methodology in secondary schools of Shashemene town, both descriptive were employed by using SPSS version 20. To analyze the respondents characteristics descriptive statistics like frequency and percentage were used while frequency, percentage, mean, standard deviation was carried out to determine the responses of Teachers and students respondents. Moreover, information and/or opinion reported by respondents through the open ended questions, interview and observation were coded and considered in data interpretation and analyzed by supplementing those data gained through closed ended questionnaires.

### **3.9. Quality assurance**

Firstly, fieldwork done by taking field notes and by capturing some necessary photo and video pictures to collect information about the methodology applied during PE practical class of Shashemene and Kuyera high schools; then side by side the key informants those who have ample knowledge about the issue interviewed. After that informants are informed about the objectives of the research, the confidentiality of the information supplied and use of pseudo names in data processing.

### **3.10. Ethical issue**

In conducting this study, emphasis was given to every important ethical issue. First, before entering into the actual data collection, a formal letter was received from the department of sport science of Jimma University. Then, the letter was given to the Education Office head by the researcher and good report was created at the same time. Similar procedure was followed when the researcher go to schools. In addition, people were participated with their full permission. Every effort was made to keep participants anonymous and confidentiality. Moreover, every source that is used in this study was acknowledged.

## CHAPTER FOUR

### 4. Presentation, Analysis and Interpretation of Data

This Chapter deals with the presentation and analysis of the data collected from different groups of respondents through questionnaires, interviews and observation. The purpose of this study was to assess the teaching-learning methodology used in practical class of Physical Education. All the questionnaires were filled and returned by all the respondents. Moreover, 2 department heads were interviewed. All the respondents' response was analyzed in the following way.

#### 4.1. Characteristics of the Respondents

**Table 2:- Demographic characteristics of respondents**

No	Variable	Category	Respondents			
			Teachers		Students	
			No	%	No	%
1	Sex	Male	4	66.66	99	53.8
		Female	2	33.33	85	46.2
		Total	6	100	184	100
2	Age	14-16	-	-	48	26.1
		17-19	-	-	120	65.22
		20-25	2	33.33	16	8.695
		26-30	3	50	-	-
		31-35	1	16.67	-	-
		Above 36	-	-	-	-
		Total	6	100	184	100
3	Experience	1-3 years	1	16.67	-	-
		4-6 years	4	66.66	-	-
		7-10 years	-	-	-	-
		above 11	1	16.67	-	-
		Total	6	100	-	-
4	Grade level/Educational Background	9 <sup>th</sup>	-	-	87	47.28
		10 <sup>th</sup>	-	-	97	52.72
		Diploma	-	-	-	-
		Degree	5	90	-	-
		Masters	1	10	-	-
		Total	6	100	184	100

As indicated in the table 4.1, as far the sex distribution of the student respondents was concerned, the Male considerably out numbered the Female. Female 85 (46.2%) and Male 99 (53.8%). Therefore, from the above result the participation of both female and male students in the

secondary schools is proportional or the number of female students is almost significant. Male teachers accounts 4 (66.66%) and Female 2 (33.33%), as result the involvement of Female in teaching physical education is almost insignificant.

Concerning the age of student respondents 48(26.1%) of them are between 14-16 years of age; 120(65.22%) of them are between 17-19 years of age; 16(8.695%) of them are between 20-25 years. Generally, student respondents were teenagers. The majority teacher respondents were categorized with the age range between 26-30.

Regarding qualification almost all 90% teachers were first degree holders and the rest 10% were second degree holder.

Finally, the extent of PE teachers work experience of the staff of the sampled schools, as reported in the table-1, 1-3 years' experience 1(16.67%) and the highest rank was taken by 4-6 years of work experience (66.66%). Following to this and above 11 year experience covers 1(16.67%) respectively.

#### 4.2. Responses of students

**Table- 3-Frequency of employing different instructional methods by teachers in class room**

No	Items	Rate of agreement												mean	SD
		SA		A		UN		DA		SD		total			
		No	%	No	%	No	%	No	%	No	%	No	%		
1	Lecture methods	1	16.67	4	66.66	1	16.67	-	-	-	-	6	100	2.23	1.230
2	Group discussion	-	-	1	16.67	3	50	2	33.33	-	-	6	100	2.25	1.246
3	Problem solving method	3	50	2	33.33	-	-	1	16.67	-	-	6	100	2.65	1.152
4	Peer teaching methods	4	66.66	2	33.33	-	-	-	-	-	-	6	100	2.62	1.185
5	Cooperating methods	3	50	2	33.33	1	16.67	-	-	-	-	6	100	2.79	1.199
6	Brainstorming methods	4	66.66	2	33.33	-	-	-	-	-	-	6	100	2.62	1.185
7	Demonstration methods	4	66.66	2	33.33	-	-	-	-	-	-	6	100	2.62	1.185
8	Self-practice methods	-	-	3	50	-	-	2	33.33	1	16.67	6	100	2.64	1.103
9	Discovery method	-	-	2	33.33	1	16.67	2	33.33	1	16.67	6	100	2.14	1.116
10	Jigsaw methods	-	-	3	50	2	33.33	1	16.67	-	-	6	100	1.69	0.87
11	Pyramids methods	-	-	2	33.33	1	16.67	1	16.67	2	33.33	6	100	2.05	1.224
12	Cross-over methods	-	-	1	16.67	2	33.33	2	33.33	1	16.67	6	100	2.109	1.013
13	Practice methods	1	16.67	3	50	1	16.67	1	16.67	-	-	6	100	3.46	1.103
14	Command methods	3	50	2	33.33	-	-	1	16.67	-	-	6	100	2.26	1.116
15	Convergent discovery methods	-	-	2	33.33	2	33.33	1	16.67	1	16.67	6	100	2.309	1.17

As depicted in the table above, demonstration, brain storming, command, peer teaching and problem solving methods of teaching are among the score (mean 2.79, standard deviation 1.001).which is scores are moderate according to the mean scale , and the others are scores of (means 2.24 ,standard deviation 1.03) which have low performance as the mean scale.

McCormack (1997) provides in her article references to several activities that can lead and/or assist to the performance of a high quality of teaching. She suggests that the following could assist in the rendering of a high quality of teaching; good arrangement of the physical environment, maintaining certain rules and procedures and monitoring pupils“ behaviour.

