

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE



**CHALLENGES OF TEACHING- LEARNING PROCESS IN
PHYSICAL EDUCATION CLASS IN PREPARATORY SCHOOLS OF
SOUTH WEST SHOA ZONE OROMIA REGIONAL STATE**

BY:-

HAILU BEYENE

**THESIS SUBMITTED TO THE DEPARTMENT OF SPORT SCIENCE,
COLLEGE OF NATURAL SCIENCE, JIMMA UNIVERSITY, IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTERS OF EDUCATION IN PHYSICAL EDUCATION.**

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DECLARATION

This is to certify that the proposal prepared by **Hailu Beyene Debela**, entitled. **The challenges teaching and learning process of physical education in preparatory school in south west shoa zone Oromia regional state**, submitted in partial fulfillment of the requirements for the degree of masters of education (physical education) complies with the regulation of the university and meet the accept standards with respect to originality and quality.

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TABLE OF CONTENT

Contents	PAGE
ACKNOWLEDGMENTS	i
TABLE OF CONTENT.....	i
LIST OF TABLES	iv
FIGURE.....	v
ACRONYMS AND ABBREVIATIONS.....	vi
ABSTRACT.....	vii
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	4
1.3. Basic Research Questions	6
1.4. Objective of the Study.....	6
1.4.1. General Objective	6
1.4.2. The specific Objective	6
1.5. Significance of the Study	7
1. 6. Delimitation of the Study	7
1.7. Limitation of the Study	8
1.8. Operational Definition.....	8
1.9. Organization of the Study	9
CHAPTER TWO:REVIEW OF RELATED LITERATURE.....	10
2.1. Goals of Physical Education for Preparatory Schools	10
2.2. Challenges Related to Resources in Physical Education	11
2.3. Teachers' and Learner' Attitudes towards Physical Education	12
2.4. Teachers' Preparedness in Conducting Physical Education	14
2.5. Challenge of Working Condition	16

2.6. Challenge of Large class size	16
2.7. Teachers' Knowledge skill, Experience and Motivation	16
2.10. Availability of Physical and Material Resources in the Schools	20
2.11. The Role of Equipment's and Facilities in Physical Education	22
2.12. Types of Instructional Material	22
2.13. The instructional materials is the process of nature communication	23
UNIT THREE: RESEARCH DESIGN AND METHODOLOGY	25
3.1. Descriptions of the Study Area	25
3.2. Research Design	25
3.3. Source of Data	25
3.4. Target Population	26
3.5. Sample Size and Sampling Procedure	26
3.6. Instruments for Data Collection	28
3.6.1. Questionnaire	28
3.6.2. Interview	29
3.6.2. Observation Checklist	29
3.7. Dependent and Independent Variables	30
3.7.1. Dependent Variable	30
3.7.2. Independent Variable	30
3.8. Procedures of Data Collection	30
3.9 Validity of the instrument and Reliability of the instrument.	31
3.9.1 Validity of the instrument	31
3.10. Method of Data Analysis	32
3.11. Ethical and Legal Considerations	33
CHAPTER FOUR: RESULTS AND DISCUSSIONS	34
4.1 Back Ground Characteristics of Respondents	35
Figure 1: Respondents by sex and grade	35
4.2. The Challenge Related Instructional Resources	36
4.2.1 Analysis on the observations	43
4.3 Levels of Teachers Preparedness in Handling Physical Education Lesson in School	43

4.4 The Attitudes of Teachers and Learners in the Teaching - learning Process of Physical Education.....	46
4.5. Value of physical Education	48
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION	51
5.1. Summary	51
5.1.2 Major Finding.....	53
5.2. Conclusion.....	56
5.3. Recommendation.....	57
References	59
Appendix	70

List of Tables

Table 1: The summary of the study subject, sample size and sampling Techniques.....	28
Table 2: Coefficient Reliability	32
Table 3: The Challenge Related Resources	37
Table 4: Finding the availability of Facility of Physical Education from Check list Observation	42
Table 5: Students Response on Interaction of teachers and Students	44
Table 6: Interest of teachers and students teaching - learning physical education	47
Table 7: The value of physical Education.....	48

FIGURE

Figure 1: Respondents by sex and grade.....	3535
Figure 2: Teachers and School Principals by level of education	3636

ACRONYMS AND ABBREVIATIONS

ICSSPE- International Council of Sport Science and Physical Education

IOC- International Olympic Committee

MOE-Minster of Education

NASPE- National Association for Sport and Physical Education

SPSS- Statistical Package for Social Scientists

UNESCO- United Nations Education, Science and Cultural Organization

UNICEF-United International Children's Emergency Fund

WHO -World Health Organization

HPE - Health and Physical Education

PES -Physical Education and Sports

FPE-Free primary Education

ABSTRACT

This thesis is about the challenges of the teaching-learning process in physical education class in preparatory schools of the Southwest Shawa Zone. Attempts have been made to utilize both qualitative and quantitative data. The zone has eleven Woreda as (districts) and one urban administration. Each district has one preparatory school. Of the eleven preparatory schools in the zone, four of them were selected by using simple random sampling techniques specifically lottery method. All (12) physical education teachers, 2171 students, 11 school principals in the sample preparatory schools were considered as the study population. While the respondent students were selected by random sampling techniques, teachers and principals were selected by purposive sampling techniques. The data gathered through open and close questionnaires then analyzed by using percentage, mean, and standard deviation. The analysis of data revealed that as several challenges hindered the teaching-learning process of physical education. Resources such as absences of the classroom, teachers guide and syllabus, teaching field, and time assigned to physical education are among the challenges. On top of these, low level of teachers' preparation to handle physical education lesson, not using appropriate pedagogy, not using continuous assessment, and lack of positive interaction among teachers and students are another challenges. Moreover, the attitudes of teachers and students towards the subject also affected the teaching-learning process of physical education, i.e. most of physical education teachers were not reflect their lesson according to syllabus, not treat their students fairly and impartially, not effectively manage and arrange classroom, not motivate the interest of their students to word the subject, not clearly set lesson objectives and appreciated in case of success and achievement, not provided contingent feedback for their learners; while the students have low interest to learn physical education. Based on the aforesaid information the status of physical education in the preparatory schools of southwest Shawa zone is low. To sum up, the value of physical education is less understood by the students in the preparatory schools of the south-west shoa zone. Based on these conclusions it would be possible to recommend that, administration of warad as, Zonal or region should prepare additional classes in the schools, arrange successive training and consultative workshops to the physical education teachers; psychological aspects of teacher-student interaction should be improved, awareness activities should be done progressively to develop positive attitude towards physical education and understand value of physical education, and the school principals and supervisors working in the zone need to design a strategy to maximize teachers interaction in order to reduce the observed gap between them.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Physical Education is a systematic instruction in sports, training, practice, gymnastics, exercises, and hygiene given as part of a school or college program. In same manner physical Education is the study, practice, and appreciation of the art and science of human movement (Hardman, 2002b). Physical Education is course in the curricula that utilizes the learning in the cognitive, affective, and psychomotor domains in a play or movement exploration setting (Kirui, 2007). Reston,VA, 2004) states that, policymakers are beginning to understand that physical education is as much an academic discipline as anything else taught in school a discipline that gives students some of the most critical skills they need to be productive citizens of the 21st century. Like other academic course of study, physical education should be based upon rigorous national standards that define what students should know and be able to do as result participation.

UNICEF, (2000) suggest that, physical learning environments or places in which formal learning occurs, range from relatively modern and well equipped building to open air gathering places. Similarly MOE,(2003) infrastructure includes classrooms, study room, offices,toilet rooms, water, electricity service, play ground and sport materials are required to be proportional to the number of teachers and students in the school. This indicates how much good working condition is the most important in performing instructional activities. This outcome was productive, competitive and modern way of life throughout their live.

Without the practical session PE cannot be attractive and not this much important for students. Practical activities are the main and it takes the lion's share of the subject. Most of PE scholars that put their evidences are concern about the practical session (Richard, 2008).

According to Jacky and Marianne (2007), found that projects sustenance and success was highly related with principals, Students with teachers of positive attitude towards teaching and curriculum are found to be high-level achievers in learning. Administrations are one of the human factors that influence implementation understating the crucial role of school administrations in implementation is incredibly hard and that successful implementation generally required a combination of pressure.

The teacher is considered to be the major and first instrument in education. School relies upon teacher in preparing generations of students and in facing problems that hinder their ability to perform duties represented in student progress and leveraging their level. There is no doubt that physical education course carries a primary significance among the entire student body with all their differences, status and experience. Thus, teacher is the corner stone in learning-teaching, and the most important factor in education process (Hargreaves, 1993). This requires the availability of an effective teacher who seeks to be competent and influential. His desire stems from professional commitment to provide the best education possible to his student in one hand, and to his need in facing regulatory process and situations of management in learning environment, on the other hand. Tal, et al (1993) and Kurdi(1986) cited by Abedalbasit, (2013) points out that revealing the importance magnitude of physical education is the school's responsibility. This can be achieved through providing sufficient opportunities to sports practicing, achieving physical fitness, adopt health information and habits, and safe attitudes in order to enable a physical education program that helps in stabilizing their emotions and assure themselves through several activities.

Exercise and activity habits commencing early in life and the development of healthy lifestyle behaviors among children and adolescents translating into reduced health risks in adult hood (Dobbins et.al 2009), quality education at an early age is paramount. Hence, schools have been identified as key health settings and are being called upon to give greater attention to their physical education programs (Naylor & McKay, 2009; Pate et al., 2006). The combination of the decline in fitness standards of young people, high drop-out rates, and inadequate pathways to accessing physical activity (Hardman, 2008) .Therefore, it is not only schools that have been identified as having a key role to play, but it is also apparent that physical educators are becoming more accountable than ever before as their role continues to evolve and they pursue opportunities to facilitate activities that engage students and provide education on lifestyle choices and healthy behaviors.

Schools are learning environments with the capacity to equip students with these attributes; however, it is the quality of the programs in schools that will ensure that young people are given the opportunities to become physically-educated individuals (Lee, 2007). Morgan and Hansen (2008) pointed out that barriers within schools that restrict teachers providing physical education

programs have been classified as either institutional (outside the teachers' control) or teacher-related (arising from the teachers' behavior). The simplicity of this classification enables it to be applied to both primary and secondary school settings.

Efficient performance of physical education and sports programs in secondary schools encompass the determination, allocation and development of funds for the achievement of the school sports programs. Sport program requires a stable finance from time to time, simply because facilities such as courts and pitches are constructed and maintained for the use of the students. Equipment such as balls, nets, javelin, rackets, hockey sticks, bats, gymnastic and athletic (track and field) materials require either purchasing, replacement or repairs. Bucher and

Krotee (2002) opined that facilities should be planned and constructed with an eye to the future. Too often, facilities are constructed and out-grown their use within a very short time. Most facilities constructed in our secondary schools are very difficult to expand or exchange. Igbanugo (2004) ascertained that athletes have been known to dropout or skip training because things (facilities and equipment) are either non-existent or inadequate. Competency refers as the group of inner individual characteristics which drive that individual to express themselves (teachers) in the situation and lead to achieving good job performance, improving the standard, or gaining more efficiency or perform at an acceptable standard of responsibility (Powell, 2007). It also emphasizes that an individual would need to be evaluated heavily on individual competency instead of individual intelligence, which is easier to be observed and measure (Ovaska, 2007; Meisinger, 2007).

To enhance the competency of teacher in PE, it is important to select the competency which can be developed in short period of time due to the urgent and importance of solving the national education system problem. Overload has been defined as too great a load (Webster, 2000), an excessive load (Random House, 2009). It follows that the phrase, curriculum overload suggests some imbalance or inappropriateness between our capacity to enact or activate a curriculum which itself is perceived as overload. If we imagine the relationship between children and teachers as critical to children's learning, the issue of curriculum overload affects not just teachers (who feel it most acutely) but also children, who are subject to it, much of what we know about curriculum overload comes from teachers. Some observers may question the extent to which the overload phenomenon is imagined, perceived or real. UNESCO, (2003) attributed

the overload trend to increases in the size of new revised curriculum and the limited time provided for implementing it fully. The role played by the teacher in the implementation of a curriculum is one of the factors that influence the quality of education .In Ethiopia's educational system, Physical education is one of the subjects included in the preparatory schools and the syllabus with general objectives has been developed for it.

