



JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCES

DEPARTMENT OF SPORT SCIENCE

**CHALLENGES, PRACTICE AND PROSPECT OF TEACHING
PHYSICAL EDUCATION IN MOYALE WOREDA SECONDARY
SCHOOLS**

BY

ASNAKEW GEDF

OCTOBER, 2017

JIMMA, ETHIOPIA

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCES
DEPARTEMENT OF SPORT SCIENCE

**CHALLENGES, PRACTICE AND PROSPECT OF TEACHING
PHYSICAL EDUCATION IN MOYALE WOREDA SECONDARY
SCHOOLS**

BY

ASNAKEW GEDE

OCTOBER, 2017

JIMMA, ETHIOPIA

**CHALLENGES, PRACTICE AND PROSPECT OF TEACHING
PHYSICAL EDUCATION IN MOYALE WOREDA SECONDARY
SCHOOLS**

BY

ASNAKEW GEDF

**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT
OF SPORT SCIENCE, COLLEGE OF NATURAL SCIENCES OF
JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
MASTERS OF EDUCATION IN PHYSICAL EDUCATION**

ADVISOR: SAMSON WONDIYIRAD (Asst. Prof)

CO-ADVISOR: HIRKO TAYE (M.Sc.)

OCTOBER, 2017

JIMMA, ETHIOPIA

Graduate Thesis Ownership agreement

This thesis is a property of Jimma University, an institution that awarded M.Sc. Degree to graduate student and funded its research cost fully or partly. The research work was accomplished under the closed support and supervision of the assigned University's academic staff. It is therefore strictly forbidden to publish, modify, or communicate to or put at the disposal of third party the entire document or any part thereof without the common consent of the research supervisors and the graduate student. Disregarding this agreement would lead to accountability according to the Jimma University Research and Publication Misconduct policy **Article 1.7** of the University's Document for "Guidelines and Procedures for Research, March 2012".

Name of graduate student	signature	date
_____	_____	_____
Name(s) of the research supervisor(s)	signature	date
_____	_____	_____
Advisor's name	signature	date
_____	_____	_____
Co-advisor's name	signature	date
_____	_____	_____

Title of the thesis:

Challenges, Practice and Prospect of Teaching Physical Education in Moyale Woreda Secondary School.

Degree Awarded: M.Sc.

College of Natural Sciences, Jimma University

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCES
DEPARTEMENT OF SPORT SCIENCE

Thesis approval form the research entitled as challenges, practice and prospect of teaching physical education in Moyale Woreda secondary school. Approved as the original work of Asnakew Gedf has been the department of sport science for partial fulfillment of master of education in teaching physical education.

NAME OF STUDENT	SIGNATURE	DATE
ASNAKEW GEDF	_____	_____

APPROVED BY BOARD OF EXAMINER

CHAIR OF PERSON	SIGNATURE	DATE
AMANU EBA (M.Sc.)_	_____	_____

EXTERNAL EXAMINER	SIGNATURE	DATE
ZELALEM (Ph.D)_	_____	_____

INTERNAL EXAMINER	SIGNATURE	DATE
MD BABUL AKHTAR (Ph.D)	_____	_____

DEPARTMENT HEAD	SIGNATURE	DATE
_____	_____	_____

Declaration

I, the undersigned, assert that this thesis is my original work and has not been presented for a diploma, degree and M.Ed. in any other university, and the resources that have been used in the thesis have been properly acknowledged.

Name: Asnakew Gedf

Signature: _____

Date: October, 2017

Place: Department of Sport science

Jimma University

This thesis has been submitted for examination by my approval as a university advisor.

Name: Mr. Samson Wondiyirad (Asst .Prof)

Signature: _____

Submission Date: _____

Place: Department of Sport science

Jimma University

ACKNOWLEDGEMENTS

First of all I would like to thank my God for keeping me spiritually stable and allowing me to do my best.

Then, I would like to express my deepest heartfelt thanks and appreciation to my Advisor Mr. Samson Wondyirad (Asst.Prof.) and Mr. Hirko Taye (M.Sc.) for their constructive comments and suggestions on this study from the designing of the research proposal up to its completion.

My heartfelt thanks also goes to my wife Brihan Dejen , my son Tewodros Asnakew, Tesfaye assefa, Biruk Grima, Instructor Wubet muluye, Aster Mengistu and all my friends who contributes for the success of this paper.

I also like to thank those work place bosses Ato Birhanu milkiso , Ato Asifaw Gelaw, Getachew shirumu and Ato Guyo G. for adjusting work schedule that helped me to conduct this thesis for helping me materially and morally throughout the study.

Table of Contents

Contents	Page
ACKNOWLEDGEMENTS.....	I
TABLE OF CONTENTS.....	II
LIST OF TABLES	V
LIST OF FIGURES.....	VI
LIST OF APPENDIX	VII
<i>ABSTRACT</i>	VIII
ACRONYMS / ABBREVIATIONS.....	IX
CHAPTER ONE	1
1. INTRODUCTION.....	1
1.1. BACKGROUND OF THE STUDY	1
1.2. STATEMENTS OF THE PROBLEM	2
1.3. BASIC QUESTIONS	4
1.4. OBJECTIVES OF THE STUDY	4
1.4.1. GENERAL OBJECTIVES	4
1.4.2. SPECIFIC OBJECTIVES.....	5
1.5. SIGNIFICANCE OF STUDY.....	5
1.6. DELIMITATION OF THE STUDY	5
1.7. LIMITATIONS OF THE STUDY	6
1.8. ORGANIZATION OF THE STUDY	6
1.9. DEFINITION OF OPERATIONAL TERM	6
CHAPTER TWO	7
2. REVIEW OF RELATED LITERATURE	7
2.1 TEACHING PHYSICAL EDUCATION.....	7
2.2. THE CURRENT STATUS OF PHYSICAL EDUCATION IN SCHOOLS	8
2.3. INFLUENCE OF SOCIAL ATTITUDE ON PHYSICAL EDUCATION	9
2.4 THE ROLE OF SCHOOL PRINCIPALS FOR THE DEVELOPMENT OF PHYSICAL EDUCATION.....	9
2.5 TEACHERS MOTIVATION.....	10
2.6. THE EFFECT OF CLASS SIZE ON STUDENTS LEARNING	11
2.7. SPORT FACILITIES IN THE SCHOOL.....	11
2.8 THE CHALLENGES IN TEACHING PE FACE IN TO NEW TEACHER.....	12

2.8.1 INSTRUCTIONAL PRINCIPLES OF PHYSICAL EDUCATION	12
2.8.2. PROFESSIONAL CHARACTERISTICS OF PE TEACHER	13
2.9. CHALLENGES FOR TEACHER EDUCATION IN THE TWENTY FIRST CENTURY	13
2.10. FACTORS RELATED WITH THE TEACHERS	14
2.11. FACTORS RELATED WITH THE ADMINISTRATORS.....	16
2.12 PLANNING.....	20
2.12.1 THE PURPOSE OF PLANNING	20
2.12.2 LESSON PLANS.....	20
2.13 PROMOTING A POSITIVE CLIMATE FOR LEARNING.....	21
2.14. MONITORING AND RECORDING OF ATTENDANCE	21
2.15. CHALLENGES TO PROPER IMPLEMENTATION OF PE CURRICULUM	22
CHAPTER THREE	25
3. RESEARCH METHODOLOGY	25
3.1. RESEARCH DESIGN.....	25
3.2. DESCRIPTION OF THE STUDY AREA	25
3.3 SOURCES OF DATA.....	26
3.4. SUBJECTS OF DATA.....	26
3.5. POPULATIONS OF DATA.....	26
3.6. SAMPLING TECHNIQUES.....	26
3.7 INSTRUMENTS OF THE DATA COLLECTION	27
3.7.1 QUESTIONNAIRE	27
3.7.2 INTERVIEW	28
3.7.3 OBSERVATION	28
3.8 DATA COLLECTION PROCEDURES.....	28
3.9 DATA ANALYSIS TECHNIQUES	29
3.12 ETHICAL CONSIDERATION.....	29
CHAPTER FOUR.....	30
4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	30
4.1. BACKGROUND OF THE PARTICIPANTS	30
4.2 CHALLENGES, PRACTICE AND PROSPECT OF TEACHING PE.....	32
4.3. THE PRACTICE OF PHYSICAL EDUCATION IN MOYALE WOREDA SECONDARY SCHOOLS	33