**Table-4-Response of students regarding the teachers used different instructional methods**

NO	Items		rate of Agreement											mean	SD		
			SA		A		UN		DA		SD		Total				
			No	%	No	%	No	%	No	%	No	%	No			%	
1	Are the techniques and activities that your teacher’s use during PE practical class is interesting and attractive to you?		27	14.67	104	56.52	18	9.78	19	10.32	16	8.7	184	100	2.63	1.05	
2	Does your teacher use different teaching methods during PE practical class?		12	6.5	96	52.2	41	22.3	22	11.95	13	7	184	100	2.79	1.067	
3	From the following teaching methods which methods your teachers use mostly during teaching PE practical classes																
	A. lecture methods	64	34.78	92	50	9	4.89	11	5.97	8	4.34	184	100	3.24	1.227		
	B. Demonstration methods	67	36.41	75	40.76	-	-	42	22.82	-	-	184	100	3.09	1.277		
	C. group discussion methods	-	-	64	34.78	25	13.58	70	38	25	13.58	184	100	1.49	.598		
	D. convergent methods	-	-	38	20.65	40	21.73	76	41.3	30	16.3	184	100	2.16	1.246		
	E. Brain storming	39	21.	53	28.8	27	14.6	46	25	48	26.1	184	100	2.38	1.1		

methods		2				7								52
F. Discovery methods	-	-	35	19	76	41.3	57	30.97	16	8.7	184	100	2.46	1.185
G. pyramids methods	-	-	15	8.15	93	50.54	19	10.3	57	30.97	184	100	2.41	1.199
H. practice methods	54	29.34	64	34.78	35	19	14	7.6	17	9.23	184	100	2.46	1.185
I. jigsaw group methods	24	13	36	19.56	49	26.63	21	11.4	54	29.34	184	100	2.41	1.199

As indicated in the above table responses, respondents suggest under the items of command, lecture, demonstration, brainstorming and practice methods (mean 2.73, standard deviation 1.12) which this scores are moderate according to the scale of mean score. The others respondents replied their responses under jigsaw, pyramids, discovery , convergent method of teaching respond disagree, undecided and strongly disagree has scored (mean 2.01, standard deviation 1.09) which is low agreement under the teachers use different type of methodology during practical class.

**Table- 5- Response of students and teachers regarding the teachers used different instructional methods**

Respondents	N	Mean	SDs
Teachers	6	2.16	1.379
Students	184	2.21	1.1645

To sum up the critical analysis of data indicated in table and the above table might enable the researcher to generalize that the utilization of the teachers used different instructional methods during Physical Education practical classes. The schools has score (mean 2.18, standard deviation 1.24) low performance according to mean scale, different instructional methods and management of which is needed for teaching PE practical class.

Therer and Willemart (1982) attempted to identify and describe four representative teaching styles observable teaching practices. These styles are defined from a two-dimensional model that combines two attitudes of the teacher: attitude regarding the material and attitude regarding the learners. Each of these attitudes is expressed in varying degrees, weak or strong, disinterest or interest.



**Table -6-Availabilities and utilization of teaching facilities, equipment and materials during PE classes**

No	Question	Rate of agreement												Mean	S.D
		SA		A		UN		DA		SD		Total			
		F	%	F	%	F	%	F	%	F	%	F	%		
1	Efficient facility in your school like football field, volley ball court and athletics track	58	31.5	60	32.6	38	20.65	19	10.3	15	8.15	184	100	2.33	1.230
2	Teacher/students wear his/her sport dressing properly during practical class	71	38.58	66	35.86	20	10.86	18	9.78	15	8.15	184	100	2.16	1.246
3	Teachers use basic teaching aid like cone, ball, mats and others	39	21.2	88	47.8	29	15.76	19	10.3	15	8.15	184	100	2.38	1.152
4	Teacher have problem in managing appropriate sport materials.	41	22.3	77	41.84	26	14.1	35	19	11	5.97	184	100	2.46	1.185
5	Students lack necessary Sport skills due to lack of accessible facilities.	44	23.9	82	44.56	19	10.3	33	17.9	12	6.5	184	100	2.41	1.199

As depicted in the table above, groups described their agreement in each section of the questions to what extent the teaching facilities are available. This can be also seen vividly from the aggregated mean values that the mean values of these items are moderate what is expected as cut of point, 2.348 aggregate mean. Were intended carefully in order to identify whether the school Availabilities and utilization of teaching facilities, equipment and materials during practical PE classes. Therefore, the

Items 1 were designed to assess whether the teachers fulfill the teaching material that data clearly verified that teachers and students relied much more on group decision making with (mean 2.33 and standard deviation 1.230), which is the Efficient facility in school like football field, volley ball court and athletics track.

Items 2 also relied that whether the teachers and students have sport dressing during practical class with (mean value of 2.16 and standard deviation 1.246) this shows that the response of teachers and students had direct indicate that there is no teaching facilities and teachers sport dressing have low demand.

Items 3 were intended to assess Teachers use basic teaching aid like cone, ball, mats and others. As a result, the respondent's responses are in the school with (mean value 2.38 and standard deviation 1.152).this indicated that schools have not efficient teaching aid.

Items 4 were intended to assess Teacher have problem in managing appropriate sport materials. As a result, the respondents responses with (mean value 2.46 and standard deviation 1.185).this indicated that the management of sport material in the school is poor.

Items 5 were intended to assess Students lack necessary Sport skills due to lack of accessible facilities. As a result, the respondents responses with (mean value 2.41 and standard deviation 1.199).this indicated that the students cannot develop their skill because the school have shortage of sport facility.

**Table-7 Teachers response on Availabilities and utilization of teaching facilities, equipment and materials during PE classes**

No	Question	Rate of agreement												Mean	S.D
		SA		A		UN		DA		SD		Total			
		F	%	F	%	F	%	F	%	F	%	F	%		
1	Efficient facility in your school like football field, volley ball court and athletics track	-	-	-	-	2	33.33	3	50	1	16.67	6	100	2.33	1.230
2	Teacher/students wear his/her sport dressing properly during practical class	-	-	2	33.33	1	16.67	2	33.33	1	16.67	6	100	2.16	1.246
3	Teachers use basic teaching aid like cone, ball, mats and others	-	-	2	33.33	1	16.67	2	33.33	1	16.67	6	100	2.38	1.152
4	Teacher have problem in managing appropriate sport materials.	2	33.33	1	16.67	-	-	2	33.33	1	16.67	6	100	2.46	1.185
5	Students lack necessary Sport skills due to lack of accessible facilities.	2	33.33	2	33.33	1	16.67	1	16.67	-	-	6	100	2.41	1.199

**SA= strongly agree A= agree UN= undecided D=Disagree SD= strongly Disagree F= frequency**

In Table-7, respondents were, groups described their agreement in each section of the questions to what extent the Availabilities and utilization of teaching facilities, equipment and materials during PE classes. This can be also seen vividly from the aggregated mean values that the mean values of these items are moderate what is expected as cut of point, 2.294 aggregate mean. Were intended carefully in order to identify whether the school utilization of teaching facilities, equipment and materials and pedagogical material during PE practical classes.