According to Solomon (2000), the problems approaches employed by the concerned teachers are not based on the methods and the techniques prescribed by the syllabus. So that it is difficult to implement due to serious shortage of teaching materials, non-availability of sufficient budget and play grounds. The study was seek to gain on issues regarding of challenges of the teaching-learning physical education in preparatory schools and how these challenges are overcome in south west shoa zone ,Oromia regional state.

1.2. Statement of the Problem

The students are experiencing a phase in their development in which they are attempting to make sense out of who they are and how they will live their lives as adults. Physical education can play an important role in that transition. Positive self-concept development is an outgrowth of a number of positive experiences encountered through physical activity. Social development results from interactions between peers as they learn to work cooperatively in small, medium and large groups (Fall,2007).

In many countries, teaching the in physical education is facing several challenges (Hardman, 2009), such as decreasing in the students and guardians about physical education.

These factors are related to stress, putting them in front of wide responsibilities and challenges which need to face (Faedi et al, 2010). The school is one of the most important educational institutions that achieves integrated growth to the individuals from all physical, psychological, mental, social and health aspects; because of the different and various cognitive and skillful programs provided by the school, so that the individual was able to adapt to his surrounding environment to achieve the objectives of the family and the community (Bal Sevich, 2005).

Physical education teacher is one of the prominent members at the school, who has influence on the development of the students' personalities, and supporting their high values. The role of physical education teachers lies in matching the students' trends and abilities with the school

abilities to do the educational duties in sport framework. This could be achieved only by overcoming all the challenge and difficulties that prevent achievement of the aspired objectives he/she seeks to accomplish. Physical education teacher is in Preparatory school many challenges due to the challenges the school education itself is facing such as shortage of the resources and abilities, overcrowded classrooms, and shortage in the curricular, organizational and executive structure (Makhamreh, 2012).

With the increase of sedentary activities such as watching television, playing videogames, increased computer technology, automation and reduction of high school physical education schedules, young people are most likely to become overweight, and less fit. Based on previous review of literature, it is very understandable that there is a lack of research in South west shoa zone regarding physical education as an important subject in public schools for preparatory school especially in South West Shoa. Kahn et al., (2002) highlight that inadequate time in the curriculum and lack of resources for adequate teaching of Physical education mean that many schools around the world do not meet the four basic goals of Physical education in schools contained in the WHO (2000, p. 10) guidelines:

- To lay the foundations for lifelong active living;
- To develop and enhance the health and well-being of the students;
- To offer enjoyment, fun and social interaction; and
- To help to prevent/reduce future health problems.

There are many reasons to conduct this study research on this title and areas, among the core are: In the past 8 years, the researcher is served in south west shoa zone as a teacher. In these periods of time the researcher observes, many challenges of teaching-learning process physical education such as student's interest, absence of different play ground and different balls.

Therefore, there is a challenge of teaching-learning physical education in south west shoa zone preparatory schools to achieve what is expected teaching physical education. This study was emphasized how preparatory schools of this zone work with challenge and also manage factors that hinder the teaching-learning physical education. As far as the knowledge of the researcher is concern, no systematic study was report on the challenges teaching-learning physical education in preparatory schools of south west shoa zone. In addition low academic achievement of

students in physical education in this zone of the preparatory schools motivated the researcher to do scientific research on this area. The unique features of this research were assessing the challenges teaching-learning physical education in the schools.

In light of the above demanding issues, the researcher initiated to fill the gap and conduct in depth exploration of the problem with reference to preparatory schools of south west shoa zone. Thus, to the challenges teaching - learning physical education class and to address the existing challenges the following basic research questions were formulated.

1.3. Basic Research Questions

The study would answer the following research questions:

1. What are the challenges related to resources in the teaching-learning of physical education?
2. What are the attitudes of teachers and learners in the teaching-learning of physical education?
3. What is the skill of teachers' preparation in handling physical education lessons in school?

1.4. Objective of the Study

1.4.1. General Objective

The general objective of this study was to investigate the challenges of teaching-learning of process physical Education in Preparatory school in South West Shoa Zone.

1.4.2. The specific Objective

More specifically the specific objectives of this study were:

- Identify the challenges related to resources in the teaching-learning of physical education class in Preparatory school in South West Shoa Zone.
- Determine teachers and learners' attitudes towards PE in Preparatory school in South West Shoa Zone.
- Determine the teacher's preparation in handling physical education lessons in Preparatory school in South West Shoa Zone.

1.5. Significance of the Study

Based on the main objective of this study and the problem of statement, the results of the study might have the following relevancies

- ☞ The research was revealed the strength and weakness of practices, challenge and prospects of teaching-learning of physical education in preparatory school of South West shoa zone.
- ☞ To the non-government organization, which with school or on education, the finding suggest ways of getting support for archive better school performance specially in physical education.
- ☞ It provides feedback on the strengths and weakness of the practice of the schools. Thus the findings and recommendations of this study was used by educational administrators and inspectors working at different level for development performance of physical in preparatory school. It would help to encourage teachers, principals, cluster supervisors and woreda education office experts and South west shoa zone education district to take action against challenge /problems they face
- ☞ It may also lay base for interested individuals organization for further study in the area and
- ☞ Practically, the study may lead to the improvement and efficient enhancement of strategies teaching and learning of physical education subject. The study might be of immediate benefits to quality assurance and standard stakeholders in the formulation for future physical education policies and curriculum aspects

In general, the study enables the authorities, the non-organizations and the schools to have understanding about the status challenges teaching-learning physical education in preparatory school and strive for better performance.

1. 6. Delimitation of the Study

The study is delimited to four preparatory school of South West shoa zone,Oromia regional state.

Among Teji, Dej,Gersu, Leman,and Yebret Fire were select. The population of the study also delimited therefore the physical education teachers, students and school principal are the

specific population in the study. The study was also delimited on challenges of teaching-learning in physical education in preparatory school.

1.7. Limitation of the Study

This study did not come to end without limitations. The major drawback that faced was the shortage of domestic reference book in Ethiopian context. The researcher feels that, had it been possible to access these literatures, it would have been possible to substantiate more and come up with better work. Hence, the researcher believes that this problem contributed to limitation of the study. Attempts were made to overcome these limitations by making use of some unpublished materials, journals and literatures with the world wide experience.

1.8. Operational Definition

Affective: is psychology relating to moods feeling and attitude

Attitude: is the affect for or against a psychological object.

Challenges: barriers/problems affecting positive outcomes.

Cognitive: the mental action or process of acquiring knowledge through, experience and the senses.

Curricular materials: refer to the syllabus teachers' guides and text book prepared for particular grade level students

Curriculum: All things which are planned and guided by the school whether it is carried on in group and individual inside or outside the school.

Equipment: is the used for those items that in sport science

Facilities: Teaching station or a room or a place where physical education teaching and learning takes place.

Managements: are the art of getting things done by a group of people with effective utilization of resources.

Psychomotor: is relating to the origination of movement in conscious mental activity.

Quality: the concept of quality is very similar to the concept of beautiful or good skills, health related fitness, knowledge and attitudes relative to physical.

1.9. Organization of the Study

This study is organized into five chapters. The first chapter deals with the background of the study, a statement of the problem, objectives of the study, the significance of the study, the limitation and the delimitations. The second chapter presents a review of relevant literatures. Chapter three presents research design and methodology including the sources of data, the study population, sample size and sampling technique, data gathering tools and methodology of data analysis, chapter four results and discussion and finally chapter five present the research summary, conclusion and recommendation

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Goals of Physical Education for Preparatory Schools

The goals of physical education are to enhance the physical, motor, mental and social development of students. The acquisition of physical skill, promotion of participation, achievement of fitness, attainments of knowledge and development of attitude are of physical education related to student development in three interrelated domains of learning; cognitive psychomotor and affective, (MOE, 2003). Physical education addresses the three domains of learning: cognitive or mental skills related to the knowledge of movement; affective, which address growth in feelings or attitudes; and psychomotor, which relates to the manual or physical skills related to movement. One of the major goals of education is to prepare students to be lifelong learners, knowledge of factors affecting movements is essential to future learning. The general objectives of physical education for grade 11 and 12 syllabus are-

- ☞ Acquire and refine motor skills essential for everyday activities.
- ☞ Develop health-related fitness.
- ☞ Attain knowledge on the benefit of physical education and health-related physical fitness.
- ☞ Develop an application for the contribution that regular physical activity makes to lifelong health.

These outcomes embrace the acquisition of physical skills, promotion of participation, achievement of fitness, attainment of knowledge, and development of attitude when viewed from the more traditional perspective, the goals of physical education relate to the student development in three interrelated domains and some of assessment techniques are important in practical session (MOE, 2003). Physical education can also provide an optimal opportunity to promote cultural heritage and celebrate traditional practices, and there is growing evidence that cultural continuity is critical to restoring the social, economic and spiritual health of indigenous communities (UNESCO, 2015)

According to Solomon (2000), the problems approaches employed by the concerned teachers are not based on the methods and the techniques prescribed by the syllabus. So that it is difficult to implement due to serious shortage of teaching materials, non-availability of sufficient budget and

play grounds. Willingness of concerned teachers to go together with the new methods of teaching also negatively affect running of the class.

Alex (2006) stated that the purpose of all curriculum planning is to provide opportunities for an individual student or groups of students to benefit maximally from participation in learning activities.

2.2. Challenges Related to Resources in Physical Education

In spite of the devastating scientific proof of the benefits of physical programs and the fact that the 1948 UNESCO chapter enshrined PE as a fundamental human right, PE is in a dangerous situation worldwide.

In an Australian journal of teacher education presented by Jenkinson and Benson (2009), the challenges to physical education and physical activities are stated. The challenge can be institutional and teacher related. Dwyer et al. (2003) reported that PE is allocated lower status and priority in learning institutions, lack of achievement measures for PE and physical activity and inadequate infrastructure.

According to a study by Hardman and Marshall (2000) on the condition of Physical Education in Schools, absence of policies for national PE, programs is stated but not fully carried out, PE tutors are not specialists, lack of governments support, inadequate structures and facilities and lack of time for teaching were the major obstacles of PE in most schools (Hardman and Marshall, 2000). Within the broad education system, a greater part of countries has legal necessities for physical education in schools for at least some part of the mandatory schooling years.

Hardman and Marshall (2000) noted that due to educational reform, PE is fused with health education, which result to the decrease in the teaching and learning time of physical programs. According to Hardman and Marshall (2000), for the last decade, many states have reformed their education systems. Whilst it is encouraging that physical education has remained or become mandatory in a great majority of countries, since 2000, it has lost its compulsory position in 6% of countries (Hardman and Marshall, 2000).

According to Hardman and Marshall (2000), Physical Education is not mostly taught in many learning institutions even though it is a compulsory subject in the school curriculum, thus denying learners the opportunity of developing their skills and knowledge in physical education. The study of Hardman and Marshall (2000) continues that, more governments are squeezing physical education out of the education system and adding more compulsory academic courses, which hold little benefit, compared to PE. Hardman and Marshall, (2000) suggested the development of national policy to inculcate and implement policies and structures to control time of PE allocation in the curriculum.

In Ethiopia, the challenges of physical education resources are enormous. The availability of resources is pegged on the social and economic status of the institution. The highly endowed institutions have better physical education resources. Coombs (1970) asserts that scarcity of textbooks, Libraries and physical education amenities will limit educational system from responding completely to new demands.

Resources required for effective physical educational activities in most Ethiopia public schools are insufficient. Lack of space like play fields are very common in most schools found in town.

Kirui and Too (2012), all due to the fact that there ought to be a commitment to work dynamically so that the position of PE, inside and outside education system is both completely acknowledged and developed- through measures to improve the curriculum, sport amenities and equipment, the position of physical education and the initial in-service training of tutors.

According to a study by Marshall and Hardman (2000), PE is allocated very few hours and both teachers and learners look down upon the status of PE as compared to other examinable subjects.

The above ideas also observed problems in the real school.