4.4. THE CHALLENGE OF PHYSICAL EDUCATION IN MOYALE WOREDA SECONDARY SCHOOLS	40
4.5. THE PROSPECT OF RESPONDENTS TO PHYSICAL EDUCATION IN MOYALE WOREDA SECONDARY SCHOOLS	45
4.6 MAJOR FINDINGS FROM QUALITATIVE DATA	53
4.7. DISCUSSIONS OF THE FINDINGS	55
4.7.1 FACILITIES AND EQUIPMENTS	55
4.7.2. PHYSICAL EDUCATION AND THE CURRICULUM.....	56
4.7.3. PHYSICAL EDUCATION AND STUDENT’S AWARENESS	57
4.7.4. PHYSICAL EDUCATION IN RELATION TO PARTICIPATION	58
4.7.5 CLASS SIZE.....	59
4.7.6 IN SERVICE TRAINING OF TEACHERS	60
4.7.7 ABOUT THE QUALITIES OF THE TEACHERS ON TEACHING LEARNING PROCESS	60
4.7.8 SCHOOL ADMINISTRATOR FOR THE DEVELOPMENT OF PHYSICAL EDUCATION	62
CHAPTER FIVE	63
5. SUMMARY, CONCLUSION AND RECOMMENDATION.....	63
5.1. SUMMARY	63
5.2. CONCLUSIONS	65
5.3. RECOMMENDATION.....	66
REFERENCES.....	69

LIST OF TABLES

Table	page
Table 3.1: - sample and sampling techniques.....	27
Table 4.1: General information of participants	30
Table- 4.2. The respondents' response about the students' regular physical education class attendance without being absent.....	33
Table 4.3. The respondents' response about the qualities of the teachers on teaching learning process in physical education.	34
Table 4.4 The challenge of physical education in Moyale woreda Secondary Schools.....	40
Table 4.5. The prospect of respondents to physical education in Moyale woreda Secondary Schools	45
Table 4.6: Pearson correlation matrix for some factors that explain challenges, practice and prospect of physical education in secondary schools and a preparatory of Moyale woreda.	50

LIST OF FIGURES

Figures	page
Figure 1: Respondent's grade level obtained from survey.....	31
Figure 2: Respondent's age level obtained from survey	31
Figure 3: Gender of respondents obtained from survey	33
Figure 4: The students' regular PE class attendance without being absent.....	33
Figure 5: Qualities observed from physical education teacher according to respondents	36
Figure 6: graphical presentation of some challenge of physical education in Moyale Woreda Secondary Schools	41
Figure 7: <i>prospect of respondents to physical education</i>	45

LIST OF APPENDIX

APPENDIX	PAGE
APPENDEX A questionnaire for students	72
APPENDEX B questionniare for teachers.....	82
APPENDEX C interview for subject teachers.....	85
APPENDEX D interview for principals... ..	87
APPENDEX E observation check list for school setting.	89
APPENDEX F observationchecklistfortheoryclass	90
APPENDEX G observationchecklist forpracticalclass	91

ABSTRACT

The main purpose of this study was to assess the challenge, practice and prospect of physical education in secondary schools of Moyale. The sample consisted of one hundred thirty student, three physical education teachers' and six school administrators'. Regarding sampling technique, students were selected from each sample schools by using simple random sampling technique. The research methodology employed in the study was a descriptive survey. Questionnaires, Interview and observation were the major data gathering instruments used in the study. Percentage, frequency count, graph, prisms correlation product were used to analyze and interpret the data. The results of the study showed that students level of participation in physical education class and in different sport is low, students' and school administrators' attitude towards physical education were low, instructional materials and facilities were inadequate, the allotted time to physical education was not enough, physical education was not considered as basic subject, physical education teachers were not competent to teach physical education, and large class size. Based on the findings, recommendation was made towards the curriculum to minimize the existing problem. According to this, physical education teachers should encourage students to participate, schools and community together should strive to fulfill instructional materials and facilities, creating awareness on schools and students about physical education. The concerned body at the Moyale woreda level should plan to build additional classes for secondary schools to give solution for large class size, providing in-service training opportunity to those physical education teachers and regular physical education students and others to solve the identified problems as recommended.

Key words

Physical education, practice, prospect, teaching, learning & challenge

ACRONYMS / ABBREVIATIONS

- **CPD:** Continuous Professional Development
- **CSA:** Central Statistical Agency of Ethiopia
- **CSHP:** Coordinated School Health Program
- **FMOE:** Federal Ministry of Education
- **ICSSPE:** the International Council for Sport Science and Physical Education
- **IOC:** International Olympic Committee
- **MOE:** Ministry of Education
- **PE:** physical education
- **UNESCO:** United Nations Educational Scientific and Cultural Organization
- **WHO:** World Health Organization

CHAPTER ONE

1. INTRODUCTION

1.1.BACKGROUND OF THE STUDY

Education enables individuals and societies to make all round participation in the development process by acquainting them with knowledge, ability, skills and attitudes. Also the main aim of education is to strengthen the individuals and societies problem solving capacity, the ability to create new ideas and culture starting from us basic to in all level. Education does not operate in isolation, and rather it must be integrated with research, practice and development that contribute towards an all rounded development of the society (MOE: 1994)

The Ethiopian education policy incorporates the structure of education in relation to the development of student profile, educational measurement and evaluation, media of instruction and language teaching at various levels, the recruitment training, methodology, organization, professional ethics and career development of teachers. The general objective of the policy is bring up citizens who can take care of and utilize resources wisely, who are trained in various skills, by raising the private and social benefits of education and the specific objective in educational structure primary education will be of eight years duration, offering basic and general primary education to prepare students for further general education and training. Teacher education and training components will emphasize basic knowledge professional code of ethics methodology and practical training. Teachers will be certified before assigned to teach at any level of education. Teachers starting from kindergarten to higher education will be required to have the necessary teaching qualification and competency in the media of instruction, through pre- service and in-service training.(FDRGE 1994).

Physical education teaching and learning shall take place meaningful to learning. To be effective, therefore, secondary educations physical education programs must be based up on understanding of the general nature of needs' abilities and behavior specific characteristics of the students which the secondary schools serves, and ways in which physical education uniquely contributes the growth and development of students (Knapp& Hagman,1953). Preparation and developments of curriculum should be seen in the light of what has been done

to include the interests, needs and educational background of the students and their level of performance, the content of the curriculum should be appropriate to the knowledge level of the learners. High school physical education program is the primary venue achieving active lifestyle. Their potential to contribute to the health goals is enormous, and in some schools, physical education is regarded as integral components of comprehensive school health program. These programs can reach the mission of students; can help them to develop skills, understandings and habits for a healthy lifestyle. Health policy reports call for daily, high quality physical education for all students K-12. High school physical education in addition to improvement in the students' physical skills and well-being, the critical condition that it can make to his/her development is becoming more widely recommended and accepted in school psychological health and academic areas is becoming more widely recognize and accepted in most countries. Many scholars argued that whatever it is the teachers are well qualified and trained with subject matter knowledge and methods of teaching it is impossible to meet the educational objectives without the interest and positive attitude of the school community.

However, currently in Ethiopia, physical education does not play a great role as much though its role in schools is significant. To the researcher's experience, the number of students participating in physical education is declining and some researchers show that, daily participation in physical education by high school students decreased. Many studies shown that Physical education programs in high school have been criticized for declining student's fitness level, for failure to reach sport skills, for life times are serious and not bring addressed by professionals. This is also true in Moyale woreda. Through informal discussion with teachers and students and the researcher experience in Moyale Schools, the current status of teaching and learning process of physical education yet shows inconsistency Moyale Woreda. Therefore, the researcher tried to fill the gap to investigate challenges, practice and prospect of PE in secondary high schools of Moyale Woreda.

1.2. STATEMENTS OF THE PROBLEM

The challenge of teaching is well expressed by Lockheed, et, al (1996:3) when he stated "Teaching is complex and Teachers must command a wide range of instructional strategies for teaching specific subjects and managing the classroom." Effective teachings involves presenting materials in a rational and orderly fashion, pacing the learning of the student's

levels taking into account individual differences, allowing students to practice and apply what they have learned, particularly in relation to their own experience, letting students know what is expected of them, and monitoring and evaluating their performances. So that students learn from their mistakes.

Conducive atmosphere and resources (material and human resources) are very important to run the physical education teaching learning process in the schools. Besides to this, well trained subject teachers shall be available because the role of the teacher is crucial in implementation process; he/she must have the necessary knowledge, attitude and skill. According to, Fullan & Profret (1977) noted for effective implementation process adequate training prior and essential. The teachers, students and the community have to develop positive attitudes: Temechegn (2001) stress the fact that “a quality curriculum will be meaningful if there are well qualified teachers with favorable attitudes to implement it.”