**Table: - 8- the means, and SDs teaching facilities, equipment and materials during Physical Education classes responses of teachers and students**

Respondents	N	Mean	SDs
Teachers	6	0.074	0.0379
Students	184	2.274	1.1645

To sum up the critical analysis of data indicated in table and the above paragraph might enable the researcher to generalize that the Availabilities and utilization of teaching facilities, equipment and materials during Physical Education practical classes. Both schools have not available teaching material and facility and utilization and management of facility and equipment which is needed for teaching PE practical class are poor according to the above table.

**Table: 9. Students response on Application of instructional methodology and pedagogy during PE classes**

No	Question	Rate of response													
		SA		A		UN		DA		SD		Total		Mea n	S.D
		F	%	F	%	F	%	F	%	F	%	F	%		
1	Teaching/learning of physical education has taken through practical and theoretical	75	40.8	48	26	24	13	26	14	17	9.2	184	100	2.27	1.345
2	Teacher know students of your class very well and do you call their name every time	44	23.9	82	44.6	20	10.8	32	17.4	12	6.5	184	100	2.40	1.194
3	Organize the class for maximum participation and uses spaces effectively.	18	9.78	37	20	56	30.4	44	23.9	35	19	184	100	3.22	1.226
4	Warming up is perform before	89	48.4	50	27.2	16	8.69	24	13	11	5.9	184	100	2.04	1.259

	starting the main class and, do cooling down after the main class during practical class														
5	Teacher can take the new drill out of your text book during practical class	35	19	62	33.7	39	21.2	37	20	17	9.2	184	100	2.68	1.233
6	Teacher designing activities related to specific objectives of the lesson	30	16.3	72	39	29	15.7 6	42	22.8	17	9.2	184	100	2.71	1.229
7	Defines the task clearly and simply in an enjoyable fashion	41	22.3	91	49.4	26	14	17	9.2	15	8.5	184	100	2.34	1.147

**SA= strongly agree A= agree UN= undecided D=Disagree SD= strongly Disagree F= frequency**

In Table-8, respondents were, groups described their agreement in each section of the questions to what extent the teaching facilities are available. This can be also seen vividly from the aggregated mean values that the mean values of these items are moderate what is expected as cut of point, 2.523 aggregate mean. Were intended carefully in order to identify whether the school Application of instructional methodology and pedagogy during PE practical classes. Therefore,

Items 1 were designed to assess whether the Teaching/learning of physical education has taken through practical that data clearly verified that teachers and students relied much more on group decision making with (mean 2.34 and standard deviation 1.345), which is the teachers of PE cannot teach students efficiently in practical class. Another scholar Siedentop (1998:225) discusses that; Physical education is a field of action, rules and of persons. The significance of self-involving physical participation and movement is really a planned exercise in growth and awareness not possible in other areas of learning. These facts are theoretically known to many people but are not explicitly expressed them or teach them to other. In other words physical activities needs a theoretical framework where ideas can be collected, judged and then formulated in to laws; hence we need a strong theoretical orientation for physical education so that the accumulated information can be consolidated and stabilized.

Items 2 also relied that whether the Teacher know students of your class very well and do you call their name every time with (mean value of 2.71 and standard deviation 1.194) this shows

that the response of teachers and students had direct indicate that the teachers are know their students very well and call their name during asking and answering.

Items 3 were intended to assess organize the class for maximum participation and uses spaces effectively. As a result, the respondent's responses are in the school with (mean value 2.68 and standard deviation 1.226).this indicated that the organization of students during practical class are arranged in good way, beautiful and moderate.

Items 4 were intended to assess Warming up is perform before starting the main class and, do cooling down after the main class during practical class.

As a result, the respondents responses with (mean value 2.04 and standard deviation 1.259).this indicated that the Warming up is not perform before starting the main class and, do not do cooling down after the main class during practical class.

Items 5 were intended to assess Teacher can take the new drill out of your text book during practical class. As a result, the respondents responses with (mean value 3.22 and standard deviation 1.233).this indicated that the teachers can take new drill from out of text book moderately.

Items 6 were intended to assess Teacher designing activities related to specific objectives of the lesson. As a result, the respondents responses with (mean value 2.4 and standard deviation 1.229).this indicated that Teacher cannot design activities related to specific objectives of the lesson.

Items 7 were intended to assess Defines the task clearly and simply in an enjoyable fashion. As a result, the respondents responses with (mean value 2.27 and standard deviation 1.147).this indicated that teacher cannot Defines the task clearly and simply in an enjoyable fashion.

Moreover, in open ended items, teachers and students were requested the specific advantages they get advantages before starting any activity you must do warming up and finally cooling down your body the participation on practical teaching, accordingly they responded as follows:

- ✓ The teachers cannot demonstrate the activity
- ✓ The teachers have not interested to the practical class
- ✓ The time which is allocate is low
- ✓ It enables develop effective methods of teaching and use of various active learning
- ✓ Methods have low teaching skills and low communication skills with other students

**Table: 10. Teachers response on Application of instructional methodology and pedagogy during PE classes**

No	Question	Rate of response													
		SA		A		UN		DA		SD		Total		Mean	S.D
		F	%	F	%	F	%	F	%	F	%	F	%		
1	Teaching/learning of physical education has taken through practical and theoretical	1	16.67	3	50	1	16.67	1	16.67	-	-	6	100	2.27	1.345
2	Teacher know students of your class very well and do you call their name every time	-	-	1	16.67	2	33.33	2	33.33	1	16.67	6	100	2.40	1.194
3	Organize the class for maximum participation and uses spaces effectively.	-	-	3	50	1	16.67	2	33.33	-	-	6	100	3.22	1.226
4	Warming up is perform before starting the main class and, do cooling down after the main class during practical class	2	33.33	2	33.33	-	-	2	33.33	-	-	6	100	2.04	1.259
5	Teacher can take the new drill out of your text book during practical class	1	16.67	1	16.67	2	33.33	1	16.67	1	16.67	6	100	2.68	1.233
6	Teacher designing activities related to specific objectives of the lesson	2	33.33	2	33.33	1	16.67	1	16.67	-	-	6	100	2.71	1.229
7	Defines the task clearly and simply in an enjoyable fashion	1	16.67	3	50	2	33.33	-	-	-	-	6	100	2.34	1.147

**SA= strongly agree A= agree UN= undecided D=Disagree SD= strongly Disagree F= frequency**

As it can be seen on table 10 of respondents indicate that Application of instructional methodology and pedagogy during PE classes Furthermore, the mean score of all respondents is 2.566. Application of instructional methodology and pedagogy during Physical Education practical classes' responses of teachers are moderate performance in terms of score of mean.