2.3. Teachers' and Learner' Attitudes towards Physical Education

Lee (2004) found that the younger children possess more positive attitudes toward physical activity and show more interests toward all kinds of physical activities. However, the reliability of younger children responding to questions might need to be carefully considered due to their lower self-evaluation ability. The obstacles include, teachers lack of confidence or interest in handling PE activities; teachers not planning PE documents, having had personal negative

knowledge in PE and absence of training, understanding, skill and prerequisites to provide PE as cited by Xiang et al. (2002).

An article by Gourneau (2005) on five attitudes of effective teachers, states that pre-service teachers are interrogated about their teaching profession, they always respond that they want to make a positive difference in the lives of learners. Further, teachers say that they have a chance to be better teachers than the teachers they personally experienced. However, according to Frank (1990) and Halas et.al (2005), teachers usually teach the way they were taught.

Arabaci(2009) in the article – attitudes towards physical education activities and class inclinations of Turkish school students, note that, many studies have acknowledged family influence and support as an importance factor. Sports participation in pre- adolescent girls and adolescents“ attitudes are associated with parents“ participation (Colley et al. 1992; Gregsonand Colley, 1986). Peers also influence pleasure by providing companionship and acknowledgment of achievements, (Duncan, 1993).

Furthermore, Boyle et al., (2008) in the Australian journal of teacher education depicts that teachers feel that students are lured by the greater accessibility of inactive opportunities. Therefore, suggesting that lower physical capability in learners might be affecting both delivery and involvement in PE and physical activities (Boyle et al., 2008).

According to an article-physical Education and Sports policy for schools (2011), Motor skills and physical fitness development begins in the initial years of primary school. During the period, the students are physically and academically competent of benefiting from instruction in PE and are greatly motivated to learn. However, right through the school life, age-suitable training must be provided during PE (Physical Education and Sport and Sport Policy for Schools, 2011). With these ideas in mind, people can well plan for the growth of our young person’s arising from a number of deliberations, explanation, experiences and events.

Njoroge affirms that in all the teachers colleges, physical education is mandatory for every teacher learner and must be taken in spite of interest, gender, age or physical environment. Therefore, students and teachers appear to correlate the subject with little esteem. The negative attitude factors developed by the trainee-teachers are carried to schools they are posted to after training. Sakwa et al. (2003) investigated secondary school learners' attitudes towards participation in physical education programs, and the students' attitudes and their performance. Sakwa et al. (2003) found that students have positive attitudes towards participation in physical

education and that their performance is significantly above average. Practices of the precedent are also clear in the methodologies used in the delivery of physical education lessons. Furthermore, Boyle et al., (2008) in the Australian journal of teacher education depicts that teachers feel that students are lured by the greater accessibility of inactive opportunities. Therefore, suggesting that lower physical capability in learners might be affecting both delivery and involvement in PE and physical activities (Boyle et al., 2008).

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2.4. Teachers' Preparedness in Conducting Physical Education

This is another aspect that determines the quality of physical education activity prepared and delivered by the teachers in schools. The general primary school-based result reflects not only the absence of research across the secondary grades in schools, but could probably be accredited to both secondary and specialist school teachers having committed PE unit as part of their training (Morgan and Hansen, 2008).

This specialization should prepare teachers with the skills to overcome challenges effortlessly and enable them to plan and apply programs accordingly. Katherine et al, (2011) in their manuscript of physical education assets, class management, and learner physical activity levels, empirically appraise a proposed mock-up of physical education (PE) programs excellence in grained in the Donabedian (2003) organization – progression- result approach to presentation monitoring.

Structure indicators of excellence include human (e.g. student to teacher ratio, accessibility of tutors completely listening carefully on PE), curricular (e.g. accessibility of curricula and lesson preparation resources associated with best practices in PE), and material (e.g. right to use amenities and apparatus) resources that contain the circumstances below which P.E is provided. In addition, Katherine (2011) noted that learners who are present at schools with a sufficient number of tutors who completely provide PE coaching (specialist teachers) receive more PE

knowledge and skills per week. Furthermore, the increasing generally experience to PE lesson time, the accessibility of dedicated PE teachers raised learners understanding of physical health and activity levels during class. To develop their skill in teaching PE and to ensure effective delivery of the curriculum, teachers should reflect on their own attitudes, biases, and values with respect to the topics they are teaching, and seek out current resources, mentors, and professional development and training opportunities, as necessary. Using variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to enhance their living skills as they develop the knowledge and skills required for active living, movement competence, and healthy living Ontario(2010).

In the United States of America (USA), only seven states were taught physical education by specialist teachers in all grades. According to Curry (2012), the study shows that compared with classroom teachers, physical education tutors teach longer and top quality classes in which learners use extra time being physically energetic. The aspect of teachers' preparedness to teach physical education can to some extent influence the attitude of teachers in handling physical education in schools. According to Kirui and Ahmed, (2012), a successful student teaching experience is the key stone of pre- service teacher preparation. As envisioned, one of the main challenges of effective curriculum instruction in physical education in schools is the nature of supervision of teachers during training. In addition, if the preparation of teachers is not done well, the result will be disparities between the promises and realities in schools in the implementation of innovation or even existing curriculum policies as in the case of physical education in secondary and preparatory schools. After college, PE becomes a non- examinable subject in primary and secondary schools.

This aspect contributes very much to the poor attitude and poor quality of teaching physical education programs both primary and secondary schools in Ethiopia. The effective rolling out of the HPE curriculum is reliant on its recognition by practicing PE teachers (Culpan, 1996). This would need teachers to acquire and gain knowledge on HPE curriculum, and make knowledgeable decision as to the benefits and weaknesses of the document.

From the study of PE (Morgan, Bourke, & Thompson, 2001),

PE teachers have great pressure on an individual's choices, practices and routine as future teachers of PE. Morgan et al (2001) state that trainee teachers learn ITE by means of

preconceived knowledge linking to the practices of PE. To negate these preconceptions of PE and to increase more dependable ideas concurrent with curriculum assistance; enough time is to be specified for PE.

The current PE reduction in terms of hours allocated to PE inside ITE courses is of great concern to the stakeholders (Morgan, Bourke & Thompson, 2001). According to the study by Timperley et al, (2007) experienced teachers are to be given chance to take part in regular in-service focused on PE.

2.5. Challenge of Working Condition

UNICEF (2000) suggest that physical learning environment or places, in which formal learning occurs, range from relatively modern and well equipped building to open air gathering places, similarly, MOE(2003) infrastructure includes class room, study rooms, offices, toilet rooms, water ,electricity services ,play ground and sport materials are required to be poor working condition is the most important in performing instructional activities.

2.6. Challenge of Large class size

Many regional states in Ethiopia were significantly expanded access to education during the 1991s, but the building of new schools has often had to expand class size, as well as the ratio of students to teachers, to accommodate large number of new students. Educators and researchers from diverse philosophical perspective have debated the relationship between class size and students learning at length. Although many studies have found a relationship as class size has not consistently been linked to student achievement. This may be due to the fact that many schools and classrooms have not yet adopted the more demanding but higher quality students centered learning should practices. Moreover, quantitative relationships between class sizes and academic achievement rarely take other key quality factors into account, such as teachers' perception of working conditions and their sense of efficacy (Willms ,2000) also the Reston.VA:2004 is suggest the insufficient time allotted for the subject should tend to restrict the freedom of the subject teachers in his/her selection of content.

2.7. Teachers' Knowledge skill, Experience and Motivation

According to MoE (2004) "in the last ten year, substantial quantitative achievements have been made in education mainly students' enrollment and expansion of schools." Although quantities

progress has been made the quality education being offered is not the desired level .In line with this,Ahmed (1998) mention that the effectiveness and efficiency of an organization are relied on the quality of performance of the staff . Schools are within the dynamic and changing social system teachers and other staff personnel’s continually face new and challenging situation every time. Thus teachers have great need to get appropriate supervisory support to become professionally competent.

The National Association for Sport and Physical Education (NASPE, 2004) identified the following for a qualified physical education teacher:

Physical education must be taught by a qualified teacher with degree in physical education and current license to teach physical education;

- The physical education teachers takes part in developing the individual education plan for special needs students in order to help set realistic goals for physical education and to be fully informed about the special needs of students in each class;
- The physical education teachers participate in professional development opportunities in order to stay abreast of current research and best practices in field;
- The physical education teachers is knowledgeable and competent in using a variety of teaching methods and instructional strategies to enhance student achievement and guide optimum personal growth
- The physical education teachers are knowledgeable about the relationship among curriculum instruction and assessment mechanism.

Methods are tools for the teachers to transmit the message to the learn and make them interact with the internal and external factors in the teaching -learning environment.Ololube,2005 defines competence as the condition of being capable having sufficient skill and knowledge therefore methodological competencies could be define as the procedure of having enough skill and knowledge to carry out an action. In addition methodological competencies could further be defined based on their functional elements to adapt to effective work methods to analyze the task to be performed, to begin the process to perform the task and to analyze one’s procedures stimulating students to be overjoyed with learning and gain a excitement for education that will continue for life is an elaborate task.

The literature review highlighted challenges of the teaching-learning of physical education in schools. It has led to physical education not enjoying the high status it deserves despite the

benefits that are derived from teaching and learning it. Some of the major importance of physical education and sports are depicted in physical, way of life, emotional, communal and cognitive domains in children. One gap identified is that PE environment varies from country to country in that some countries had adequate playing grounds but lacked PE resources required. Another gap identified was that in Ethiopian the government provides funding through Free Primary Education (FPE), but purchase PE teaching and learning materials do not see the need of purchasing Physical education resources. Another gap illustrated is that despite the negative attitudes attributed to some teachers of PE there are those ones who are committed to effectively teach PE but lack resources and motivation from school administration. In addition, another gap is that studies on challenges of physical education have not been carried out in preparatory school of South West Shoa Zone in Oromia regional State.

2.8. Adequacy of Instructional Materials

The primary purpose of teaching and learning process is to bring a significant change in behavior through active participation and critical thinking of the learner. This cannot take place without the availability of instructional materials (Afework and Asfaw, 2014). Oladejo et al. (2011) referred instructional materials as objects or devices, which help the teacher to make a lesson much clearer to the learner. Instructional materials are also described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching. In this study Instructional materials involve students' textbooks, teacher's guides and reference books, maps and globes. These are key ingredients in learning and teaching thus enhance students' academic achievement (Wiggins,1998)cited in (Afework and Asfaw, 2014).

Instructional materials are very important in the whole process of teaching and learning to any subject. They make learning more pleasant to the students because they offer a reality of experience, which stimulates self-activity and imagination on the part of the students. They also supply concrete basis for conceptual thinking and hence, reduce meaningless word responses from students (Nyamubi, 2003). Likewise Campbell (1999) agreed that Instructional materials enhance the teaching/learning process by exhibiting information necessary to acquire knowledge and skills. Tanzania Institute of Education (TIE) (2007) outlined that, apart from teachers, instructional materials are the most important resources

needed at classroom level. If the curriculum is to succeed, the preparation and production of instructional materials must be handled with utmost care. The Ministry of Education and Vocational Training is responsible for putting in place criteria for evaluating and ensuring that only quality instructional materials are selected to support the teaching and learning in the classroom. It is expected that quality instructional materials shall:

- Correspond to the curricula and syllabi
- Be piloted or tried out in pilot schools
- Promote competences intended for the learners
- Be enough, adequate interesting and learner friendly especially for the learners with special needs.
- Stimulate the learners' cognitive, affective and psychomotor domains during teaching/learning.
- Address requirements of learners with special needs including the hearing and the visually impaired and physical handicapped.