The school administrative bodies should give necessary support for teachers:-on their role of implementation. McLaughlin (1978) notes that “Implementation is incredibly hard, and that successful implementation generally requires a combination of pressure and support by school administration” From the nature of the subject, physical education needs the support from the school administrative bodies and the other stock holders. The availability of facilities and equipments: the effective classroom teaching needs adequate amount of facilities and equipment. Lombardo (1994) noted that, “teachers who are determined to improve their teaching will benefit from employing a diversity of techniques to evaluate their own performance.”

Effective teaching strategies may differ by age and appropriate teaching guides would enhance teaching effectiveness. Teaching is seen as ambiguous and complex work requiring judgment, action and the capacity to reflect and revise 18 decisions on the basis of one’s observation and in sights. Sound teacher judgment, therefore must be rooted in deep understanding of teaching learning, learners and subject matter and how these factors inter relate in teaching learning process. Many teachers were not found using techniques and activities suggested in the syllabus. The reason identified in most of the studies are shortage of curriculum materials, lack of qualified teachers, lack of competence to teach, lack of administrative support and inadequate refreshment training for teachers. In addition to the above idea the researcher had his own experience of teaching in secondary school for about 6 years. And also there have been

informal discussion with teachers and observations while teachers were teaching PE during practical session. The teaching learning of physical education is countered with different challenges in schools. Mazengia (2011). found that low quality and insufficient quantity of equipments and facilities, problem of getting syllabus, less commitment and low physical fitness level of PE teachers as the major challenges for the implementation of PE. He added that PE is practiced by traditional method of teaching and extra class activities which are the essential of PE curriculum were not provided for students. Further Mazengia noted that as the result of these implementation challenges the predetermined objectives are not achieved. Therefore, the researcher believes that the problem should have to be investigated to achieve the objective of secondary school PE teaching learning process. Due to this effect the study was tried to investigate the challenges, practice and prospective of physical education teachers with reference to selected (government) secondary school in Moyale District. Therefore, taking the stated requirements into consideration, the researcher study in some selected government secondary schools of Borena Zone, Moyale Woreda (grade 9-12). The study focuses on the challenges, practice and prospect of physical education in Moyale Wereda secondary schools. Having identified the problem, the study tried to answer the following basic questions.

1.3. BASIC QUESTIONS

1. What are the major challenges that affect the teaching-learning process of physical education in study area?
2. What is the present practice of physical education teaching-learning process in Moyale Woreda secondary schools?
3. The perception of school community regarding physical education in secondary schools.

1.4. OBJECTIVES OF THE STUDY

1.4.1. GENERAL OBJECTIVES

The general objective of the study was to assess the challenges, practice and prospects of physical education in secondary schools and a preparatory of Moyale woreda.

1.4.2. SPECIFIC OBJECTIVES

This Study was intended to:

1. Point out the major challenges that affect of physical education teaching-learning process in secondary schools.
2. Explore the prospect of school community towards physical education.
3. Describe the practice of physical education under the study.

1.5. SIGNIFICANCE OF STUDY

All the educational objectives of learning are to meet the immediate and the ultimate needs of the students and the community. The achievement of the objectives depends up on the efficiency and the leaning process and the willingness of the learners. Even though best curriculum is planned, the intended out comes will be attained if and only if the plan could be translated in effective practice. Effective practice will be gained by giving motivation and supplying adequate (man power & material) resources. Therefore, the researcher believes that the results of the study will provide the following benefits.

- It may help policy makers and educational leaders to examine and evaluate the relevance of curriculum appropriateness to the grade level and review related to Physical education teaching learning process accordingly;
- And it may help in prioritizing the existing education problems so as to give emphasis and reduce problems and affect the quality of secondary physical education.
- It will encourage other researchers to conduct research of the same topic.

1.6. DELIMITATION OF THE STUDY

In order to make the study more manageable, the study is delimited in concepts or issues geographically. Regarding the concepts, was delimited to the challenges, prospects and practice of teaching physical education in Moyale Woreda Secondary Schools. Geographically, the scope of this study was also delimited to Oromia Regional State, Borena Zone, Moyale woreda . Concerning the time, the study is confined to 2016 /2017 academic year.

1.7. LIMITATIONS OF THE STUDY

Lack of reference materials such as books, and journals shortage of sufficient finances and time constraints are the major limitations. However, the researcher tried to show how to overcome these difficulties by using different mechanisms.

1.8. ORGANIZATION OF THE STUDY

This study consists of five chapters. Chapter one is an introduction part, chapter two contains the review of related literature, chapter three explains the research design and methodology, chapter four deals with presentation and analysis of findings. Finally chapter five provides a brief summary of findings, conclusions and recommendation

1.9. DEFINITION OF OPERATIONAL TERM

Physical: is refers to the human body and body characteristics such as muscular strength, muscular endurance & etc.

Education: is broadly defined as ongoing process of learning that occurs throughout our life.

Teaching: is the process by which teachers and students create shared environment including set of values and believes.

Evaluation: is the process of determining the value or worth of a program towards the ultimate goal of making decision through test and measurement.

Learning: is the process of acquiring knowledge and skill by training

Standardization: is the degree to which the assessment procedures and scoring rules have been fixed so that the same procedure occurs at different times and places. It implies uniformity of procedure in administrating and scoring the test.

Physical education: is defined as an educational process that uses physical activity as a means to help an individual acquire skills, fitness, knowledge, and attitudes that contribute to their optimal developments and wellbeing.

Challenges: problems that affect teaching –learning physical education

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 TEACHING PHYSICAL EDUCATION

The overall objective of school improvement planning is the enhancement of the student achievement, Carolyn J. Downcy et al (2009). This can be applied by fostering the education to the students. Hence the government laid down educational policy. Based on the policies educational curriculum will be designed. The seated curriculum incorporated various fields of the study. Accordingly, in the current situation that physical education is one of the subjects which are incorporated to be taught to the students throughout the country. Effective physical education helps the students to be all rounded, that means it doesn't limited to the physical development of the students. According to Jane Shimon (2011) "Teaching physical education will open students' eye to practice and the realities of the profession" Physical education makes significant contribution to overall education and it also offers a unique setting in which to foster positive interactions among students through, structured activities and games, Cowell and France (1963). Thus, physical education can help students develop appropriate game play behavior such as treating equipments and players with respects, playing fairly with regard to rules and equities by demonstrating good sporting behavior.

Majority of physical education content will involve learning, practicing and applying skills to various activities. Even though there are already seated standards or curriculum of teaching physical education in the most of the cases physical education contents depend on the philosophy of the teachers, Kretchmar (2005).

Thus, in our countries context the philosophy of those teaches might's be some times influenced by the lack of the availability of teaching aids. According to Cowell and France (1963), "philosophy is more than just thought and opinion, thus your professional principles of physical education will determine the aim and value of your thought and actions." Thus according to their beliefs most of physical education teachers lies into one of the three categories of beliefs with the regard to teaching physical education and applies their contents it to students:

- If they fully hearted belief that being skillful more over will help students become physically active adults, the majority of physical education content will involve learning practicing and applying the skills to various activities
- If they truly value fitness and health, their program will be geared toward helping students reach higher fitness levels.
- If your believe is that students need to ultimately get along with the others and work cooperatively to solve problems, then their program will consist main group work and shared learning situations.

Weather they follow either of the philosophy those physical education teachers uses special tool to teach physical education which should not forgettable in achieving their goals is ‘sport’ which is not studied in separable of one another as a discipline.

2.2. THE CURRENT STATUS OF PHYSICAL EDUCATION IN SCHOOLS

Most secondary schools are suffering from lack of resources such as personal (trained man power),and material resources (equipment’s), facilities, shortage of books sport manuals, lack of attention for the subject, lack of appropriate physical education curriculum for each grade level and etc. And then, the research document is based on the review of related literatures those collected from the high schools of the different countries of the world in addition to that some literatures are referred from(Federal Ministry of Education) FMOEs research document and for individual researchers in the post graduate level.