**Table 11: the means and SDs Application of instructional methodology and pedagogy during Physical Education class's responses of teachers and students**

Respondents	N	Mean	SDs
Teachers	6	0.0796	0.0389
Students	184	2.44.4	1.1941

To sum up the critical analysis of data indicated in table and the above table might enable the researcher to generalize that the Application of instructional methodology and pedagogy during Physical Education practical classes' responses of teachers and students. Both school teachers and students moderate Application of instructional methodology and pedagogy during Physical Education practical classes.

**Table 12: student's response on Mode of evaluation, assessment and feedback during Physical Education practical classes**

No	Question	Rate of agreement													
		SA		A		UN		DA		SD		Total		Mean	S.D
		F	%	F	%	F	%	F	%	F	%	F	%		
1	theoretical test take during theory class	10	5.4	64	34.78	50	27.17	46	25	20	10.86	184	100	3.01	1.103
2	practical test take during practical class after concluding the topic	31	16.84	95	51.6	9	4.89	51	27.7	4	2.2	184	100	2.48	1.116
3	give individual feedback and correctives during implementation for the students	4	2.2	63	34	63	34	53	28.8	7	3.8	184	100	2.98	.920
4	the evaluation Method appropriately comprehensive	18	9.78	35	19	54	29.3	48	26	35	19	184	100	3.25	1.224
5	During Evaluation do important learning out comes evaluated by multiple means of the three educational domains like cognitive, psychomotor and affective	63	34	69	37.5	33	17.9	25	13.6	-	-	184	100	2.11	1.013

SA= strongly agree A= agree UN= undecided D=Disagree SD= strongly Disagree F= frequency

As it can be seen on table 6 of respondents indicate that Mode of evaluation, assessment and feedback during PE classes. Furthermore, the mean score of all respondents is 2.766.

Items 1 were intended to assess theoretical test take during theory class. As a result, the respondents responses with (mean value 3.01 and standard deviation 1.103).this indicated that the teachers take theoretical test during theory class can take moderately.

Items 2 were intended to assess practical test take during practical class after concluding the topic. As a result, the respondents responses with (mean value 2.48 and standard deviation 1.116).this indicated that the teachers cannot take practical test during practical class after concluding the topic.

Items 3 were intended to assess give individual feedback and correctives during implementation for the students. As a result, the respondents responses with (mean value 2.98 and standard deviation 0.98).this indicated that the teachers give individual feedback and take correctives moderately during implementation of practical activities.

Items 4 were intended to assess the evaluation Method appropriately comprehensive. As a result, the respondents responses with (mean value 3.25 and standard deviation 1.224).this indicated that the teachers use the evaluation Method appropriately comprehensive moderately.

Items 5 were intended to assess Evaluation do important learning outcome evaluated by multiple means of the three educational domains like cognitive, psychomotor and affective. As a result, the respondents responses with (mean value 2.11 and standard deviation 1.013).this indicated that the Evaluation do not evaluated important learning outcome by multiple means of the three educational domains like cognitive, psychomotor and affective. The evaluation cannot evaluate all three educational domains.

Moreover, in open ended items, teachers and students were requested the specific advantages they get advantages the evaluation Method appropriately comprehensive, As indicated in the above analysis the score of mean value is show the level of participation is moderate but, accordingly they responded as follows:

- ✓ The teachers are taken theory test during the last of the topic
- ✓ The test to taken practical and theory is somehow it is moderate
- ✓ The test is moderately consider the ability of the students whether theory and practical test



**Table 13: Teachers response on Mode of evaluation, assessment and feedback during Physical Education practical classes**

No	Question	Rate of agreement													
		SA		A		UN		DA		SD		Total		Mean	S.D
		F	%	F	%	F	%	F	%	F	%	F	%		
1	theoretical test take during theory class	4	66.66	2	33.33	-	-	-	-	-	-	6	100	3.01	1.103
2	practical test take during practical class after concluding the topic	1	16.67	5	83.33	-	-	-	-	-	-	6	100	2.48	1.116
3	give individual feedback and correctives during implementation for the students	1	16.67	4	66.66	-	-	1	16.67	-	-	6	100	2.98	.920
4	the evaluation Method appropriately comprehensive	-	-	3	50	2	33.33	1	16.67	-	-	6	100	3.25	1.224
5	During Evaluation do important learning outcomes evaluated by multiple means of the three educational domains like cognitive, psychomotor and affective	-	-	2	33.33	1	16.67	3	50	-	-	6	100	2.11	1.013

**SA= strongly agree A= agree UN= undecided D=Disagree SD= strongly Disagree F= frequency**

In indicated in Table 13 of items respondents were asked about the teachers are interested during teaching practical class. Hence, the mean scores of the respondents were (1.112 and standard deviation 0.706) reveal respondents view the teachers are interested during teaching practical class is a low level according to the response of students and teachers.

**Table 14: Means and SD Mode of evaluation, assessment and feedback during PE practical class's responses of teachers and students**

Respondents	N	Mean	SDs
Teachers	6	0.0873	0.03395
Students	184	2.6787	1.041

To sum up the critical analysis of data indicated in table and the above paragraph might enable the researcher to generalize that the Mode of evaluation, assessment and feedback during PE practical class's responses of teachers and students. Both school teachers and students moderate Mode of evaluation, assessment and feedback during PE class's responses of teachers and students According to the above table.