There are basically two types of teaching/learning materials, namely; textual and non-textual. Textual Materials include printed materials such as textbooks; syllabi modules and manuals, reference books, charts and maps, newspapers, journals and encyclopaedias, texts in Braille, posters, fliers, photographs, booklets and brochures. On the other hand, non-textual materials include laboratory apparatus, prototypes, Braille machines, writing boards, weather stations, and samples of actual materials, ICT resources such as computers, internet connectivity, photocopying machines, printers and scanners (URT 2013). Likewise, Kapoli (2001) that, sufficient supplies of teaching materials and up to date student textbooks augment the teaching and learning process. Schools with sufficient infrastructure, laboratory space, electricity, water supply and sanitary facilities provide a comfortable and healthy environment conducive to learning. Hakielimu (2008) and Laddunuri (2012)

2.10. Availability of Physical and Material Resources in the Schools

According to Adeyemi and Adu (2010), it is widely accepted that education is one of the leading instruments for promoting economic development as it encompasses some processes individuals go through to help them develop and utilize their potentials. Further Okeke (2007) points out that, through education, individuals acquire knowledge, skills and attitude that are necessary for effective living. According to Onsonu et al (2006), central to the educational process is secondary education which provides a vital link between basic education and the world of work on one hand and further training on the other noted that central to the education process are educational resources which play an important role in the achievement of education objectives and goals by enhancing effective teaching and learning Usman (2007).

According to Adeogun and Osifila (2008) physical resources include laboratories, libraries, classrooms and a host of other physical infrastructure while material resources include textbooks, charts, maps among others. Akisanya (2010) commenting on educational resources says they are important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning the reason why this study is important. A study by Altbach (1993) noted that nothing has ever replaced the printed word as the key element in the educational process and as a result textbooks are central to schooling at all levels. According to Owoeye and Yala (2010), in some instances textbooks provide the only source of information for students as well as the course of studies for the subjects Squire (1991) writing on teachers reliance on textbooks stated that those seeking to improve the quality of education in instructional materials would inevitably lead to changes in actual teaching. While the selection of a textbook has been judged to be of vital importance to academic achievement, it is sad to say that relevant books are not available for teaching and learning activities according to Odulaja (1989), lack of textbooks could be identified with high cost. Since the educational process functions in a world of books according to Yala (2010), the chief purpose of a school library is to make available to the pupil at his or her easy convenience all books, periodicals and other reproduced materials which are of interest and value which are not provided as basic or supplementary textbooks.

They further noted that as a resource the library occupies a central and primary place in any school system as it supports all functions of the school. According to Fowowe (1988) a library

must be up to date and at the same time allow access to older materials. Farombi (1998) argued the saying that seeing is believing as the effect of using laboratories in teaching and learning of sciences and other science related disciplines as students tend to understand and recall what they see than what they hear or were told .The laboratory is essential to the teaching of sciences and the success of any science course is much dependent on the laboratory provision made for it.

Affirming this Ogunniyi (1993) there is a general consensus among science educators that the laboratory occupies a central position in science instruction. However, many studies have established that physical and material resources in secondary schools are inadequate in the world all over. For example World Bank (2008) in a study on textbooks and school library provision in secondary education in Sub-Sahara Africa revealed that textbooks and libraries were not only inadequate but unevenly distributed among rural and urban schools in the area of study. Similarly Asiabaka (2008) on effective management of schools in Nigeria noted that the government's failure to establish policy directive on minimum standards in relation to schools facilities has led to disparities in acquisition. This is because while some have well equipped laboratories, libraries and other facilities for effective teaching and learning others have none and where they exist, such facilities are poorly equipped. On the same vein Olaniyan and Ojo (2008)

This is supported by Chiriswa (2002) who noted that effective teaching and learning depends on the availability of suitable adequate resources such as books, laboratories, library materials and host of other visual and audio teaching aids which enhance good performance in national examination. under funding had adverse effects on the quality educational resources in secondary schools. It is against this background that this study was necessary to assess whether with the introduction of constituency development fund in 2003 and subsidized secondary education in 2008, textbooks, laboratories and libraries are available in secondary schools because they are acquired through government funding According to Fagbeja (1993), Fakoya (2002).

2.11. The Role of Equipment's and Facilities in Physical Education

Equipment and facilities are Aids or tools used to teaching of sport and physical education. Stave F.L Walley (1997) indicates the role of equipments and Facilities as quality equipment and well maintained facilities are essential to good teaching and good coaching. If equipment and facilities are not available in the schools it might be too difficult for students to acquire or gain the Necessary skill of physical education. According to Willing (1968) “ When facilities are lacking insufficient as in many elementary schools, then the class in physical education held in classrooms, corridors and basements; such place limits the physical education programs.

When facilities and equipment are lacking, children do not learn the skill of coordination that are essential for their proper development”. At this point one thing must be clear for a sound physical education program to be conducted teachers should not be handicapped by lack of adequate supplies of equipment and instructional materials. According the above concepts physical education and sport equipment's in school level have great role in improving and developing the aim of physical education teaching learning process. Stave F.L Walley (1997)

2.12. Types of Instructional Material

Instructional materials include all the materials that are used by the teachers and students to make the teaching learning process more concrete and meaning full. Printed and static materials, Included under printed materials are texts, works, and mimeographed material and such nonmoving visual aids as slides transparencies, photographs, charts, and illustrations. These means of communication can orient the students, provide goal direction and present actual content as well as mechanical principles that might effectively transfer to the learning movements involved in skills (willing, 1968).

Static visuals have usually been used to help students learn psycho motor skills. Written matter, besides serving this function, can be used to present rules and regulations, terms, equipment and space dimensions and appropriate tactics or written handouts (willing, 1968). According to Heinich and others (1996) “printed materials are text books, teacher guides, manuals, work sheets, etc are important visual materials in the teaching learning process”

The other types of instructional materials are audio materials which includes Tape records, records and radio. Auditory media in the form of tape recorders, Records and radios generally rival or compliment the teachers' oral communication as well as the visual media in orienting the students, gaining his attention, motivating him, presenting content and administrating instructions and directions. In addition, recording encourage individualized approaches to learning Olaniyan and Ojo (2008)

According to Heinich and others (1996), Agrawal (1996) training main department (TMD) (2002) have almost similar are classifications of the materials these are audiovisual and visual materials Audio visual materials, included television, video tapes and demonstration, films and study trips these are materials which improve both sight and hearing senses. In general physical education text book at grade 9 and 10 includes several lessons that needs instructional materials that includes ball games, athletics, gymnastics, apparatus gymnastics, high jump, discuss, shot put. Muscular exercises need materials that include pull ups, sit and reach test ruler, box, stopwatch and running area. According kinder boards (2001),

2. 13.The instructional materials is the process of nature communication

This Instructional materials do so because they constitute tangible products, which can be used by learners. During such usage, a learner interacts with the material. Such interaction may entail that a leaner manipulates the instructional material and expresses his/her views about the problem and idea encapsulated in the material. Then, any feedback obtained from such usage informs the teacher (which is the source) the extent to which a learner has attained an instructional objective. In 1975 for instance, the federal ministry of education organized an exhibition of improved instructional materials by classroom teachers all over the federation in four centers (Hunt 1979).

During these exhibitions participants displayed various type of instructional materials, which they improvised to help learners concrete instruction in different subject areas. As for people that participated in this exhibition, they thought that a follow-up to these exhibitions could have been comp odium of all improvised instructional materials with a view to establishing infrastructure to encourage the mass production of suitable ones. Unfortunately, this follow-up was not encouraged. Despite, the federal ministry of education in keeping with its

realization of the importance of instructional materials established a National Education Technology Center (NETC) in Kaduna. Also then, states ministries of education have also established units responsible for instructional materials many colleges of education, polytechnics and universities have set up Departments of Educational Technology, at training mechanics in the production and use of different soft ware/hardware materials (Federal Republic of Nigeria,1977,1991,2004)

UNIT THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research design, the research method, the sources of data, population of the study, sample size and sampling techniques, data gathering tools, procedures of data collection, validity and reliability checks, methods of data analysis and ethical considerations.

3.1. Descriptions of the Study Area

South west shoa is one of the zone found in Oromia regional state of Ethiopia, which is bordered on the west by west Shoa zone , on the north and east by Oromia special zone of Finfine area and on the south by Southern People Nation and Nationality regional state. Weliso is the capital city of this zone. It is found on 116km distance from Addis Ababa to the west on Addis Ababa to Jimma main road. South west shoa Zone comprises 11 woredas: Becho, Dawo, Goro, Amaya, Ilu, Kersa-Malima, Sadden Sodo, Sodo Dachi, Tole, Weliso and Wonch woreda and one administrative town weliso. These Wored as vary in their infrastructure, weather conditions and socio economic status. The total number of preparatory schools in a Zone is 11.

3.2. Research Design

Descriptive survey research design was used for this study. A survey research collects data about variables of subjects as they are found in a social system or society. The central feature of survey is the systematic collection of data in a standardized form from an identifiable population or representative sample. The study was adopt a description survey to investigate the challenges the teaching-learning of physical education programs in preparatory school south west shoa Zone. The data was collect through questionnaires from the teachers and learners while the head teachers will interviewed. The researcher was used an observation checklist to verify the information given.

3.3. Source of Data

The data was gathered from different respondents who have adequate exposure to challenges of teaching-learning process of physical education preparatory school in south west shoa zone. The data sources to be used are categorized into: primary data sources and secondary data sources. The primary data sources were from: preparatory school students, PE teachers,

school principals and teachers. Relevant literature, and sample lesson plans will be used as a secondary data sources.

3.4. Target Population

The data was collected from 11 preparatory schools of south west shoa zone. In general, south west Shoa zone preparatory schools have 2171 students. From these preparatory schools, 217 students would randomly select. From four preparatory schools 4 physical education teacher and principals were included.

3.5. Sample Size and Sampling Procedure

Through simple random techniques 4 schools were picked from the Zone. From total population of 2171 students, from these 217 respondents of students were taken by simple random sampling technique. A purposive sampling was applied to select 4 school principals and teachers of Physical Education. This concurs with the concept of Best and Kaln (2006) who argue that the ideal sample of a large population should be small enough to be selected economically. Including school principals in the sample helps the researcher to gain adequate and necessary information due to their day to day participation in managing implementation of teaching-learning physical education in the schools. Thus taking all school principals from sample school was having a great benefit for the research findings. Because, these respondents have deep information regarding the practice of challenge of teaching-learning physical education in the school

In this study due to the availability time and financial resources and also to increase the reliability of the study and to adequately represent the population from the total 11 preparatory schools 4(36.3%) was be taken randomly by lottery method as a sample. Thus, the researcher believes that, this sample size of preparatory schools representative and helps to compose well-found generalization for the study.

The researcher employed the following formula to calculate the required sample size using Kothari (2004) formula:

$$n = \frac{z^2 * p * q * N}{e^2(N-1) + z^2 * p * q}$$

where,

n = representative sample respondent

z = degree of confidence level (1.96)

P = proportion of population included in the sample of schools (0.12)

q = proportion of population excluded in the sample (0.88)

e = Standard error (0.05)

N = Total size of population (Total Number of students)

N=2171 total population

$$n = \frac{1.96^2 \times 0.12 \times 0.88 \times 2171}{0.05^2(2171-1) + 1.96^2 \times 0.12 \times 0.88}$$

$$= \frac{1.96^2 \times 0.12 \times 0.88 \times 2171}{0.05^2(2170) + 1.96^2 \times 0.12 \times 0.88}$$

$$= \frac{1.96^2 \times 0.12 \times 0.88 \times 2171}{0.05^2(2170) + 1.96^2 \times 0.12 \times 0.88}$$

$$= \frac{1.96^2 \times 0.12 \times 0.88 \times 2171}{0.05^2(2170) + 1.96^2 \times 0.12 \times 0.88}$$

$$n = \frac{869}{4}$$

4

$$n = \frac{217}{4}$$

The number of sample students from each selected schools were determined by the formula of Cochran (1977) proportional allocation to the size of students in each preparatory schools.

Mathematically: $P_s = \frac{n}{N} \times \text{No of teachers in each school}$

P_s = Proportional allocation to size

N = Total number of students in the 4 selected preparatory schools

n = Total students sample size

Depend on the above formula the sample sizes of each school's students set in the table below.

Table 1: The summary of the study sample size and sampling techniques

	Respondents	Schools	grade	Populati on	Sample	Sample techniques
Sample	Preparatory Students	Garasu Duki	11	653	65	Random sample
			12	536	54	
		Leman	11	114	11	
			12	109	11	
		Teji	11	143	14	
			12	78	8	
		Hehibret Fire	11	296	30	
			12	242	24	
	Total		2171	217		
	Preparatory Physical education teacher	Garasu Duki		1	1	Purposive
		Leman		1	1	
		Teji		1	1	
		Hehibret Fire		1	1	
		Total		4	4	
	Preparatory school Directors	Garasu Duki		1	1	Purposive
		Leman		1	1	
		Teji		1	1	
		Hehibret Fire		1	1	
		Total		4	4	

3.6. Instruments for Data Collection

In order to acquire the necessary information from the respondents, three types of data collecting instruments were used. These are questionnaire, interview, and observation check list for document analysis.