A perceived decline in the position and presence of physical education in school curricula worldwide was apparent in some countries in the 1970s and 1980s. Subsequent manifestations of a deteriorating situation were evidenced by a number of conference themes, a range of journal articles reporting on the perilous position of physical education in schools, several international and national surveys, on-going analyses of national and international trends (see Hardman 1993, 1994, 1996, 1998a, 1998b, 1999) and a plethora of international agencies’ and regional continental organizations’ Position, Policy, Advocacy and Declaration Statements (refer Hardman and Marshall, 2000, pp.1-2). It is a matter of historical record that the widespread concerns, particularly in the 1990s, led to the International Council for Sport

Science and Physical Education (ICSSPE) initiated (with International Olympic Committee (IOC) support), worldwide survey into the state and status of physical education in schools. One important outcome of this initiative was the World Summit on Physical Education 3-5 November 1999 in Berlin organized by ICSSPE with patronage and support from the IOC, United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Health Organization (WHO). The Berlin 'Summit' brought together policy makers, administrators, researchers and physical education practitioners from around the world to share information on the Situation of, and case for, physical education in schools.

2.3. INFLUENCE OF SOCIAL ATTITUDE ON PHYSICAL EDUCATION

One of the major problem that hinder the development of school sport is that, the unchanged attitude of school community for school sport. A serious and well-designed physical education campaign must be focal point at this time. If the nation doesn't buy into the importance of school sports as a major contributor to overall education implementing proper sport programmers becomes ever more difficult, Gilroy Hall (2012). Thus, he further explains his thought which indicates that the investment required is much more than money, since the attitude of the people to the sport should be changed. So all the stake holder should work together to change the attitude and strive for the development community involvement to physical education. Cale (1996) study that fostering positive attitudes towards Physical Education is necessary with regard to participation and Williams (1988) in that a positive attitude towards Physical Education is an essential condition for participation in physical activity outside the school environment. Dickenson and Sparkes (1988), the students in their study stated Physical Education was their most enjoyable school subject as it offered a release from normal school work.

One of the major stake holders in changing social attitude is the school principals. Principals are responsible for facilitating their school interactions with their parents and other school community, Jay Coakley (2004).

2.4 THE ROLE OF SCHOOL PRINCIPALS FOR THE DEVELOPMENT OF PHYSICAL EDUCATION

School principals are responsible for the overall operation of the schools. Accordingly, Shakuntala Devi (2003) identified function of the secondary school principals. According to

him the five function of the secondary school are as follows:

1. To provide schooling for all youth that will enable each person to attain the fullest possible development of his potentialities in socially approved ways.
2. To assist each pupil in identifying his potentialities, talents and capabilities.
3. To conserve and transmit knowledge.
4. To create awareness, knowledge and interest of the social group toward handball.
5. To help the young to live more effectively the good life, the society.

One of their responsibilities is the facilitation of sport activity of their organization. As observed in most schools, principals become more responsible for teaching and learning of their school. Here they don't give attention for the school sporting activities. Of course, their duties to monitor instruction increased along with their responsibilities to help teachers in improving their teachings. Here their duties should extend to the physical education classes that instructed in the school. Because the nature of the subject in little bit differs from the other subjects. Since physical education include both the theoretical and practical instruction, in which the sporting activities formed by the students, perhaps with all the school communities. As the result physical education teachers should be helped by the principals to be a good teacher.

2.5 TEACHERS MOTIVATION

As observed in some schools, after health and physical education teachers take the responsibility to coach the students, they pass through different up and downs. During this process they need the assistance from the school administration. But if the school administration doesn't help them, they may fail in the process of coaching the students continuously and become in effective. This failure is fatal in case if it happens repeatedly; since it may lead them to the condition known as 'learned helplessness'. As the Dr Martin Seligman cited, they may experience "moral of the story: When people are continuously unable to success with what they are doing, they lose confidence and perform more poorly". So it here principals has to care of how to treat those teachers. The value of satisfaction has also been discussed in Goudas and Biddle (1993), who conducted a study on pupils' perceptions of satisfaction in physical education. The major reason both for satisfaction and dissatisfaction would be the content of the lessons, the teacher approach, perceptions of the student, class atmosphere etc. In addition to this as professional physical education teachers,

need respect and morality from the environment in which they work, otherwise they did not inculcate themselves in the work, if the environment is not suited for them. Anderson L. (2004), teachers are member of a respected profession, and they work with equally well trained professional associates. As opposed to this idea when those teachers do not respected and complained for their lack of taking responsibility by school administration the situation becomes worse.

2.6. THE EFFECT OF CLASS SIZE ON STUDENTS LEARNING

The classroom should be conducive for teaching and learning process, George Shiffelton (2008). Accordingly, the number of students accommodated in the class should be small in number and should in line with the number of the teachers in the school. In other case, even the seat should be comfortable for giving any kind of instructions. The class room should 30-40 flex seats that accommodate multiple teaching approaches, John Noltner (2012).

Physical spaces and sitting arrangement in class affects teaching and learning process. As a number of students accommodated in a class increases, physical spaces used by an individual decreases. As result it creates stress in some students and affects teaching and learning process. The physical a space in which teaching, learning and growth occurs are in a very sense the embodiment of academic goals.

2.7. SPORT FACILITIES IN THE SCHOOL

In order to offer an extensive school sport, the schools have to fulfill sport equipment's that aids teaching and learning of physical education in class. Since sporting facilities helps to inculcate the students in participate in intramural competition. When those school facilities do not fulfilled the general teaching and learning of physical education will be affected.

Not only their existence but also their quality has a great impact on teaching learning process. According to Jing Cheng and E.J Filado (2005) the qualities of school facilities is a factor in the students and teacher attendance, retention and recruitment, students and teachers health and the quality of the curriculum.

Especially for physical education classes field sport facilities should take special consideration. Since the practical activates which is learned in the field is more of concrete than in class. According to a lesson learned in a field can sometimes more important than

those learned in a class room.

Though generally speaking for those lessons to be take place especially in physical education, activity those sporting facilities are must.

2.8 THE CHALLENGES IN TEACHING PHYSICAL EDUCATION FACE IN TO NEW TEACHER

2.8.1 INSTRUCTIONAL PRINCIPLES OF PHYSICAL EDUCATION

Principles are guide lines that teachers follow in the process of teaching learning process.

The process of teaching physical education and sport follows more than ten principles of teaching set by professionals in the area from this principle we will try to see about principle of motivation and principles of recognizing individual difference.

Principles of motivation

According to Harackiewicz(1993). Motivation is defined as a force that energizes, sustains, and directs behavior towards a goal. Just as a force moves an object, motivation moves a person. When students pay attention, turn in their work, and study for tests, we say they are motivated. If they do not do these things, we say they are not. This notion is not technically true, however. More accurately, they are not motivated to perform the tasks we set out for them; simply, their goals are not the same as our goals our job as teachers is to try to increase their inclination to perform meaning full learning tasks, Student motivation is critical for learning. Teachers make a difference in student learning and it is certainly true for motivation.

Teachers create learning environments, implement instruction, and establish learning oriented or performance oriented class rooms. None of other components of the model are effective if the teacher characteristics – Modeling enthusiasm, caring and positive expectations are lacking. Motivation is related with interest of learner in the lesson indicates whether the child is cooperating in the instructional process or not. Thus the job of teacher is to create learning situation for the pupil and make them interested in the activity once the children get interest in the lesson, the process of teaching learning proceeds smoothly, so motivation is the process of creating interest in learning situation.

To create interest in learning situation the teacher should follow different mechanisms for example the subject can be presented in the form of play and the class may be motivated by

introducing the spirit of competition between different groups in the class.

The principles of recognizing individual difference

As psychologists agree it is recognized on the psychological investigation that all the individuals are not alike in the intelligence aptitude temperament and home conditions. While teaching a teacher should recognize individual differences in capacity for learning a given subject they should never expect the same standard of achievement from all pupils. In case disabled and slow learning children, the teacher should know about the potentials and limitations of each student after doing this, the teacher to help them in adjusting themselves to their physical as well as mental environment.

2.8.2. PROFESSIONAL CHARACTERISTICS OF PHYSICAL EDUCATION TEACHER

Literature reviewed indicates number of professional characteristic which are basic requirement for a good physical education teacher. Following professional characteristics are basic component of his personality;

1. Honors of child
2. Introduction with students by giving attention
3. Participation of students in school activities
4. Addressing the individual differences of the students
5. Importance to theory as well as practice source of assessment in the classroom
6. Source of assessment in the class room (Walter James E1981).

2.9. CHALLENGES FOR TEACHER EDUCATION IN THE TWENTY FIRST CENTURY

Research on educational issues has brought forward many matters in various domains of education. Major challenges for teacher education in the twenty-first century are:

1. The raising of the status of teaching profession to a level at which attracts the best qualified applicants.
2. Harnessing rapidly developing teaching to provide maximum learning opportunities for students-teachers, especially those in remote areas and those in developing countries, where

conventional resources such as libraries are impossible to resource adequately.