**Table 15: Response of students on Motivational level in Satisfaction, interest and positive feeling in practical class of Physical Education**

No	Question	Rate of agreement													
		SA		A		UN		DA		SD		Total		Mean	S.D
		F	%	F	%	F	%	F	%	F	%	F	%		
1	teachers are interested during teaching practical class	106	57.6	77	41.8	5	2.7	2	1.1	-	-	184	100	1.49	.606
2	students are interested to do practice during practical class	54	29.3	59	32.1	41	22.3	24	13	12	6.5	184	100	2.37	1.201
3	PE teachers don't encourage students with Activity during practical class.	84	45.6	60	32.6	18	9.78	16	8.69	12	6.5	184	100	2.01	1.204
4	encourages for male and female to be physical, Mental & social active outside of Class.	63	34.2	69	37.5	35	19	23	12.5	-	-	184	100	2.09	.998

SA= strongly agree A= agree UN= undecided D=Disagree SD= strongly Disagree F= frequency

As indicated in table14, respondents were requested to students are interested to do practice during practical class. Consequently, the mean scores of the respondents were (2.37 and standard deviation 1.201) which depicts students are interested to do practice is low level.

Respondents were requested to Physical Education teachers don't encourage students with Activity during practical class. Consequently, the mean scores of the respondents were (2.01 and standard deviation 1.204) which depicts a low level.

Respondents were requested to encourages for male and female to be physical, Mental & social active outside of Class. Consequently, the mean scores of the respondents were (2.09 and standard deviation 0.998) which depicts a low level.

This is in agreement with Ames' (1992) suggestion that motivational climates which emphasis cooperation bring students together to help each other learn and improve. A motivational climate which employs self- referenced criteria to judge the degree of student improvement will foster perceived competence and self-determined forms of motivation, because it will reduce the controlling nature of interpersonal comparison (Ames, 1992). In contrast, comparative criteria (e.g. Being first) are more difficult to meet and can undermine perceptions of competence and intrinsic interest in an activity.

**Table 16: The means and SDs Motivational level in Satisfaction, interest and positive feeling in practical class of Physical Education responses of teachers and students**

Respondents	N	Mean	SDs
Teachers	6	0.062	0.03165
Students	184	1.928	0.9706

To sum up the critical analysis of data indicated in table-16 and the researcher to generalize that the Motivational level in Satisfaction, interest and positive feeling in practical class of Physical Education responses of teachers and students in both school are low level of Motivational level in Satisfaction, interest and positive feeling in practical class of Physical Education.

Lastly, a third important social factor in explaining the motivational sequences in physical education may be the availability of choice of behaviours and tasks (Vallerand & Losier, 1999).

**Table: 17-Response of teachers on Motivational level in Satisfaction, interest and positive feeling in practical class of Physical Education**

No	Question	Rate of agreement													
		SA		A		UN		DA		SD		Total		Mean	S.D
		F	%	F	%	F	%	F	%	F	%	F	%		
1	teachers are interested during teaching practical class	2	33.33	3	50	-	-	1	16.67	-	-	6	100	1.49	.606
2	students are interested to do practice during practical class	2	33.33	4	66.66	-	-	-	-	-	-	6	100	2.37	1.201
3	PE teachers don't encourage students with Activity during practical class.	-	-	1	16.67	2	33.33	3	50	-	-	6	100	2.01	1.204
4	Encourages for male and female to be physical, Mental & social active outside of Class.	-	-	4	66.66	1	16.67	1	16.67	-	-	6	100	2.09	.998

**SA= strongly agree A= agree UN= undecided D=Disagree SD= strongly Disagree F= frequency**

To sum up the critical analysis of data indicated in table-16- and the above table might enable the researcher to generalize that the teachers on Motivational level in Satisfaction, interest and positive feeling in practical class of Physical Education the mean score is low performance.

Rink & Hall (2008) argue that effective physical education teaching requires an environment, which is positive and stimulates learning. Moreover, Rink and Hall state that “it is well organized, expectations are clear, and the teacher is consistent in enforcing and maintaining behaviours conducive to a quality learning environment”. The authors explain that in order to provide an effective learning environment, physical education teachers must be good managers, who can effectively manage students, equipment, space, and time so that the goals of the lesson can be met.

Moreover, in open ended items, teachers were requested the specific professional advantages

1) Attitudes and participation in Physical Education, both in and out of the classroom accordingly they responded as follows:

- a) It enables develop effective methods of teaching and use of various active learning Methods and develop the interest of students.
- b) It builds and advances previous understanding and skills of students,
- c) It enables to learn and share new information and good experiences from others Students and develop interrelation.
- d) The attitude which is show before is now a day it is eradicate through participation in the Subject.
- e) When the teachers are use in different method of teaching the students motivate to the class

2) The response of the respondents concerning to the major challenges that hinder the effective teaching-learning process of practical class of Physical Education.

- ✓ There is lack of efficient facility in the school
- ✓ The setup of school is not suitable for teaching practical class of Physical Education
- ✓ The teachers are focused only in theory class
- ✓ The teachers can use the same method of teaching always

As indicated respondents the teaching methodology of practical class is seen as major challenges as follows:

- ✓ the time allotments of the subject is insufficient,
- ✓ the facility which is necessary is not efficient,
- ✓ the redness of teachers are low, and
- ✓ The initiations of students are low especially in practical class.

3) The response of the respondents concerning to what do you recommend to improve the teaching learning process of practical class of Physical Education and sport activity.

- ✓ The teachers must have initiation to teach Physical Education in moral.
- ✓ The facility must moderate and re-clean for the purpose of teaching Physical Education practically.
- ✓ The teachers must wear sport dressing to teach practical class.

- ✓ The teachers address the importance of subject to students in attractive way.
- ✓ Motivate the need of students to attend the practical class to develop and achieve the goal of the subject.
- ✓ School administration gives attention to Physical Education practical class by fulfilling different equipment accordingly.
- ✓ The student must participate in sport activity for the development of competitive mind in practical sessions.

“Productive styles” in turn encourage students to produce and discover for themselves the content and the necessary skills (Mosston & Ashworth, 2002a). Teaching styles are made from different levels of decision-categories. Mosston and Ashworth (2002a) propose a gradation of teaching styles depending on the division of responsibilities: those granted to the teacher and those granted to the student (Belanger, 2008).

### **4.3. Response from interview**

#### **4.3.1 Educational sport materials availability and budget allocation and utilization for practical class**

The interview and discussion made with Department head of Physical Education on educational sport materials availability and budget allocation and utilization were summarized in the following way.