3.6.1. Questionnaire

In this study questionnaire were prepared for students respondents. Both closed and open ended questionnaires were employee to collect quantitative and qualitative data from select student's sample. This is because questionnaire is convenient to collect ideas, preference and practice from respondents and also questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subject within short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response also it is free from bias, answers was in a respondents word (Solomon, 2005).The

questionnaires were prepared in English language, because it is expected that all of the sample respondents' teacher have the necessary skills to read and understand the concepts that are incorporate in the questionnaire.

The questionnaire has two parts. The first part of the questionnaire describes the respondents 'background information, categories include: gender, grade and area of education level. The second and the largest part incorporate the whole possible challenges teaching -learning physical education variables of both closed and open-ended question items. The closed ended items are prepared by using like scales type item (Ary et al., 2010). Accordingly, the value of the scale was between one and five.

3.6.2. Interview

In this study semi-structured interview was use to gather relatively in depth data from physical education teachers and principal on the challenges teaching-learning process physical education. The reason of using semi-structured interview is its advantage of flexibility in which new questions were forward during the interview based on the responses of the interviewee (Solomon,2005). This helps to get relevant information concerning the issue under the study. In addition, interview has a potential to release more information, provide opportunity to observe nonverbal behaviour of respondents, give opportunities for clearing up misunderstandings, as well as it can be adjust to meet diverse situations (Best and Kahn, 2006).The interview questions were discuss with the interviewee in Afan Oromo Language to reduce communication barriers and to get more information.

3.6.2. Observation Checklist

Observations were guided by the research questions. Therefore, the observations are conscious and planned. As to Best and Kahn (2003: 141), the information obtained through observation is more accurate, more valid, and more reliable than any information gathered through other means. The researcher was use observation checklist to see the availability of essential materials and facilities in the sample schools and to check the extent to which the school environment is the best places for students and students' learning during practical on field. Thus, the employment of this data gathering instrument helped the researcher to obtain information about the context within which teaching and learning activities were taking place.

3.7. Dependent and Independent Variables

3.7.1. Dependent Variable

Dependent variable represents the outcome of the study and they provide the quantitative that allows us to answer the research questions (Ary et al., 2010). Hence dependent variable is the core research questions or hypothesis to be answered at the end of the research. Therefore, the dependent variables in this study were the quality of teaching-learning process of physical education.

3.7.2. Independent Variable

Independent variables are the causes supposed to be responsible for bringing changes to dependent variables (Ary et al., 2010). Therefore, the independent variables that are incorporated to see challenges of teaching-learning process physical education was the way schools develop implementation plan for teaching-learning of physical education, the way teachers and school principals perceive physical education (different challenge related resources). The Independent Variable of these research are lack of play ground , low attitude of teacher and student toward the subject, lack of material resources and low preparation of teacher on the lesson etc.

3.8. Procedures of Data Collection

To answer the research questions, the researcher goes through a series of data gathering procedures. These procedures help the researcher to get relevant data from the sample units. Thus, after having letters of authorization from Jimma University and South West Shoa Zone Education office for additional letters towards Woreda and, the researcher directly go to Ameya district, Gindo Preparatory school to pre-test the data gathering instruments. At the end of all aspects relate to pilot test, the researcher is contact the principals of respective schools for an agreement. Thus after making necessary agreement with the concerned participants, the researcher was introduced his objectives and purposes. Then, the final questionnaires were administered to sample respondents in the selected schools. The participants were allowed giving their own answers to each item independently.

The interview was conduct after questionnaires were collect from respondents in each school. Since the respondents for interview were school principals and physical education teachers in

director's office. Thus, the offices were free from noise and this may lessen communication that disturbs the interview process.

3.9 Validity of the instrument and Reliability of the instrument.

3.9.1 Validity of the instrument

To ensure the validity of the questionnaire instruments were review by a panel of experts, the panel consisted of physical education teachers designed to measure. It is important to remember that validity is specific to challenges of teaching-learning physical class , it experts' comments are used to modify and to adjust items in terms of deleting some items ,adding some items in order to enhance the validity of the instrument. And also the study pilot was conducted on 21 students to cheek the validity and reliability of the designed questionnaire and was analyzed. The analyzed data was cross-cheeked with the standard that was indicated the measurability of the designed questionnaire.

3.9.2. Reliability of the instrument.

The reliability of the instrument was established using the split half method. The results of the test were correlated using Cronbach's Alpha statistics. Cluster

- A. Identify the challenges related to resources in the teaching-learning of physical education class in Preparatory school in South West Shoa Zone.
- B. Determine teachers and learners' attitudes towards Physical education in Preparatory school in South West Shoa Zone.
- C. Determine the teacher's preparation in handling physical education lessons in Preparatory school in South West Shoa Zone

Table 2: Coefficient Reliability

S N	The specific objectives of this study	Cronbach 's Alpha	No of Items	N	%
A	Identify the challenges related to resources in the teaching and learning of physical education in Preparatory school in South West Shoa Zone.	.857	5	21	100%
B	Determine teachers and learners' attitudes towards PE in Preparatory school in South West Shoa Zone	.742	3	21	100%
C	Determine the teacher's preparedness in handling physical education lessons in Preparatory school in South West Shoa Zone	.836	6	21	100%

3.10. Method of Data Analysis

In order to achieve the objectives of the study the data obtained from different sources through different data gathering instruments were analyzed based on the nature of the data. Therefore, both quantitative and qualitative techniques were used to analyze and interpret the obtained data..

The data was collect through closed ended questionnaires was code and fill in to SPSS. The background information of the respondent characteristics was present in graph and analyzes using percentage; whereas the Quantitative data of questionnaires were analyze using frequency, percentage, mean score, and standard deviation. Because percentage and frequency was appropriate to describe Likert scale type items, and also to summarize the items mean score was use (Boone, 2012). Further, the close ended questionnaires were present in tables according to the variables of the study.

The qualitative data was obtained from open ended questionnaires and interviews was organize according to concepts identified from research questions, transcribed and then analyze according to their major concepts. The results of the qualitative data were presented using narration.

3.11. Ethical and Legal Considerations

Research ethics refers to the type of agreement that the researcher enters, thus researchers have obligations both to their subjects and to their profession, obligation to subjects(respecting the rights, dignity and privacy of individuals) and obligation to the profession(the researcher must report exactly and honestly what the findings are)(Ary et al., 2010). Therefore, there are a number of ethical considerations made during this study. Voluntary participation of respondents is encouraged. The purpose of the study was making clear and understandable for all participants. Any communication with the concerned bodies was accomplish at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. The information respondents provided was keep confidential. To ensure this, the researchers removed information that required identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter that requesting the respondents' voluntary cooperation to provide the require information for the study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

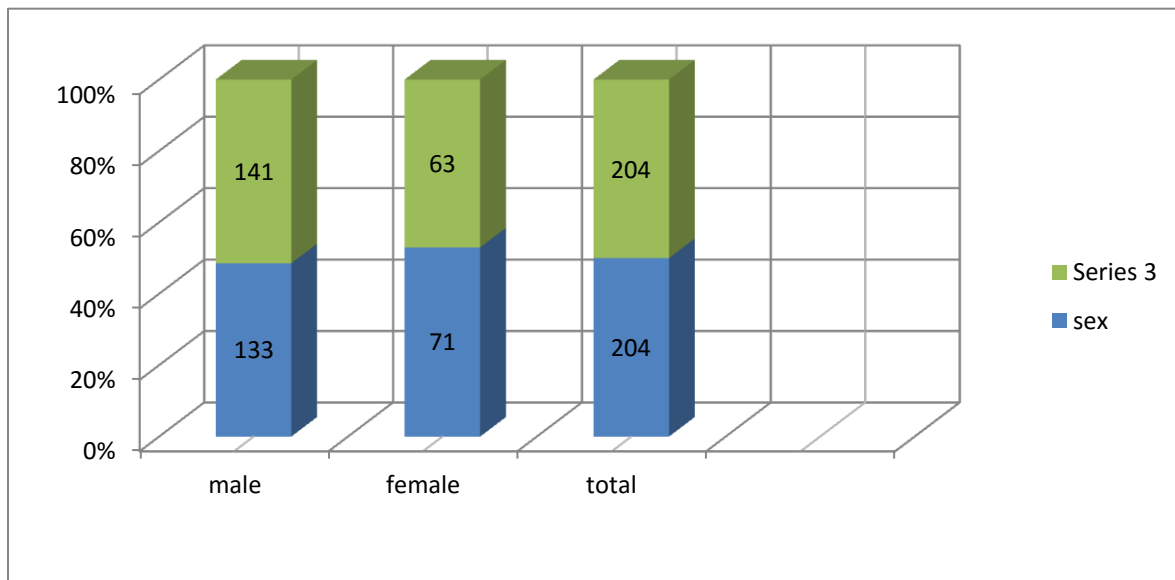
The purpose of the research was to assess the challenges of teaching -learning process of physical education in preparatory schools of south west shoa zone Oromia regional state. Subsequently, this chapter deals with the presentation, analysis and interpretation of data.

To this effect, a total of 217 copies of questionnaires were distributed to 217 of grade 11 and 12 students. The return rate was (94.0%) for students. Therefore, the total response rate is sufficient and safe to analyze and interpret the data. Moreover, 4 physical education teachers and school principals were interviewed. The data were analyzed in terms of the frequency, percentage, mean scores and standard deviation. The demographics data were analyzed using percentage. Whereas the rest responses were analyzed by percentage and calculating the mean and standard deviation since the response in rating scales are more appropriate to such analysis. Accordingly the calculated means were interpreted as follows: 4.5-5.00= Strongly Agree 3.5 -4.49= Agree, 2.5 - 3.49= Fairly Agree 1.5-2.49= Disagree 1.00-1.49= Strongly Disagree in this way, the summary of the presented using tables and graphs that incorporates various statistical tools. Similarly, the qualitative data was organized according to the themes, analyzed and presented along the findings from quantitative analysis.

Overall, the chapter comprises of two major parts. The first part presents the characteristics of respondents in terms of sex, and grades. The second part deals with the results of findings from the data which were gathered through the questionnaire, interview, and observation checklists.

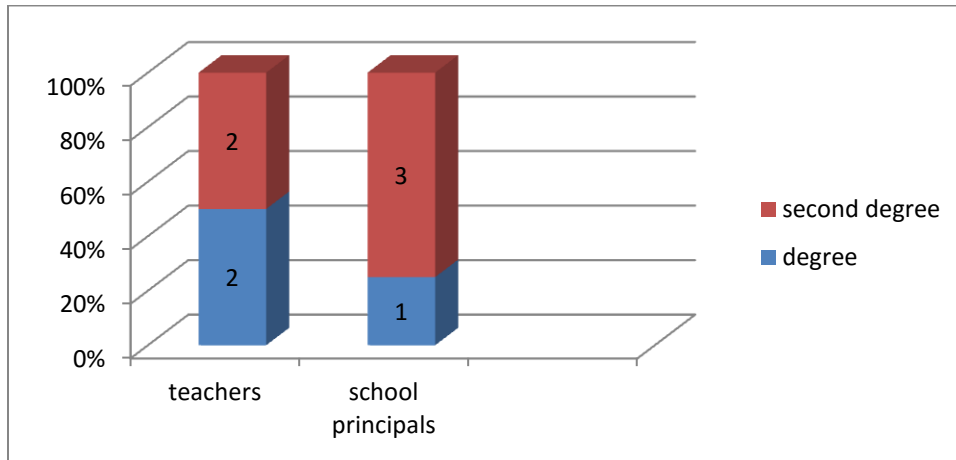
4.1 Back Ground Characteristics of Respondents

Figure 1: Respondents by sex and grade



As it can be seen from above figure 1, the characteristics of the respondents revealed that 133(65%) and 71(35%) of students were males and females respectively. From this, one can understand that, the number of females' students is much lower compared to males in the sample schools. From this 141 of students were grade 11 and 63 were grade 12. Similarly, among the interviewees' 4(100%) school's principals and 3 of physical education teachers were males.