3. Discovering the optimum balance between theory and practice in the curriculum of teacher education in the many and varying contexts in which it is provided.

4. Developing teacher education structures and curricula that provide optimal balances among the academic, humanitarian, aesthetic and moral domains of human experience.

5. Designing research that takes account of many complex factors that impinge upon the process of teacher education, so that a greater understanding may be gained of the ways in which students learn to teach in the myriad of contexts in which they live.

(Hargreves 1993)

2.10. FACTORS RELATED WITH THE TEACHERS

As far as teachers are concerned the, international bureau of education (1993) remarked;“no one is in any doubt that the chief agent in the process of educational reform is the teacher.” posner (1992) also stated that teachers play crucial role in determining the success or failure of curriculum implementation

A. The personality of the teacher:

Is a major determinant factor in the kinds of methods he can use most effectively? Similarly students react differently to both the type of methods used and the teachers' personality. Furthermore, for effective teaching, when viewed from the perspective of safety and legal liability, planning is cortical. In this regard Wuest and Lombardo (1994) noted creation of a safe learning environment is of paramount concern, the potential problems and inherent in various physical activities should be carefully assessed. Therefore, utilizing appropriate progressions for activities and considering individual differences. In abilities are important planning concepts from the safety and legal liability stand point. In sum, teacher's pedagogical responsibilities could extend to administration (maintain student record, Attendance and the like); coaching, directing and curriculum development (continues revision of curriculum to meet student's needs).According to Wuest and Lombardo (1994) beyond the pedagogical responsibilities teachers are expected to participate in institutional responsibilities. Health and physical education teachers must assume other responsibilities in addition to their pedagogical responsibility. Some of these responsibilities are explicitly stated in teacher contract, while others are unwritten expectation for teachers.

These institutional responsibilities are wide ranging, encompassing such tasks as supervision, advisement, counseling, parent conferencing, and participating on school wide Comments, and professional responsibilities. In addition to full filling their pedagogical and instructional responsibilities Health and Physical education teachers must also be mined full of their professional obligations. This obligation in compass activities pertaining to one's professional growth and development as well as involvement in professional organizations.

B. Class room management:

On top of the above skills class room management is the most important aspect of instruction for successful curriculum implementation which help to avoid challenges that affect teachers. It is also a skill that all effective teachers must master. This is because without the skill to manage a class room even a well-planned can fail. Therefore effective class room management is of crucial importance. Moore (1992) remarked little or no learning could take place in an environment that is not well managed. The quality of class room management behavior of the teacher contributes to creating a quite learning situation in which pupil can learn. This actually, results in bringing about good behavior and disciplines in class rooms which are essential to successful teaching and learning. On the other hand; misbehavior in the class room prevents pupils learning from effectively (Crèmers, 1992, Capel et al, 1995, Doyle 1986). Effective teacher is therefore who is skilled in analyzing class room interaction and particularly sensitive and alert to what is happening on his or her class room. The teacher must be able to get student cooperation and maintain their involvement in learning tasks. His /Her treatment of topics should be interesting and lively; with plenty of opportunities for the students to be actively involved in the learning process. On the other hand, rigid teaching method provides boredom in the pupils largely because they are rarely called upon, or expected to be actively evolved in what is going on (Brown et al, 1982, Moor, 1992; South worth and loft house, 1990; weber, 1986) on the whole it can be deduced from the forgoing discussion that good class room managers are always good instructors. A teacher who has good class room management skills will find it easier to establish and maintain class disciplines. On the other hand; poor class room management is often associated with demonstration of in effective teaching. In the case of health and physical education teachers ability to effect change in student behavior (learning) will depend more on their ability to communicate. In this case, note that the difference between exciting, stimulating and facilitative Health and Physical education teachers and dull, boring, or

discouraging teachers is often directly related to communication and interactive skills. Based on this fact some teachers are perceived as confusing and sleep – inducing while other are clearly understood and interesting more often than not differences can be traced not so much, to subject matter competency but to the teacher’s communication of such knowledge. Effective presentations, an essential teaching activity make, the subject an interesting, and easy to learn, while the teacher with deficient communication skills often makes lessons confusing and can currently exert a determination effect on learning.

C. continuous Assessment

Assessment refers to the process of testing and evaluating students to determine progress towards program goals. It is an important part of any sound physical education program because it helps teacher to measure students’ current levels of ability, progress, and their own teaching effectiveness (Runder and Schfer, 2002).

2.11. FACTORS RELATED WITH THE ADMINISTRATORS

Administrators are one of the human factors that influence implementation understanding the crucial role of school.

The organizational factors

- Instructional facilities and mat
- Class size
- Time management skill
- Effects of school context on teacher student relation
- Time allotment

Instructional facilities and material

According to Mitzal (in Azeb, 1998) any discussion of class room organization must begin with some attention to resource and facilities that the specific step up demands or effectiveness of physical education teaching learning process. Mitzal farther describes that, when there is no lack of equipment and materials that appear geographically to the understanding of the pupil, teaching cannot be challenged indeed. In light of this statement Tirusew (1998) also describes that for effective teaching learning to take place, class room must be adequately organized and conducive enough.

The crux or educational quality among others heavily relies up on the environmental

(both internal and external) conditions and materials of the class room whenever theoretical issues are presented in class room for students, it is practically proved that the most out of them when they are supported by teaching materials (Houlouk, 1990). The writer farther mentioned that class room should have furniture that are comfortable and easy to move from one point to another and can be arranged for different purposes. The same writer argued that a class room should encompass teaching materials like text book Guides map, charts, pin boards, play grounds etc. Therefore teaching materials and other class room situation are very importance in the process of teaching and learning. Where lack of appropriate teaching materials result in hampering effective transmission of knowledge.

Class size

Usually under the direct guidance of a single teacher (Manre, 1956) class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The class room size has its own impact in facilitation or hindering activities of teaching learning.

According to Tirusew (1998), since teaching learning process depends almost entirely on communication between teachers and students, the number of students in a class determines the amount and the quality of knowledge imparted to and gained by the students. Thus, the large the size of students' number in a class, the more difficult communication between the teacher and students becomes, the more effectiveness of teaching will be hindered, and the lower the quality of education will be. According to Sigh (2008), large classes demand more time for organizational activities. Their by reducing the time for physical activity large class size of physical education contribute to a decreased in a students learning, acquisition of motor skills, the achievements of essential knowledge and skills, and has greater risk of injury as well as reducing teacher feedback.

There are arguments, which support the idea, that class size by itself has methods of teaching. But on the other side there are scholars who strongly favor the need for appropriate number of students in one class. The idea of class size is becoming a concern and an essential point of discussion among scholars. Because it is assumed that as the class size increase, students pace any or all of the following problems Gibbs cited in Barneit (1995):

- Lack of clarity of purpose
- Lack of knowledge about the progress

- Lack of advice on improvement
- In ability to support independent study
- In ability to support wide reading
- Lack of opportunity to discussion
- An ability to cope with variety of studies
- An ability to motivate students

In the same token Smith (1961) has also mentioned the following disadvantages that comes as a result of large class size

- Individualization of instruction is limited.
- Instruction tends to be lecture without group participation
- Oral communications with in the class room from pupil to pupil and to teacher and minimized.
- Written work is assigned less frequently and when assigned, receives less teacher attention.
- Pupils are less well known to teachers as individuals

Instruction in limited class size requires more preparation before class begin space, equipment and activities must be clearly determined to efficiently organize at least two groups working simultaneously with in the same area.

Provision must be made for providing information to the group clearly, quickly, and efficiently to avoid student dependence on the teacher (as in the command style lesson) for direction, visual information, modeling, and explanations. Generally speaking, classes should be limited to 30-40, regarded as a maximum. It is true, of course, that type of program, teaching methods, and available facilities affect the number that can adequately be provided for in one class.

Time management skill

The learning in a class is an important teaching variable and is a consequence of teaching methodology. It varies significantly from teacher to teacher for the same subject and within similar internal and external environments. The academic learning is a consequence of effective time management in the class room. The various tasks performed in the class room are of important consequence such as, time taken to put the class to order and get started, the lesson plan, and the discussion on issues or questions raised by students. All these have an impact student learning and therefore require proper attention. Time wasters have an adverse

effect on student learning in class room. Those students who spend more time on pursuing the course content are able to learn more and resultantly achieve better results. Teachers do make class room time and schedule will have a positive effect on scholastic achievement of students. The positive results of effective time use have promoted researchers to study if in more detail and various terminologies have emerged as under:-

- Allocated time
- Engaged time
- Academic learning time.