Concerning sport teaching-learning materials availability, the schools have shortage of equipment’s like, Cone, ball, mats and others athletics material. Sometimes schools do not consider need assessment to fulfill necessary material which is useful for practical class teaching. Because of this gap there is mismatch between what is planned and what is purchased.

In schools material need like textbook was not depend on exact need of the schools, in some case textbooks were surplus in one school there may be shortage in the other school. The schools have sport facility and material to necessary for teaching practical class of Physical Education moderately in the school, but it is not efficient.

#### **4.3.2 Instructional methodology and pedagogy of Physical Education practical class**

The suggestion of respondents as follows

Subject of Physical Education have annual plan for the simplification of work according to the calendar of the school. This plan is designed by dept. head. In the school. The way of teaching Physical Education in the school first all teach as theory and finally teach practical.

- During practical class the students have interest to do, but the time is not enough to teach practical class
- During theory class there is a gap of 1 minute to exchange the period, but the time is enough to teach theory. There is no burned time in theory class.
- 42 minute of time allotment for practical class is not enough

Zahidi and Akbar (2013) stated that to present a successful lesson you must set time aside for planning and organizing the flow of the lesson before the school year begins. This was crucial for both the teacher and the students. When a teacher developed a lesson well in advance they became familiar and comfortable with the content, made it easier to deliver. Becoming familiar with the school, community and classroom were essential to having success with classroom management. According to the article the classroom space can have a significant effect on classroom management.

According to Locke (1984) physical educators should plan lessons in advance, adapt lessons to the needs of individual students, provide adequate opportunity to contribute to fitness, provide positive reinforcement for learning, prevent waste of time on managerial tasks, provide prompt and specific feedback for practice tasks, provide clear models for desired learning.

The problems faced during practical class:

- Time constraint
- Lack of proper readiness of teaching facility
- Proper sport dressing of students
- Sometimes the female student has not participated because of menstrual cycle.
- Sometimes the teachers has only demonstrate rather than participation of students

According to our school after we teach the theory we teach the practical.in school there is a facility but it is not suitable to teach practical class.

#### **4.3.3 Mode of evaluation, assessment and feedback during Physical Education classes responses of Dept. head**

The teachers are evaluating their students according to the ability of student and attendance of students in the subject. The major problem faced during dept. head supervision is teachers not lead their students according to the atmosphere of environment, the individual nature of students are different, the equipment which is use for teaching have not safe during teaching.

#### 4.6 Result of the discussion

The findings of study revealed that, most of roles and activities which are expected from Physical Education teachers do not demonstrated (implemented). Thus this may happen due to less orientation of the teachers on their roles and about application of active learning in practical class.

1. The interaction and active participation of students is one of the most important aspects of educational process, it determines the effectiveness and develop the preferable method in change different methodology in different sessions. However, the findings of the study revealed that participation and interaction of students is low. The major reason accountable for the low participation of students are; methods of instructional teachers use, don't invite them to participation which is lecturing, lack of confidence, shortage of instructional materials, low attitude towards the subject etc.

Clark (2007) clearly stated that most students would participate and did well within the physical education classroom if the teacher was verbally aggressive. The students indicated that they did not learn the material, but would participate to avoid the repercussions of the teacher. According to Deci and Ryan (1985), intrinsically motivated behaviors are engaged in for their own sake, for the pleasure and satisfaction derived from the process of engaging in the activity.

2. The finding stated stressed that the condition of the teacher's should be facilitated practical classroom as conducive as favours the real implementation of active learning in practical class. Regarding this, the findings of the study depicted the classroom condition is more or less conducive for the application of active learning in practical class.
3. School department are a prominent figure in the school systems as far as they are assigned to lead all activities that are going in the schools and successful implementation of educational program. However, the results of the study indicated that teachers of Shashemene, and Kuyera high schools were low in accomplishing most of the activities that were expected from them. Therefore, it seems reasonable to conclude that the department head were either less oriented about educational benefit of active learning or they were less committed to carry out the expected activities.

Hellison (2005) stresses that the conceptualization and implementation of teaching and learning of social responsibility through movement may be difficult because they involve



more than a list of behaviours in a single context. He does however identify five hierarchical components of social responsibility an individual can exhibit during their physical education experience and this in turn provides a useful structure that teachers can use to intervene at various stages of physical education lessons as required.

To sum up, the findings of the discussions shows improvements have to be done to effectively application of practical class for active learning method to develop the practical class in those high schools. Teachers should be encouraged to become more knowledgeable and skillful in implementing practical class active learning approaches. This can be done through workshop, seminars, inter-staff discussion in the form of seminar training that facilitates sharing of idea to improve understanding of application active learning for teachers.

## CHAPTER FIVE

### 5. Summery, Conclusion and Recommendations

#### 5.1. Summary

The purpose of this study was to assess the teaching methodology of physical education in practical class in the case of shashemene and kuyera high school of shashemene city. To meet the objective in detail, the following research questions were raised:

1. What is the impact of choosing good teaching methodology related with the Performance of students during Physical Education practical class in Shashemene and Kuyera high school?
2. What are the main roles and activities of Physical Education teachers to select Preferable methodology in Physical education practical class of Shashemene and Kuyera high school?
3. To what extent the teaching-learning process is properly managed by teachers of PE during Physical education practical class in case of Shashemene and Kuyera high school?

In order to answer these questions, descriptive survey research method was employed. The data relevant to the study were gathered through three tools sets of questionnaires, interview and observational checklist from 184 students, 6 teachers including sport science department heads of two school of shashemene city (see table 1). The data obtained were analyzed using descriptive statements and various statistical methods such as frequency, percentage, mean, standard deviation, and. Finally, based on the review of related and the analyzed data, the following major findings were obtained from the study.

Combinations of different tools were employed as data gathering in the study. All collected data were organized, analyzed and interpreted by using different statistical methods (mean. standard deviations, percentage, and to assess the methodology of teaching practical class of physical education sessions. Generally, as a result of analysis made, the following finding of the study were summarized

According to the study of practical Teaching Methods in Physical Educations;

- Majority of the respondents mean 2.348 assured that teachers poor utilizing of effective classroom organization and poor using of appropriate instructional aids / materials.

- Individual feedback from the students and teachers partially exists in schools. The result of the studies are indicate that,
- The report of most respondents of students revealed that teachers are not uses motivational techniques during both theoretical & practical classes, and using of inappropriate assessment techniques.
- The way of some teachers teaching practical class is not attractive as a result of the studies indicated.
- The above mentioned problems hampers in the process of teaching and learning of physical education practical class.