Figure 2: Teachers and School Principals by level of education



As it can be seen from below figure 2, 2(50%) and 1(25%) of teachers and Principals have first degree respectively. Similarly, the majority 2(50%) of teachers and 3(75%) school principals have 2nd degree. Yet, the education and training policy suggests that teachers at the preparatory schools level ought to have a minimum of 2nd degree (MoE, 2010). The implication, thus, is that these teachers were in a position to provide the required level of quality training and might have a better understanding of the issue under investigation and in turn might provided adequate and right responses to the items presented to them.

4.2. The Challenge Related Instructional Resources

The first objective was to identify challenges related to resources in the teaching-learning of physical education. The students and teachers respondents were asked to indicate the main challenges in teaching-learning physical education. The results were presented in table below item 1-10.

Table 3: Result on the Challenges of Teaching – Learning Process of Physical Education

s.n	Items	Yes	%	No	%
1	Is the average numbers of students in the class below 50	50	24.6	154	75.4
2	Is the problems of large class size results the following negative effects				
A	lack of effective communication	116	55.0	88	41.7
B	Difficult identify students with special needs	167	79.1	37	17.5
C	Problems of class room management	179	84.8	25	11.8
D	Suffocation problems	150	71.1	54	25.6
E	Unbalance sport material with number of students	179	84.8	25	11.8
F	Affect method of teaching	170	80.6	34	16.1
G	Causes disciplinary problems	174	82.5	30	14.2
H	Not enough Facilities and Equipment	200	94.8	4	1.9

The result indicates that the challenges of teaching-learning of PE were high, that 154(73%) of students were said that average numbers of students in the class above 50. As resulted indicate table below item 'A; the respondents were give on the side affect of large class size: 116(55%)of students said 'yes' lack of effective communication where as 88(41.7%) of students said 'no'. Again item 'B' 167(79.1% of students said 'yes' large class size side effects to difficult identify students with special needs, difficult to identify students with special needs while 37(17.5% were said 'no'. Good communication accelerates learning, and builds positive self-esteem at the same time as poor communication can obviously act in the opposite way" (Ward, 2004, p. 40). The student teacher relationship should be one of straightforwardness and effortlessness

In the same table item 2,'C' the e effect of large class, accordingly 179(84.8%) were said yes' it brings problems of class room management while 25(11.8%) of students were said no. The

respondents were asked to the large class size said effect, of suffocation problems, unbalance sport material with number of students, affect teaching methods and cause disciplinary problems. Accordingly above half of students responded ‘yes’ the large class size said effect; of suffocation problems, unbalance sport material with number of students, affect teaching methods and cause disciplinary. The more the teacher will try to be authoritarian, the fewer students will be willing to participate and learn during lessons. Educators and researchers from diverse philosophical perspective have debated the relationship between class size and students learning at length. Although many studies have found a relationship as class size has not consistently been linked to student achievement. This may be due to the fact that many schools and classrooms have not yet adopted the more demanding but higher quality students centered learning should practices

3. Which of instruction materials is available in your school?

As indicate in the below tables, there were no enough teachers guide and syllabus in the school. Also the interview result revealed this. The physical education teachers were show that there is no teachers guide and syllabus in school that help them for guides

Table 3: Instruction materials

Materials	Available	Not available
Text Book	198	6
Teachers Guide	13	191
Syllabus	17	187

In item 4, the students were asked whether is the physical education program give attention student of specially need, the result revealed the 156(66.5%) of students said ‘no ‘while 48(23.5% of students were said ‘yes’. Thus, indicated that the physical education programs were no give attention to students to specially need. The interview teachers’ result revealed that the teachers give project assignment for special need students rather inclusive participate in physical activities. As it is suggested by in Helena Baert (2009) strategies that included in physical education could incorporate include building a positive relationship between disabled and non disabled students so that, disabled ones feel more comfortable in the environment the teacher has created. Also, incorporating peers that also have a positive relationship with the student, that can

help to give the disabled student the attention he/she requires while still allowing the physical educator to address the needs of the other students in the class.

Table 3: Result on the Challenges of Teaching –Learning Process of Physical Education.

s.no.	Items	Yes	%	No	%
4	Does your physical education program include students of all ability or special need?	48	23.5	156	76.5
5	Does the shortage of text book cause constraint which delays the level of learners' academic achievement	35	16.6	169	80.1
6	Does physical education curriculum well planed and presented to improve psychological health of the learner?	47	22.3	157	76.9
7	Does the instructional time designed for grade 11-12 physical education class sufficient to the desired objective?	70	34.32	134	65.68
8	As the result shortage of textbook is instructional time is wasted in your school?	30	14.7	174	85.3
9	Does physical education period in your school frequently assigned on?	50	24.5	154	75.49
10	Does physical education teachers qualified in teaching physical education	200	98.0	4	1.9

As it can be seen from table 3, the data respective to item number 6 indicates that, the students were asked whether physical education curriculum well planed and presented to improve psychological health of the learner. The 157(76.9%) of students were said 'no', the physical education curriculum is not well planed and presented to improve physical health off the learner while 47(23.1%)of students were said 'yes', the activities present physical education curriculum is well planed and presented to improve psychological health of the learner. As it is suggested by in Helena Baert (2009) strategies that included in physical education could incorporate include building a positive relationship between disabled and non disabled students so that, disabled ones feel more comfortable in the environment the teacher has created. Also, incorporating peers that

also have a positive relationship with the student, that can help to give the disabled student the attention he/she requires while still allowing the physical educator to address the needs of the other students in the class

Table 3 in item 7 indicates that 134(65.68%) of the students said that they instructional time designed for grade 11-12 physical education class is not sufficient to the desired objective. While 70(34.32%) of students were said that instructional time designed for grade 11-12 physical education class is sufficient to the desired objective. These indicate that the instructional time for physical education is not sufficiently allotted in preparatory of schools in the South west Shoa zone. The interview result also revealed that the physical education period is allotted 40 minutes per week and also at end of other subject period. The students were not given attention to this subject due to not take entrance exam. The Marshall and Hardman (2000), is suggested physical education time allocated very few hours and both teachers and learners look down upon the status of PE as compared to other examinable subjects.

In the other hand in item 8 of table 3 respondents were also asked a statement that as the result shortage of textbook, instructional time is wasted in your school. 174(85.3%) of the students were said that shortage of text book, is not wasted instructional time in our school while 30(14.7%) of students were said shortage of text book is waste instructional time in our school.

In the table 3 in item 9 the students asked whether physical education period frequently assigned in the schools. 154(75.49%) of students said that physical education period is not frequently assigned in the schools. The rest percent of students said that physical education period is frequently assigned in the schools.

The interviewed teacher said that the physical education period is not sufficient related the course contents. Only one period assigned per week in the school, this also assign at last period.

One of the school principal is said:

“In our school specially the grade 12 students are not learn PHE in second semester they choice subject only focus subject come on entrance exam ,the teacher is difficult assess the students performance on physical education.”

In the same table item 10 students were asked whether physical education teachers qualified in teaching physical education. 200(98%) of students were said that the physical education teachers have qualified with physical education while 4(1.9%) of students were said there is no qualified physical education teaching physical education. In contradictory to above ,the NASPE, (2004) the physical education teachers is knowledgeable and competent in using a variety of teaching methods and instructional strategies to enhance student achievement and guide optimum personal growth.

As are seen through observation four preparatory schools have various problems that challenges to teachings and learning process of physical education

Table 4: Finding the availability of Facility of Physical Education from Check list Observation

S.no	Items	Number of school observe(4)	Response			
			High sufficient	sufficient	Medium	Absent
1	Facility of the compound					
A	Teaching room		4			
B	Playground(teaching field)		2			2
C	Gymnastic materials					4
D	Track and field			1	1	2
E	Volly ball		4			
F	basket ball					4
G	Handball					4
H	tennis ball					4
2	Condition of the school Well-constructed – attracted and safety				4	
3	Basic teaching Aids				4	
4	Facilitator manual				4	
5	Teachers need					
A	Shower room					4
B	Dressing room					4

4.2.1 Analysis on the observations

As seen from the above table, the observed four schools had teaching room, seats, volleyball field, some have school compounds but all the schools had no availability of materials, basketball, handball and tennis ball ground or field and Track. Some schools have unsuitable handball field. And also some school compounds are not well constructed and safety. The schools have not enough different basic teaching aids and facilitator manual. The various important teachers' needs in the schools were absent such as shower and dressing room. In addition because of shortage of sport materials large number of students unable to learn using sport materials in the field by few materials. In this case teachers are unable to evaluate learners using sport materials. Even from four schools observed only three have self compounds but the one school is found in the secondary schools compounds such as Busa preparatory.

Based on the observation check list such as material like , Gymnastic materials, handball, gymnastic, athletics, football, absence of different balls, field equipment, pedagogical center filled with different materials are challenges to teaching-learning of physical education in the schools. This conclusion is congruent with Hardman and Marshall,(2000) and Van Deventer, (2011) statement that lack of governments support, available apparatus, facilities and discipline, inadequate structures and lack of time for teaching were the major obstacles of PE in most schools (the major challenges facing schools in developing countries are the lack of problems).

4.3 Levels of Teachers Preparedness in Handling Physical Education Lesson in School

This is another aspect that determines the quality of physical education and activity prepared and delivered by the teachers in schools. The data were collected from students on levels of teachers' preparedness in handling lesson in the school is presented in the following table item 1-11.

Table 5: Students' Response on the Interaction of teachers and Students

	Items		
s/n		Mean	Std. Deviation
1	physical education teachers do interact with their students	2.21	1.13
2	Use of method of teaching employed by physical education teachers appropriate	2.43	.82
3	Physical education teacher are using various method of teaching , frequent assessment , knowledge of subject matter effectively and pedagogical skill effectively.	1.96	.85
4	physical education teachers annual and daily plan accurately reflect the content of the syllabus or text book	1.96	.85
5	physical education teachers treat students fairly and impartially	1.96	.85
6	physical education teachers are not effectively manage and arrange class room	1.96	.85
7	physical education teachers has motivate the interest of the students to word the subject	1.96	.85
8	physical education teachers clearly set lesson objectives	2.37	1.28
9	appreciated in case of success and achievement of physical education teachers and students in your school	2.18	.62
10	Physical education teachers are discussed their lesson and method teaching with each other	2.33	.86
11	physical education teachers do not provide contingent feedback for their learners	2.78	1.45

As it can be expressed in items 1 of table 5 the students were asked information about physical education teachers do interact with their students. Accordingly the mean value of the students were(\bar{x} =2.21, and S.D=1.13) showing their disagreement on point. So, the teachers in the preparatory schools of the Zone have low interaction with students during lesson delivery.

As described in item 2 of table 5, respondents were asked about use of method of teaching employed by physical education teachers appropriate. The students were ($X=2.4$, $SD= 0.82$) showed their disagreement on use of method of teaching employed by physical education teachers appropriate. In regarding to this point the teachers is not use appropriate method of teaching physical education.

As it can be observed from the data in item 3 of table 5, the question was raised to the respondents to rate about the statement that physical education teacher are using various method of teaching , frequent assessment , knowledge of subject matter effectively and pedagogical skill effectively. Based on the options set to rate question students with the mean value ($X=1.96$, $SD= 0.8$) disagree on the point. The teachers were use various method of teaching in the class is low. The following quotes taken from interviewers of school principal elaborates this condition more:

“...As far as my observation is concerned at one instance physical education period, there is only use one method of teaching and no methodological assesses students rather give point use only attendance”,

In contradictory to above ,the NASPE, (2004) the physical education teachers is knowledgeable and competent in using a variety of teaching methods and instructional strategies to enhance student achievement and guide optimum personal growth.

With regard to item 4 and 5 of table 5 above, respondents were requested to rate that physical education teachers' annual and daily plan accurately reflect the content of the syllabus or text book and physical education teachers treat students fairly and impartially respectively. Accordingly, students were show their disagreement with the mean value of ($X=1.96$, $X=1.96$ $SD=0.85$.) on the point respectively. Based on the above result, the teachers is not reflect their lesson according to syllabus and also were not treat students fairly and impartially.