A teacher who believes in effective class room time management will always make a proper plan for the time to be spent in the class. He will avoid late coming as this gives student time to build noise level which takes time to subside and is thus a time waster. A good time management teacher would always tell the rules and regulations to the students to be followed in the class room along with expected behavior (Sadker and Sadker, 1997).

Time allotment

Time (period) allotment is one of the most important factors that influence the implementation of PE. Regarding this Knap (1968), noted that, physical educators are almost unanimous in the belief that a daily period is required in both elementary and secondary schools if the developmental, recreational, and skill needs of young people are to be met with reasonable adequacy. Not all the physical activity needed for health growth and development can be provided during one school period daily. However, a daily period of liberal length does allow time for considerable health full activity. Further it permits the teaching of variety of physical activities that develop skills, abilities and interests that form abases for further participation in worthwhile activities Knap .How long should the daily period be? It is suggested that since five minute at the start and ten minutes at the end are need for dressing and showering, the longer the period the higher the percentage of time available for physical activity. A sixty minute period allows 75% of the total time for activity other than dressing, where as a forty minute class permits 62.5%. Relatively long periods are advantage for PE class. When schedule are divided in to two short periods, the desire ability and possibility of double periods for PE should be considered .In addition to this some schools for PE classes favor a period near the middle of the morning or near the middle of the afternoon. Among reasons given for favoring these mid-half day time is:-

1. A break from and variation of sedentary class room activity is needed.

2. Before – school and after-school physical activity makes PE classes near the beginning or the end of a session unnecessary.
3. Early morning hours should be reserved for more difficult subjects and
4. Rigorous physical activity should be avoided after meal. Generally according to the some writers as much as possible considering a long period of time and making a period near the morning or near the afternoon may favored to facilitate teaching PE effective as one aspect of factors influencing the implementation of PE curriculum.

2.12 PLANNING

2.12.1 THE PURPOSE OF PLANNING

Research and simple common sense indicate that effective planning is one of the most significant factors affecting teaching performance. Of course, through planning, alone does not guarantee good teaching and learning, but without it, teaching and learning are severally restricted. Mawer (1995) identifies a host of attributes resulting from appropriate planning by trainee teachers, including;

- Greater use of equipment and facilities;
- More directions;
- More careful and precise organization of lessons;
- Clear presentation;
- More specific feedback;
- Greater Variety and better progression of activities, better timing of lesson;
- Greater ability to analyze pupils' needs;
- Higher levels of activity and time 'on task' among pupils;

Each of these attributes can make contribution to the success of a lesson and the quality of pupils learning. The process of planning a lesson or a series of lesson allows teachers to articulate their thinking (William, 1996 a): to think thing through carefully and systematically.

2.12.2 LESSON PLANS

Effective teachers plan no matter, what method they use to teach or how independent they. A guiding principal is that the less experienced the teacher, the more detailed the plans should be. More experienced colleagues have a great deal of knowledge and skill related to class

organization and presentation, and many of their practices have become automatic and need not be written down.

2.13 PROMOTING A POSITIVE CLIMATE FOR LEARNING

The climate of the lesson is its general atmosphere or tone. A climate that is positive and supportive can have a great influence on the motivation of pupils and their attitude to learning. Kyriacov (1991:60) characterizes a successful class room climate as being purposeful, task- oriented, warm, supportive and [with a] sense of order. Some teachers are very good in creating a strong sense of purpose in their lessons; some promote a supportive and caring environment. Good teachers do both. Research certainly suggests that this is the view of pupils. For example; Saunders (1979) reviewed the findings of studies of pupils' descriptions of good teachers and constructed the following picture. Good teachers are purpose full and control of themselves:

- Know what they want to teach and check that the pupils are learning;
- Take positive action when they discover and respond by changing role smoothly and appropriately;
- Try to understand the point of view of learners;
- Show respect for others
- Are concerned for all the pupils; In other words, according to pupils, good teachers represent a combination of purposefulness and sensitively.

2.14. MONITORING AND RECORDING OF ATTENDANCE

According to Fait (1965) monitoring involves consistent checking of whether every one attends activities in the classroom, and it also encompasses consistently taking of student's attendance to avoid student tardiness and absenteeism. Moreover, it also targets in correcting student behavior.

In addition, Daughtrey and Lewis (1979) mentioned; recording of attendance is important because it has administrative implications in most places. Students are required by law to attend. School and teachers are legally responsible for the students enrolled in their classes. Checking attendance is one of the most difficult and time consuming elements in the organization of physical education class.

Moreover, Emmer et al (1994) in his view said: To be an effective monitor of classrooms behavior the teachers must know what to look for. Hence two categories of behavior are important.

1. Students involvement in learning activities and
2. Student's compliance with classroom rules and procedures.

2.15. CHALLENGES TO PROPER IMPLEMENTATION OF PHYSICAL EDUCATION CURRICULUM

1. Time Allotment

- from grade 7 - grade 12, 2 single periods per week from 40 minutes per session
- Physical Education should be a part of every student's schedule
- Extra-Curricular activities (intra-murals, inter-house or inter-class activities should be compulsory). (Schools should prepare students for competitions by first organizing their internal competition)
- Intra-murals should be scheduled at least once per week for a maximum of two hours
- Time should be available for unstructured activities (break-time, lunchtime)
- Physical Education should be compulsory from Kindergarten to grade 12 generally; a major increased in time allotted to physical educations resulted in significant gains in physical fitness.

2. Class Size

Classes in physical education should be approximately the same size as classes in other subjects offered in school. This is as essential for effective teaching, individualized instruction, and optimal performance in physical education as it is in other content subjects. Physical education contributes to educational objectives in an equal basis with other subjects in the curriculum. Singer and Dick (1974) stated that; the instructional procedures and individual considerations used in teaching an individual student do not apply with a group of thirty students. The larger the group, the greater the challenge to the teacher to mediate effectively the learning processes of individual students.

According to Knapp and Hagman (1953) suggestion, generally speaking, classes should be limited to thirty pupils, and forty should be regarded as a maximum. It is true, of course, that type of program, teaching methods, and available facilities affect the number that can adequately be provided for in one class. An undesirable lock step program which pays little or no attention to individualization of instruction can accommodate large numbers in small spaces. Similarly, Bucher (2002) explained proper class size is just as essential for effective teaching, individualized instruction, and optimal performance in physical education. An acceptable size of physical education class is 30 students make up class, with enrollment never exceeding 35 for one instructor. According to Sigh (2008), large classes demand more time for organizational activities. Their by reducing the time for physical activity large class size of physical education contribute to a decreased in a students learning, acquisition of motor skills, the achievements of essential knowledge and skills, and has greater risk of injury as well as reducing teacher feedback.

- Class size should be comparable so that its educational objectives can be attained.

Recommended class size; maximum of 30—35

- However, aquatics, gymnastics, and other high-risk activities call for reduced student-to-teacher ratio with 20 students

3. Instructional Loads and Staffing

The instructional load of the physical educator should be of prime concern to management. To maintain a high level of enthusiasm, vigor and morale, it is important that the load be fair and equitable.

4. Facilities/Equipment

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

materials have a power to encourage youngest to be fully participate in the activity Brain Jeffs (1981).”

According to Bucher (2002) facilities for which they are responsible include outdoor facilities such as playground, pools, courts, and fields. And indoor facilities such as lockers, shower rooms, weight and exercise room, clipping walls and gymnasium. As Daughtery (1979) adequate facilities are needed for effective instruction, goal fulfillment, and the successful teaching PE. Lack of sufficient teaching station and play area is one of the reason that poor programs in physical education. Galen I. (2002) says “facilities should be planned for the different implementation of sport program.” M. Jenkins (2003) added to the point by saying “Sport equipment’s such as ball, t- shirts, foot wears are very essential needs to be supplied by considering the number of trainees.” Therefore we can conclude that schools should build on the bases of fully equipped facilities to all subjects as well as PE. Otherwise these lacks of facilities affect the implementation of the curriculum in each school settings.

5. Training for Physical Education Teachers

In this area Shuster (1963) states “Teachers fail to utilize the best procedure of teaching due to the failure of administration to provide in service growth and support for change”. Moreover, Negatu (2004) also said that in-service training “promotes efficiency, maintains enthusiasm, increase information expands interests and in general keeps teachers professionally alive and up-to-date.”It has long been recognized that the qualifications and qualities of a good teacher and coach are synonymous. Personnel recruitment, selection and training are very important. In selecting and hiring, the most qualified personnel should be recruited. They include consideration of the special qualifications for teaching and coaching, the general qualifications of physical educators and the unique qualifications for special needed.