## 5.2. Conclusions

Based on the summary of findings the following application of active learning approach requires different interrelated human and materials resources without fulfilling these essential elements, realizing the expected objective is found to be difficult. Therefore, based on the findings of the study showed that there is significance difference between the coded ideas in relation to practical teaching method of Physical Education.

- 1 An effective teaching method requires the use of different instructional methods and pedagogies to meet the different individual needs of the learners. In this findings however, the study revealed that almost all (100%) of the Physical Education teachers employ lecture methods 'always'. Therefore, teachers use teacher- centred method which is lecturing and the probability of students to interact/participate in different activities is low.
- 2 The result of study revealed that the awareness Physical Education teachers towards active learning and its contributions respond were found to be high. But there are numerous problems that tackle them to implement in classroom such as large class size, passiveness of students, absence of recently revised and updated PE students text book, lack of sport instructional materials and lack of necessary training on how to teach and make students learn using different instructional methods. Furthermore, from this result it can be deduced that most of the teachers are still with an ideology of teacher-cantered approach.
- 3 A great number of educators have stressed that the conduciveness and accessibility of instructional materials play a crucial role for the effective application of active learning. Regarding these, the findings of the study revealed that, the majority (67%) of the PE teachers reported that the availability of sport instructional materials except PE students' text book is 'poor'.
- 4 The result of study revealed that, majority of students were not interested with their PE teacher presentation and mode they employ, thus it can be deduced this may lead students as they develop negative attitude towards the subjects and teacher. Moreover, the consequences of these bring failures in achieving goals.

- 5 Regarding the assessment and implementation of practical teaching physical education in secondary school, lack of instructional aids/ materials, inappropriate assessment techniques, lack of apply motivational technique, & teachers approach, inappropriate usage of methodology. This significantly have impact on the achievement and interest of Students in the implementation of teaching practical class of physical Education in secondary school.
- 6 Teachers of Physical Education are offered no opportunities for professional growth either through participation in conferences or workshops, or through links with other professional bodies. In addition, they have no access to journals, periodicals or other up-to-date literature in the domain of Physical Education to develop the method of teaching practical class.
- 7 In terms of facilities and equipment, the finding of this study area indicated that there is significance difference between the questions which is raised the coded in relation to Sport facility and Materials to support teaching practical class.

### **5.3. Recommendations**

Based on the findings, the researchers made the following recommendations:

1. To implement teachers' in time of practical the teacher must command the activity for development of students' wellness.
2. The teachers organized their students very well during practical class for the effectiveness of the lesson.
3. There should be effective funding of Physical Education programmer by School management and other educational stakeholders for the provision of facilities and equipment.
4. Teachers of Physical Education should be advised to employ the exploratory method of teaching, especially in the skill courses so that students can practice freely, discover for themselves, learn better and choose freely what and how they want to do things. Similar Studies can be under taken by the Scholars in advance and modernized higher education Institution and Secondary School in different part of the country.
5. Teachers' particularly secondary school teachers should be loyal to their professions and be models in solving their classroom and other instructional problems through action researches.
6. The students can motivate for practical class when the arrangements are attractive.
7. The teachers try to prepare the teaching material for clear understanding of students, saving their time during practical class, if you have efficient material you must address what they plan moderately.
8. The subject of Physical Education can be need so many things the subjects can be teach in support of practice. Teachers teach their lesson by material supports for the clear demonstration of lesson address.
9. The teachers will serve their students for develop good practices and promote the science of sport for community.

In addition to above major problems majority of teachers mentioned large class size as a reason for low application of active learning in classroom. In fact large class sizes are the reality in most of Ethiopian schools today and this is likely to remain the case for some years to come. Even though, the teachers mentioned large class size as a cause for low application of active learning, there are opportunities (mechanisms) in which the teachers can practice active learning in large classes.

- ✓ Large class sizes by itself has effects in teaching and learning, but if the teachers selects appropriate teaching methods its nothing which can involve students equally.
- ✓ Instead of felling guilty about what cannot be done, teachers should explore and focuses on what can be done in well large classes.
- ✓ Ministry of education should design system to train teachers by emphasizing the methods and techniques that enable them to handled large class size.

Generally, as the findings of the study revealed that the magnitude of practicing active learning during Physical Education classes in those preparatory schools was found to be low. Similarly, the degree of exercising different active learning instructional methods, techniques in those schools during Physical Education classes was not adequate, due to the absence of necessary training on the area of active learning for Physical Education teachers.

Thus, it is advisable that continuous and extensive orientation should be offered to the Physical Education teachers, on both theoretical and practical aspects of active learning approaches including various techniques by Ministry of Education, so as to enhance their awareness and gradually shift their tendency from teacher dominated to learners focused toward instructional approach.

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## **APPENDIX 1:**

**JIMMA UNIVERSITY  
COLLEGE OF NATURAL SCIENCE  
DEPARTMENT OF SPORT SCIENCE**

### **Questionnaire for grade 9<sup>th</sup> and 10<sup>th</sup> high school students**

#### **Dear Teachers/students**

The purpose of this questionnaire is formulated to collect necessary information about the assessment of teaching methodology of physical education in practical class. High school (9-10) grade of shashemene and kuyera high school of shashemene city administration. The success of the study depends up on your genuine information so that you're Cooperation in honestly and frankly answering the question will contribute significantly for the effectiveness of the study.

#### **Direction: Please note the following points before you start filling the questionnaire:**

1. You do not need to write your name on the questionnaire;
2. Read all the instructions before attempting to answer the questions;
3. There is no need to consult others to fill the questionnaire;
4. Please do not leave the questions without answered;
5. Please try to make your answer legible and brief.

Thank you in advance kindly cooperation!!!

#### **PART ONE**

**Instruction-please write your response on the open space provided background information.**

1. Your town\_\_\_\_\_
2. Name of the school\_\_\_\_\_
3. Sex\_\_\_\_\_
4. Age\_\_\_\_\_

**PART TWO**

**1= strongly agree 2= Agree 3= Undecided 4= Disagree 5= Strongly Disagree**

**Table 1: Availabilities and utilization of teaching facilities, equipment and materials during PE classes**

no	Items	Response				
		1	2	3	4	5
1	Efficient facility in your school like football field, volley ball court and athletics track					
2	Teacher/students wear his/her sport dressing properly during practical class					
3	Teachers use basic teaching aid like cone, ball, mats and others					
4	Teacher have problem in managing appropriate sport materials.					
5	Students lack necessary Sport skills due to lack of accessible facilities.					
6	Efficient facility in your school like football field, volley ball court and athletics track					
7	Teacher/students wear his/her sport dressing properly during practical class					

11. If your answer of question no 10 is no what is the reason?

.....