As shown in items 6 and 7 of table 5 above ,students were showing their disagreement in physical education teachers are not effectively manage and arrange class room and has motivate the interest of the students to word the subject ($x=1.96$, $X=1.96$ $SD=0.85$, $SD=0.85$) respectively. Thus the teachers manage and arrange class room is low and also the teachers have not motivated the students toward the subject.

In the same table ,in items 8 and 9,students were show their disagreement on physical education teachers clearly set lesson objectives and appreciated in case of success and achievement of physical education teachers and students in your school with mean score value($x=2.37,x=2.18$ and $SD=1.18$, and $SD=0.62$) respectively.

In item 9 in the table 5, the respondents were asked about physical education teachers are discussed their lesson and method teaching with each other. Accordingly, the mean vale of students were ($x=2.33$ and $SD=0.86$) show their disagreement on physical education teachers are discussed their lesson and method teaching with each other.

In the last item, in table 5,the student were requested to asked to rate physical education teachers do not provide contingent feedback for their learners, accordingly students were show their fairly agreement with value of ($x=2.78$,and $Sd=1.45$) on points.

The finding from the interview revealed that the teachers give general feedback but not give feedback in all activities for each individual of students since the number students high in the class.

The aspect of teachers“ preparedness to teach physical education can to some extent influence the attitude of teachers in handling physical education in schools. According to Kirui and Ahmed, (2012), a successful student teaching experience is the key stone of pre- service teacher preparation. As envisioned, one of the main challenges of effective curriculum instruction in physical education in schools is the nature of supervision of teachers during training

4.4 The Attitudes of Teachers and Learners in the Teaching - learning Process of Physical Education

One of the objects of the study is the attitude of teachers and learners in teaching learning of physical education. The result obtain were presented in the following table 6 in item 1-8.

Table 6: Interest of teachers and students teaching-learning physical education

No.	Items	Response	
		Mean	Std. Deviation
1	The interest of physical education teachers toward teaching and that of students toward learning		
	Teachers	2.68	1.53
2	Students	1.87	1.32
3	Preparing of physical education the ground for better mental function, physical, social and emotional adjustment of the learner	2.23	1.23
4	the current statue of teaching physical education	1.85	.85

Table 6 summarized the responses of questions 1-4, which asked about the interest of teachers and students toward teaching and learning respectively.

As it can be expressed in item 1 table of 6 respondents were asked, the interest of physical education teachers toward teaching. Accordingly the students showed their fairly agreement with mean value of ($X=2.68$, and $Sd=1.53$) on point. Thus is indicate the teachers and students have low interest to participate in physical education.

In the same table, item 2 the respondents were asked the interest of physical education teachers toward, that of students toward learning. Depended on the result the students is disagreement on the point with mean value ($x=1.87$, $SD=1.32$) on points. The interview made with 4 school directors and from the researcher observation, most 4 (100% physical education teachers in general, are not willing to work together. Therefore this is one of main challenges for teacher's future perspectives on the profession.

The teachers interview result were show the students have low interest since the subject no appear on entrance exam.

In item 3 table of 6 investigated to how much teachers were preparing of the ground for better mental function, physical, social and emotional adjustment of the learner. Accordingly, students were show their disagreement with mean value($x=2.23$,and $SD=1.23$) on point.

As it can be seen table 6 in item 4, it is evident that students showed their low ($X=1.82$, $X=0.85$) on currents status of physical education in the school.

In the interview teachers were revealed that working additional activities such as correcting play field such as volley ball and foot ball, but no give attention to other activities in the schools. The aspect of teachers" preparedness to teach physical education can to some extent influence the attitude of teachers in handling physical education in schools. According to Kirui and Ahmed, (2012), a successful student teaching experience is the key stone of pre- service teacher preparation. As envisioned, one of the main challenges of effective curriculum instruction in physical education in schools is the nature of supervision of teachers during training.

4.5. Value of physical Education

Table 7: The value of physical Education

s.no	Items	Mean	Std. Deviation
1	providing an opportunity to find personal meaning and enjoyment in physical activity	2.21	.86
2	reducing risk factors associated with chronic disease	2.42	1.10
3	promoting and fostering of movement and motor skill competence at early age	2.36	1.09
4	Increase learners power of concentration to attain quality of academic achievements	2.41	1.13
5	reducing stress anxiety and depression	2.24	.76
6	Protected students from developing undesired habits	3.44	1.25

As it can be seen from the data respective to item 1 of table 7, to the statement value of physical education that is providing opportunity to find personal meaning and enjoyment in physical

activity, hence the majority students were show low(disagreement) with mean value($x=2.21,SD=0.86$) on points.

In items 2 table of 7,the respondent asked were whether the physical education reducing risk factors associated with chronic disease or not. Accordingly the student were indicate disagreement with mean value ($x=2.42 SD=1.1$) on point. This indicates that the students did not understand the value of physical education that used to reducing risk factors associated with chronic disease.

In the same table, item 3 the respondents were asked whether the physical education promoting and fostering of movement and motor skill competence at early stage. Accordingly of the students were show their disagreement with mean value of($x=2.36,SD=1.09$) on point.

In table 7,item 4 regarding to the value of physical education , increase learners power of concentration to attain quality of academic achievements of students ,the respondents were show their disagreement with mean value of($x=2.41,SD=1.13$) on the point.

Item 5 of table 7 ,the respondents were asked whether the physical education used reducing stress anxiety and depression, accordingly the student were show their disagreement with mean value ($x=2.22,SD=0.76$) on point. In the last item in the same table the students were asked whether the physical education have value of protected students from developing undesired habits, thus the respondents were show their fairly agree on point.($x=3.44,SD,1.25$) Thus,

The result indicates that the students were not understood of the value of physical education in the preparatory schools of south west shoa zone. The interview of teachers result also revealed that the students did not understand the value of physical education rather give attention to other subject. On other hand, Bailey (2006) indicates that the results of physical education can be used for children's' development in five domains: physical, life style, social, affective and cognitive development. Again the WHO (2010, p. 26). recommends that for "adults aged 18-64, physical activity includes leisure time physical activity, transportation (e.g. walking or cycling), occupational (i.e. work), household chores, play, games, sports or planned exercise, in the context of daily, family, and community activities" Regular physical activity provides young people with important physical, mental and social health benefits. These includes; healthy growth and development; strong bones and muscles; control of weight and body composition;

improved posture; improved cardiovascular health; reduced blood cholesterol; opportunities to make friends and enhance self-esteem; reduced stress, depression and anxiety (Stergiadis, 2014).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

The purpose of this study was to assess' challenges of teaching- learning process in physical education preparatory schools of south west shoa zone oromia regional state. This section presents the summary of the research process with purpose, problem statement, objective, literature reviews methodology, data analysis and interpretation.

On the basis of analysis and interpretation of the data gathered through the instrument such as questionnaires, interview, checklist observation the following summaries of the major findings, conclusions, and implications and recommendations have been made

5.1. Summary

The main purpose of the study was to investigate challenges of teaching- learning process in physical education preparatory schools of south west shoa zone oromia regional state. The study specifically sought to find out the challenges of teaching- learning process in physical education preparatory schools of south west shoa zone in Oromia regional state.

To this end, the following basic questions were set.

1. What are the challenges related to resources in the teaching - learning of physical education?
2. What is the level of teachers' preparedness in handling physical education lessons in school?
3. What are the attitudes of teachers and learners in the teaching - learning of physical education?

To answer these research questions, descriptive survey research was employed. To this effect the study was carried out in 4 preparatory schools of South west shoa zone. The study targets the population 2171 students, 4 school principals and physical education teachers. As a result, 217 students, 4 physical education teachers and school principals were selected from the population by random sample technique and purpose sampling respectively.

The physical education teachers and schools' principals were included in the study using purpose sampling technique. Descriptive survey design was employed as a design of the study.

Questionnaires and interview were employed to collect the data from the sample. Observation is employed to observe the real physical education activities by using checklist. Therefore, conducting the actual study, the questionnaires were piloted to check the reliability of the items.

Accordingly, Cronbach alpha of item reliability was computed and relevant measures were taken on items which have low reliability. Interview was employed mainly to explore important information on the study from the teachers and school principals to strengthen the data. Schools observation was conducted to identify the challenge teaching-learning process of physical education in the preparatory schools.

Quantitative and qualitative methods were used in analyzing the data obtained through the instruments. In the analyses of the quantitative data, percentages, frequencies, mean scores, standard deviations, were computed.

To this effect, a total of 217 copies of questionnaires were distributed to 217 of students. The returned rate was all most 94.0% for students.

The average mean scores were ranging interpreted as follows: the range from,4.5-5.00= Strongly Agree 3.5 -4.49= Agree, 2.5 -3.49= Fairly Agree 1.5-2.49= Disagree 1.00-1.49= Strongly Disagree 1.00-2.49 represent very low, and 2.50-3.49, 3.50-4.49 and 4.50-5.00 represent fairly agree/moderate, agree and strong agree respectively. In the analyses of the qualitative data, descriptive statements were used. As a result, the major findings of the study are discussed.

5.1.2 Major Finding

The first finding shows in part one in characteristics 133(65%) and 71(35%) of students were males and females respectively. From this, one can understand that, the number of females' students is much lower compared to males in the sample schools. 141 of students were grade 11 and 63 were grade 12. Similarly, among the interviewees' all 4(100%) school's principals and 3 of physical education teachers were males and 1 were female.

Regarding to respondents educational level 2(50%) of teachers and 1(25%) of principals have first degree respectively. Similarly, the majority 2(50%) of teachers and 3(75%) of school principals have 2nd degree. Yet, the education and training policy suggests that teachers at the preparatory schools level ought to have a minimum of 2nd degree (MoE, 2010). The implication, thus, is that these teachers were in a position to provide the required level of quality training and might have a better understanding of the issue under investigation and in turn might provided adequate and right responses to the items presented to them.

1. Regarding to the challenge related resources the respondents were show challenges high, that 154(73%) of students were said that average numbers of students in the class above 50.

On the side affect of large class size, the respondents result show the following side effect according respondents rate, absence of enough facilities and equipment, unbalance sport material with number of students, problems of class room management, causes disciplinary problems ,affect method of teaching ,difficult identify students with special needs ,suffocation problems and lack of effective communication respectively.

The respondents result and interview revealed in the preparatory schools of south west shoa zone were no teachers guide and syllabus in school that help them for guides.

The 156(66.5%) of students were said physical education programs no give attention to students of all ability or special needs.

The 134(65.68%) of the students said that they instructional time designed for grade 11-12 physical education class is not sufficient to the desired objectives. Again 154(75.49%) of

students said that physical education period is not frequently assigned in the schools, only one period were assigned.

During the school observation, the schools have Volley ball ground or teaching field but all the schools had no foot ball, basket ball, hand ball and tennis ball ground or field. The variance important teachers' needs in the schools were absent such as shower and dressing room. In addition, because of shortage of sport materials large number of students unable to learn using sport materials in the field by few materials. In this case teachers are unable to evaluate learners using sport materials.

2. Concerning the levels of Teachers Preparedness in Handling Physical Education Lesson in School:

The students respondents were show low interaction with students during lesson delivery the mean value of the students were($x=2.21$, and $S.D=1.13$) showing their disagreement on point.

The students were ($X=2.4.$, $SD= 0.82$) showed their disagreement on use of method of teaching employed by physical education teachers appropriate. In regarding to this point the teachers is not use appropriate method of teaching physical education.

Based on the options set to rate question students with the mean value ($X=1.96$, $SD= 0.8$) disagree on the point that physical education teacher are using various method of teaching , frequent assessment, knowledge of subject matter effectively and pedagogical skill effectively. The teachers were use various method of teaching in the class is low. The interviewers result also revealed the above points to syllabus and also were not treat students fairly and impartially respectively.

The data collected on use of physical education teachers were not reflect their lesson according to syllabus and also were not treat students fairly and impartially. The respondents were show their disagreement with the mean value of ($X=1.96$, $X=1.96$ $SD=0.85$.) Based on the above result, the teachers is not reflect their lesson according to syllabus and also were not treat students fairly and impartially.