- Physical Education Teachers should be trained/ qualified.
- In-service training should be offered as well
- Uniforms including shoes allowance should be provided for Physical Education Teachers. Trained/qualified Physical Education Teachers should be employed at every Secondary School: 1 male/1 female

CHAPTER THREE

3. RESEARCH METHODOLOGY

As mentioned in the statement of the problem the study focused on the investigation of the challenges, practices and prospect of teaching physical education and to indicate possible solutions for physical education teaching learning process. So, in this part of the study research design, study area, sources of data, subjects of data, population of data, sampling techniques, methods of data collection, data collection procedures, method of data analysis and ethical consideration were stated here under.

3.1. RESEARCH DESIGN

As it was mentioned in the introduction part of the study the main objective of this study was investigating the challenges, practice and prospect of secondary school physical education in Moyale District, it is helpful to identify present conditions and point to present needs. Moreover, it is economical & rapid turnaround in data collection& identifying attribute of a large population from a small group of individuals. Thus, the researcher employed a descriptive survey design method to explore the practice, challenges and prospective of primary school physical education during teaching learning process. The use of this method is well supported by Kerlinger (1990), Best and Khan (1996) and Baker (1988) when the study aims at examining of samples taken out of a large population. The design of this research was descriptive survey method & basically the aim of this research was to describe the challenges of physical education subject implementation in government secondary schools of Moyale secondary high school. Thus, the data was collected both with quantitative and qualitative methods.

3.2. DESCRIPTION OF THE STUDY AREA

The Study area was located in Borena Zone of Oromia Regional State, specifically on the boarder of Ethiopia and Kenya, South of Addis Ababa and it is about 771 km away from Addis Ababa. The climate of Moyale is too hot and the average daily temperature is about 34^oc. Moyale Town is also the boarder of Oromia Regional State and Ethiopian Somalia Regional State. Based on the 2013 Census by the Central Statistical Agency of Ethiopia (CSAE), this

woreda has a total population of 254,137, of whom 138,790 are male and 115,347 female while out of total population are urban inhabitants, 101,126 or 39.79% are pastoralists (Moyale Woreda administration office 2016).

3.3 SOURCES OF DATA

The sources of data were both primary and secondary data sources. Primary data was collected through employing multitude of data gathering techniques including structured questionnaire, interview and observation checklist. Whereas secondary sources of data was collected internets, journals, magazines, letters, and mass media.

3.4. SUBJECTS OF DATA

The target of the study involved three subjects namely school managements (directors and v/directors), PE teachers' and students of Tuka Secondary School, Moyale Secondary School and Moyale Preparatory School.

3.5. POPULATIONS OF DATA

The target population of the study was 3 subjects namely school managements (directors and v/directors), PE teachers' and students. Total of grade 9-12 students' were desired population. The data was collected from two government secondary schools and a preparatory school of Moyale Woreda. There are 865 students and 20 sections. And also, there are three PE teachers & 6 school administrators from the three secondary schools were taken as a population.

3.6. SAMPLING TECHNIQUES

The data was collected from two government secondary schools and a preparatory school of Moyale Woreda in purposively because the researcher has been working in the target area as a physical education teacher for six years and it is near to the researcher's residence. From these secondary schools 130 (15.02 %) participants were taken from total number of 865 students and 20 sections purposively. The researcher selected six sections by the multi stage sampling techniques. The three physical education teachers were taken with purposive sampling to respond the questionnaire. In addition to this, the researcher interviewed the three physical education teachers who were teaching theory and practical physical education subject in their

respective section. Three directors were interviewed purposefully. In addition to these, the researcher also made the practical and theory class observation.

Table 3.1: - sample and sampling techniques

R. no	Name Of the school	Sampling techniques	Total Section	sample	techniques	Students per section	Sample size	Sampling Techniques
1	Tuka sec.	Purposive	4	2	Simple random method	46	20 or 10 students per section	Simple random method
2	Moyale sec.	Purposive	10	3	Simple random method	48	60or 20 students per section	Simple random method
3	Moyale prep.	Purposive	6	2	Simple random method	44	50 or 25 students per section	Simple random method
	Total	Purposive	20	7	Simple random method	865	130	Simple random method

3.7 INSTRUMENTS OF THE DATA COLLECTION

3.7.1 QUESTIONNAIRE

Structured questionnaire helped to collect the desired data from the sample students, teachers, and directors from three government schools of Moyale Woreda. Close and open ended questions included in the questionnaires. Even though most of the questions were close ended, some open ended questions are parts of the questionnaires for students & teachers. The questions in the questionnaires for the students was aimed at the students' reaction, discovery

of their interest and attitude towards to the subject, availability of instructional and supplementary materials, equipments and facilities, and factors hindering the implementation process of physical education. Teachers' questionnaires was focused on similar ideas to the students' questionnaire, the extent to teacher's use of theoretical and practical work makes it different, teaching methods, teacher's role during teaching activities, the actual application of teaching learning process and constraints.

3.7.2 INTERVIEW

Interview was one of the instruments going to be used to gather data in this study. In qualitative data collection method, depth interview is an important tool for data gathering process. Interview was delivered to the subject teachers and directors to identify their perception, and/or practices regarding to challenges during implementation of physical education. The interview was conducted by guiding interview questions. The interview is focused on the three directors and subject teachers, because their positions are important to describe whether a physical education program is implemented as planned or not.

3.7.3 OBSERVATION

Class room instruction was important source of data collection in describing the implementation of an educational innovation. In class room instruction teacher's skill, knowledge, subject application, classroom management, teaching aid utilization, the quality of text books, evaluation techniques and other necessary facilities meet and interact to create the citizens envisioned by an education. Observation is one of very important source of data gathering instrument which we use in our research. As Miller and Brewer: 2003, "observation was fundamental part of social activity and a critical tool to look on the forms of social interaction". The researcher used observation to look the implementation of physical education classrooms which was observed for two weeks for a total of 20 periods (10-practical &10-theory periods) each has 40' minutes. Each teacher from the total of three teachers was observed practical and theoretically while teaching program in their subject area.

3.8 DATA COLLECTION PROCEDURES

The researcher used a series of data gathering procedures. The questionnaire was prepared with two languages i.e. English and Afan Oromo version. These questionnaires were checked with

the advisor for the reliability. Then, questionnaires are distributed to students and teachers. Then, the final questionnaires were distributed to Moyale High Schools selected students and teachers. And for interview, the researcher adjusted time with the interviewee. Then, the designed open ended questions were asked. While the interviewee answers, the researcher took note. On the other hand, the researcher contacted with PE teacher and check how they implement of PE lessons. The researcher used theoretical and practical checklist.

3.9 DATA ANALYSIS TECHNIQUES

The data was collected qualitatively (interview and observation check list). It was analyzed using spss to compare the findings in secondary schools of Moyale Woreda. Finally, the data was collected quantitatively and qualitatively. This study was both qualitative and quantitative research approach. Therefore, the data obtain through questionnaire is analyzed quantitatively. The data collect through interview and observation was analyzed qualitatively to substantiate the quantitative analysis. The collected data was sorted out. Organized and synthesized, so that meaning full results of the study was obtained and conclusions were made based on the interpreted data. Thus, the information obtained through close ended questions tailed and put in to numbers (spss). This helps the researcher to use tables, graphs for interpretation. Then Crosse-check made through information which collected with observation in order to triangulate the data collected through the questionnaire, observation and interview.

3.12 ETHICAL CONSIDERATION

Critical issue to ethical issue was taken into consideration to ensure the credibility of the finding. So to increase the confidentiality of the respondents' responses, their idea kept in the secret only for the study purpose. Legal letters of permission for the study from Jimma University and Oromia Regional State Education Office was used while going to these selected high schools to collect the necessary data.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the results of the data analysis were presented. The data were collected and analyzed from February 1 to June 28, 2017 G.C. The results were organized to two major sections corresponding to the research questions that the study were designed to answer and the data obtained from the questionnaire were analyzed using SPSS Software and MS excel. To find out answers for the above research questions, data were gathered through questionnaire, observation and interview.