.....

.....

15. If your answer of question number 14 is **no** how can you participate in competition?

.....

.....

.....

## 2. Application of instructional methodology and pedagogy during PE classes

No	Question	Response				
		1	2	3	4	5
1	Teaching/learning of physical education has taken through practical and theoretical					
2	Teacher know students of your class very well and do you call their name every time					
3	Organize the class for maximum participation and uses spaces effectively.					
4	Warming up is perform before starting the main class and, do cooling down after the main class during practical class					
5	Teacher can take the new drill out of your text book during practical class					
6	Teacher designing activities related to specific objectives of the lesson					
7	Defines the task clearly and simply in an enjoyable fashion					

## 3. Mode of evaluation, assessment and feedback during HPE classes

No	Question	Response				
		1	2	3	4	5
1	theoretical test take during theory class					
2	practical test take during practical class after concluding the topic					
3	give individual feedback and correctives during implementation for the students					
4	the evaluation Method appropriately comprehensive					
5	During Evaluation do important learning out comes evaluated by multiple means of the three educational domains like cognitive, psychomotor and affective					

**4. inter/extra-mural participation, training and competition programs**

No	Question	Response				
		1	2	3	4	5
1	Teacher selects student have good talent in sport during practical class for competition					
2	School is their competition between classes and students of different shift					
3	Selection of skilled students for competition in any discipline is consider their talent					

**5. Motivational level in Satisfaction, interest and positive feeling in practical class of PE responses of teachers and students**

No	Question	Response				
		1	2	3	4	5
1	teachers are interested during teaching practical class					
2	students are interested to do practice during practical class					
3	PE teachers don't encourage students with Activity during practical class.					
4	encourages for male and female to be physical, Mental & social active outside of Class.					

11. What are your students' attitudes and participation in Physical Education, out of the classroom during practical class?

.....  
 .....  
 .....

12. In your school, what are the major challenges that hinder the effective teaching learning process of practical class in Physical education?

.....  
 .....  
 .....

13. What do you recommend to improve the teaching learning process of practical class in physical education and sport activity?

.....  
 .....

**APPENDIX 2:**

**JIMMA UNIVERSITY  
COLLEGE OF NATURAL SCIENCE  
DEPARTMENT OF SPORT SCIENCE**

**Interview for the Dept. head**

**Dear Teachers:**

The purpose of this questionnaire is formulated to collect necessary information about the assessment of teaching methodology of physical education in high school (9-10) grade of some selected high school of shashemene city administration. The success of the study depends up on your genuine information so that you're Cooperation in honestly and frankly answering the question will contribute significantly for the effectiveness of the study.

**Direction: Please note the following points before you start filling the questionnaire:**

1. You do not need to write your name on the questionnaire;
2. Read all the instructions before attempting to answer the questions;
3. There is no need to consult others to fill the questionnaire;
4. Please do not leave the questions without answered;
5. Please try to make your answer legible and brief.

Thank you in advance kindly cooperation

**Back ground information**

Please, choose the option you agreed on each question and put a tick (√) in the box in front of the option.

**PART ONE**

1. **Age**            20-25             26-30             31—35             Above 36
2. **Experience**    1-3 years             4-6 years             7-10 years             above 11
3. **Educational Background:**    Diploma     Bachelor's Degree     Master's Degree

**Instruction- please writes your response on the open space provided background information.**

1. Your town\_\_\_\_\_
2. Name of the school\_\_\_\_\_
3. Sex\_\_\_\_\_

## **PART TWO**

**Instruction: please, indicate your response by in circling one of the letters of alternative or write the answer for those which require written answers in each of the following statements.**

1. How can teachers teach PE practically and theoretically according to your school?
2. Is there a problem you hamper during teaching PE Practical?
3. How can you evaluate the teacher's way of teaching during practical class?
4. Do you have teacher's prepared annual plan? How can you develop the lesson of practical class and theoretical class? Is there Similar or different
5. How can you use sport facility and equipment with the sessions of practical in your school?
9. How can you evaluate the attitude of students and teachers including PE teachers specifically for practical sessions?
10. Do you evaluate the methodology of PE teachers by supervision and how evaluate it?
11. What is the main problem you faced during supervision especially during practical class?



**APPENDIX 3:**

**JIMMA UNIVERSITY**  
**COLLEGE OF NATURAL SCIENCE**  
**DEPARTMENT OF SPORT SCIENCE**

Observation guide format to assess the teaching methodology of physical Education in the selected two High schools shashemene and kuyera High school.

**Observation Check List**

**N.B:**           1= Excellent  
                  2= Very good  
                  3= Good  
                  4= Poor

1.1. Date: \_\_\_\_\_

1.2. Name of the school \_\_\_\_\_

1.3. Grade \_\_\_\_\_ No of class observed \_\_\_\_\_

No	The main concerning	Sub concern	1	2	3	4
1	Planning of practical class sessions	Is annual plans is Standards, rigor & outcome based				
		Developmentally appropriate & sequential				
		3-4 Instructional cues aligned with lesson outcomes				
		Connects lesson objectives with fitness concept(s)				
		Lesson objective and/or essential question posted				
2	<b>Class room Environment during practical class</b>	Safe, secure environment				
		routines established and enforced fairly				
		Students in constant view				
		Minimize transitions				
		Student grouping and work displaced				
		Supplies ready/set up Students recognized for efforts				
		Respects self, others and equipment / treating others and being treated fairly and with respect				
3	<b>Instructional way teachers PE teachers use during practical sessions.</b>	Clear academic expectations for learning				
		Provides specific feedback				
		Teacher vs. student directed instruction				
		Students demonstrate mastery of expectations				
		Teacher demonstrations				
4	<b>Professionals Responsibilities which is faced during teaching practical class</b>	Member of professional organization(s)				
		Advocates for wellness				
		Collaborates with colleagues				
		Incorporates new learning into practice				
		Reflects and adapts				
		Accepts feedback and adapts accordingly				
Family/community outreach						