Concerning the teachers effectively manage and arrange class room and motivate the interest of the students toward the subject. The respondents /students were showing their disagreement in physical education teachers are not effectively manage and arrange class room and has

motivate the interest of the students to word the subject ($x=1.96$, $X=1.96$ $SD=0.85$, $SD=0.85$) respectively. Thus the teachers manage and arrange class room is low and also the teachers have not motivated the students toward the subject.

Depend on the data obtain from respondent physical education teachers were not clearly set lesson objectives and appreciated in case of success and achievement of physical education teachers and students in your school with mean score value ($x=2.37$, $x=2.18$ and $SD=1.18$, and $SD=0.62$) respectively.

According to result from data, the mean vale of students were ($x=2.33$ and $SD=0.86$) show their disagreement on physical education teachers are discussed their lesson and method teaching with each other. The teachers were not discussed about lesson and method of teaching each other.

The majority of respondents were show that physical education teachers were not provided contingent feedback for their learners.

3. Regarding to the attitudes of teachers and learners in the teaching-learning of physical education

The second purpose of the study was investigating the attitude of teachers and learners toward in the teaching learning of physical. The results of analysis were show physical education teachers have low interest toward teaching while the students have no interest toward teaching.

The interview made with 4 school directors and from the researcher observation, most 4 (100% physical education teachers in general, are not willing to work together. Therefore this is one of main challenges for teacher's future perspectives on the profession.

The majority of respondents were show teacher were not preparing of the ground for better mental function, physical, social and emotional adjustment of the learner. Accordingly, students were show their disagreement with mean value ($x=2.23$, and $SD=1.23$) on point.

Generally according to the analysis data the current status of physical education in selected the school was low.

4. Concerning to the value of physical Education

In the last objective of the study was to assess the value of education in preparatory schools. The result of the study showed the students were not understand the value of physical education, that providing opportunity to find personal meaning and enjoyment in physical activity, used to reducing risk factors associated with chronic disease and promoting and fostering of movement and motor skill competence at early stage, increase learners power of concentration to attain quality of academic achievements of students , protected students from developing undesired habits, in the selected preparatory schools of south west shoa zone.

5.2. Conclusion

Based on the findings of the study, the following conclusions were drawn:

- ✓ The findings of this study allow the researcher to conclude that, the challenges related resources teaching-learning physical education are ;class room, teachers guide and syllabus, teaching field such as foot ball, basket ball, hand ball and tennis ball ground or field. The variance important teachers' needs in the schools were absent such as shower and dressing room. In addition, because of shortage of sport materials large number of students unable to learn using sport materials in the field by few materials. In this case teachers are unable to evaluate learners using sport materials. In addition material resources the time assigned to physical education is low .Also physical education program is not give attention to all ability or specially needs students, while the teachers education level also is not match with required level.
- ✓ The findings of the study allow us to conclude that, levels of teachers' preparedness in handling physical education lesson in schools are very low. Thus teachers have low interaction with students during lesson delivery, not use appropriate method of teaching, not use frequent assessment, and pedagogical skill effectively during teaching and learning. In other case the physical teachers were not work properly on the following activities; reflect their lesson according to syllabus, treat students fairly and impartially, effectively manage and arrange class room, motivate the interest of the students to word the subject, not clearly set lesson objectives and appreciated in case of success and achievement and not provided contingent feedback for their learners.

- ✓ The attitudes interest of teachers is modern/medium toward in the teaching of physical education, while the students have low interest to learn physical education. Depended on this the status of physical education in the schools is low.
- ✓ The value of physical education less understand by the students in the preparatory schools of south west shoa zone. Thus the physical education teachers not use to providing opportunity to find personal meaning and enjoyment in physical activity, to reducing risk factors associated with chronic disease and promoting and fostering of movement and motor skill competence at early stage, no increase learners power of concentration to attain quality of academic achievements of students and not protected students from developing undesired habits.

5.3. Recommendation

- ✓ The concerned body such as zone education office and wored should prepare additional classes in the school because of minimizes the challenges and factors come with large number of students in classes.
- ✓ Again the government should pay attention to budget allotment for schools will be bought in sufficient quantity or full necessary material and equipments and the availability of scares play grounds.
- ✓ Since the study result show levels of teachers preparedness in handling physical education lesson in schools is very low, the education administration should arrange successive training and consultative workshops to the physical education teachers; so that the teachers will develop the necessary conviction, attitude, skill and expertise in using various methods, educational training.
- ✓ Providing training in educational and psychological aspects of teacher student interaction.
- ✓ Many awareness activities should be done progressively to develop positive attitude towards physical education so that students could pay serious attention to learn the subject and making it as a major field of study in their future careers.
- ✓ Based on the nature and the contribution of the subject the concerned bodies particularly minister of education should look for additional periods so that an

effective of teaching will be realized in the fact the allotment of period should be made on the basis of serious study.

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APPENDEX A

Jimma University
Faculty of Natural Science
Department of Sport science
Post Graduate

This Questionnaire is fill students. The main purpose this study is to assess Challenge learning - teaching in physical education in the preparatory of South West Shoa zone in Oromia Regional state.

Thus it is purely academic and never affects your personal. Further The opinions you provide are very important to forward constructive suggestions in the improvement of teacher's participation in PE class and to encourage student's attitude to physical education profession. It is not necessary to write your name on question paper. Thank you for your cooperation.

Indicate your response by making circle in one of the SPACE provide.

- ✓ No need of writing your name.
- ✓ Circle letter of your choice
- ✓ Use only the provided blank space

Fill by students

Section one

1.sex: M _____ F _____

2.Grade 11 12

Section two

The following question request to obtain data on challenges related to resources in the teaching and learning of physical education in Preparatory school in South West Shoa Zone

1. Is the average numbers of students in the class below 50? A. yes B. No
2. Is the problems of large class size results the following negative effects? A. yes B. No

s.n	Items	yes	No
A	lack of effective communication		
B	Difficult identify students with special needs		
C	Problems of class room management		
D	Suffocation problems		
E	Unbalance sport material with number of students		
F	Affect method of teaching		
G	Causes disciplinary problems		
H	Facilities and Equipment		

3. Which of instructional materials is available in your school?

a. Text book

b. Teachers guide

c. Syllabus

4. Does your physical education program include students of all ability or special need?

A. yes B. No

5. Does the shortage of text book cause constraint which delays the level of learners' academic achievement? A. yes B. No

6. Does physical education curriculum well planed and presented to improve psychological health of the learner? A. yes B. No

7. Does the curriculum is relevant to the respectively grade in term of student need?

A. YES

B. NO

8. Does the instructional time designed for grade 11-12 physical education class sufficient to the desired objective? A. yes B. No

9. As the result of shortage of textbook, is instructional time is wasted in your school?

A. yes B. No

10. Does physical education period in your school frequently assigned on? A. yes B. No

11. Does the time arranged per week for physical education sufficient in your school?

A. yes B. no

12. Does physical education teachers qualified in teaching physical education?

A. Yes

B. no

Section three: The following question is requested to collect data on the level of teachers' preparedness in handling physical education lessons in school

S. No	Item	Strongly decided	Disagree	undecided	Agree	Strong Agree
1	Physical education teachers and students interaction					
2	Methods of teaching employed by physical education teachers appropriate					
3	Physical education teacher are using various					
4	1.Method of teaching and A. Frequent assessment B. knowledge of subject matter effectively C. Pedagogical skill effectively 2. Physical education teachers annual and daily plan accurately reflect the content of the syllabus or text book					
5	Physical education teachers treat students fairly and impartially					
6	Physical education teachers are not effectively manage and arrange class room					
7	Physical education teachers has motivate the interest of the students toward the subject					
8	Physical education teachers do not interact with their student respectively					
9	Physical education teachers clearly set lesson objectives					
10	Are you appreciated in case of success and achievement of physical education teachers and students in your school					
11	Physical education teachers are discussed their lesson and method teaching with each other					
12	Physical education teachers do not provide contingent feedback for their learners					

The following questions are requested to collect data the attitudes of teachers and learners in the teaching and learning of physical education.

1. The interest of physical education teachers toward teaching and that of students toward learning

A. Teachers: A. Very high B. High C. Medium D. Low E. Very low

B. Students: A. Very high B. High C. Medium D. Low E. Very low

2. How much do you are with physical education prepare the ground for better mental function, physical, social and emotional adjustment of the learner

A. very high B. high C. medium D. low E. very low

3. What is the current statue of teaching physical education?

A. very high B. high C. medium D. low E. very low

4. Do physical education teachers have additional opportunity of in-service training seminars and work shop to facilitate in teaching physical education? A. Yes B. no

5. Does physical education teachers qualified in teaching physical education? A .Yes B .no

Section four: Value of physical education and sport

S.No	Item	Very low	low	medi um	high	Very high
1	Is not providing an opportunity to find personal meaning and enjoyment in physical activity?					
2	Is reducing risk factors associated with chronic disease					
3	Is not promoting and fostering of movement and motor skill competence at early age					
4	Increase learners power of concentration to attain quality of academic achievements					
5	Is reducing stress anxiety and depression					
6	Protected students from developing undesired habits					

APPENDEX B
JIMMA UNIVERSITY POST GRDUATE PROGRAM
DEPARTMENT OF SPORT SCIENCE STUDIES

1. Interview questions for physical Education Teachers

These interviews are prepared to gather school administrators ‘opinions about the practice and challenges of physical education teachers in teaching-learning process and to undertake survey study.

1. What do you think about in school challenges that affect teaching quality of physical education programs?

2. Do your schools have enough teaching material, equipments?

Material or equipments not present in the school

3. What is yours attitude about physical education subject?

4. Do you make students achieve of the objective of physical education state on grade level?

5. Are you interested to stay and continue in the profession?

6. Do use different method of assessments implement in class?

7. Do you to support students with the special needs?

8. How do you motivate your students to like teaching PE?, Give feedback,

9. Does school community and you are understand value of physical education

10. Can you say PE has an acceptance with the society like other subject?
-

11. What are the solutions for those challenges that affect teaching learning of PE?/Suggest ways of improving the PE activities in the school

Appendix C
JIMMA UNIVERSITY POST GRADUATE PROGRAM
DEPARTMENT OF SPORT SCIENCE STUDIES

2. Interview questions for school Principals

These interviews are prepared to gather school administrators 'opinions about the practice and challenges of physical education teachers in teaching-learning process and to undertake survey study.

1. What do you think about in school challenges that affect teaching quality of physical education programs?
2. Do your schools have enough teaching material?
3. How much do you facilitate the condition (appreciate) to develop physical education?
4. What is yours attitude about physical education subject?
5. How physical education teachers teach in your schools and implement assessments method in class?
6. How do you motivate your students to like teaching PE?
7. How much do you cooperate to solve educational and personal problems?
8. Can you say PE has an acceptance with the society like other subject?
9. What are the solutions for those challenges that affect teaching learning of PE?
10. Suggest ways of improving the PE activities in the school

APPENDEX D

**JIMMA UNIVERSITY POST GRADUATE PROGRAM
DEPARTMENT OF SPORT SCIENCE STUDIES**

4. CLASSROOM /FIELD OBSERVATION SHEET

A. Introduction

These observations are prepared to gather information from schools about challenges of teaching-learning processes physical Education in preparatory school of South West shao zone. The observations provide very important to forward constructive information to researcher data.

1. School Name _____
2. Subject _____
3. Duration of Time for visit _____
4. Date of visit _____
5. No of class for each grade 11th _____ 12th _____
6. No of teachers teaching each grade level 11th _____ 12th _____

Classroom field observation check list

S.no	Items	Rank			
		High sufficient	sufficient	Medium	poor
1	Facility of the compound Teaching room Playground(teaching field)Volly ball, football, basket ball, handball, tennis ball Adequate seats Toilet Library				
2	Condition of the school Well-constructed -Attracted -Safety				
3	Material for teaching Basic teaching Aid				
4	Learner book Facilitator manual				
5	Teachers need Material store Cafeteria (lounge) Shower Staff Dressing room Locker				
6	Teachers use different teaching aids				
7	Prepared lesson plan and other things				