4.1. BACKGROUND OF THE PARTICIPANTS

Table 4.1: General information of participants

Explanation	Categories	Frequency	Percent
Name of the school	moyale preparatory	50	38.5%
	Tuka	20	15.4%
	moyale secondary School	60	46.2%
	Total	130	100.0%
Sex	Male	80	61.5%
	Female	50	38.5%
	Total	130	100%
Age	14-20	66	50.8%
	>21	64	49.2%
	Total	130	100.0%
Grade level	9	39	30.0%
	10	41	31.5%
	11	28	21.5%
	12	22	16.9%
	Total	130	100%

Source: the researcher's survey data of 2017

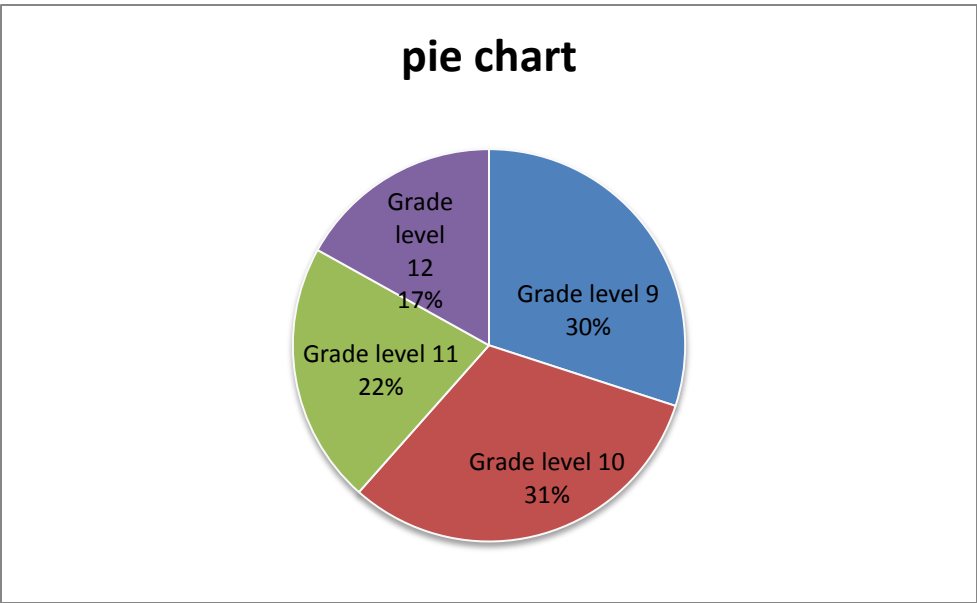


Figure 1: Respondent's grade level obtained from survey

Table 4.1 and Figure 1: reveals that the frequency distribution of personal information of student respondents. More specifically, large numbers, about 31.5 % of the respondent is from grade 10 and 30% of the respondent is from grade 9. As the smallest numbers, about 21.5% of respondent is from grade 11 and 16.9% of respondent is from grade 12 in the study area.

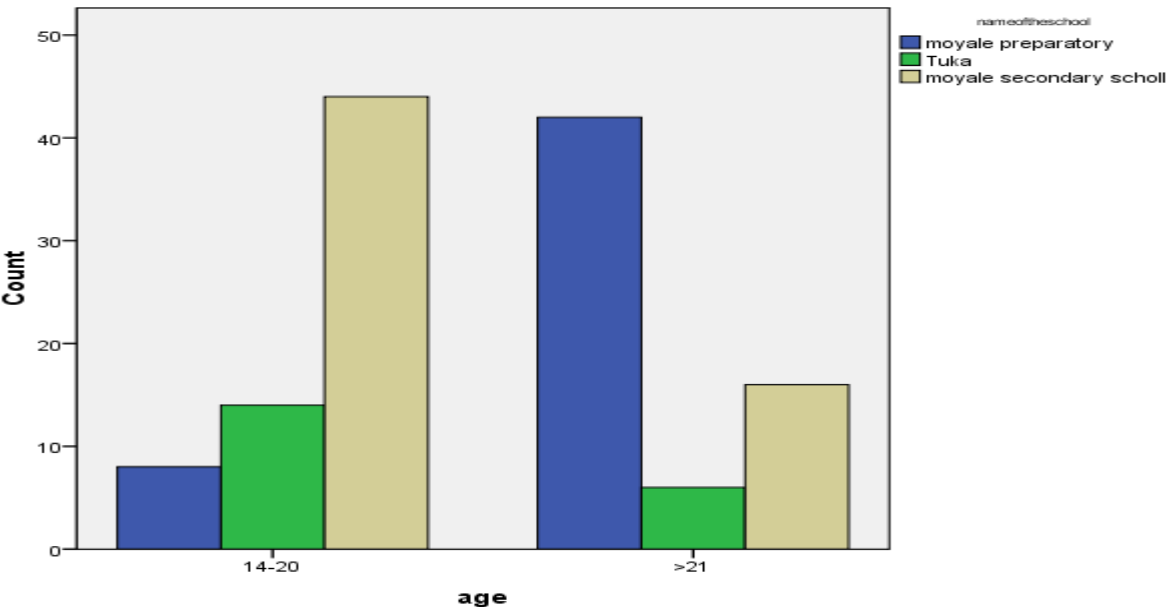


Figure 2: Respondent's age level obtained from survey

Table 4.1 and figure 2 shows us the student respondents from secondary schools of Tuka secondary school, moyale secondary school, and Moyale preparatory high school. Out of 130

students 66 (50.8) are in the age of 15-20 years, 64 (49.2) of the students are in the age of 21 and above years. This implies that the equivalent numbers of 14-20 and above 21 years old students are participated to respond to the questions.

Table 4.1 and Figure 2: reveals that the frequency distribution of personal information of student respondents. More specifically, large numbers, about 46.2 % of the respondent is from moyale secondary schools and 38.5% of the respondent is from moyale preparatory schools. As the smallest numbers, about 15.3% of respondent is from Tuka secondary schools.

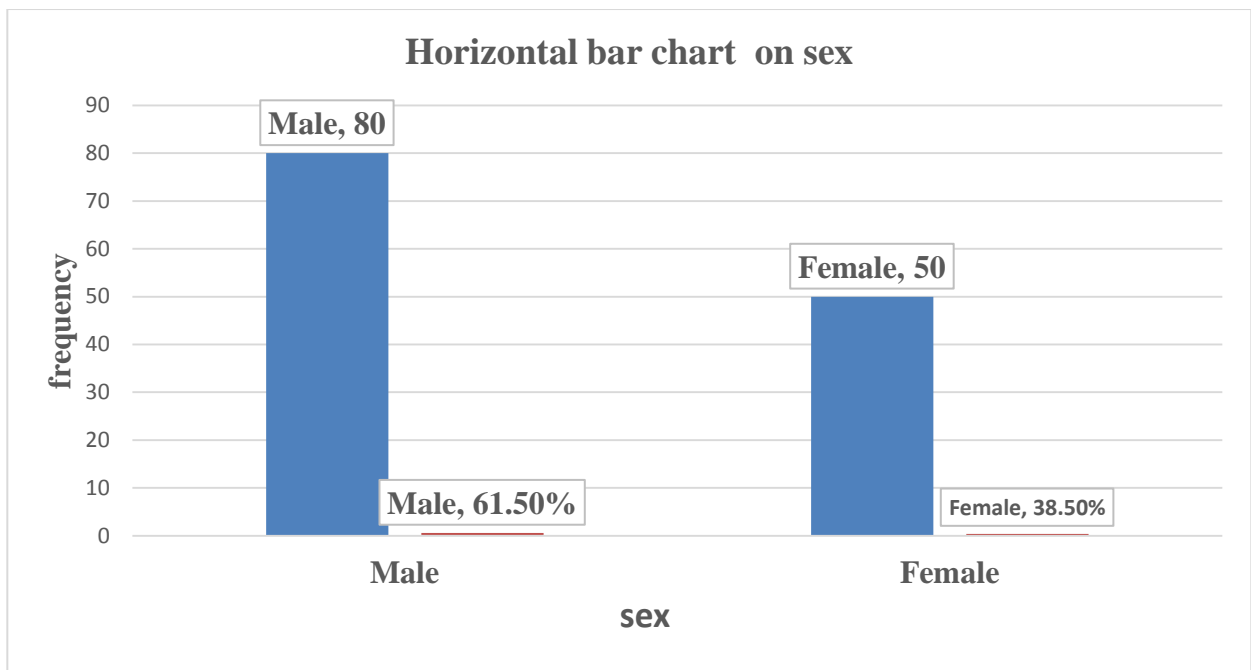


Figure 3: Gender of respondents obtained from survey

Table 4.1 and Figure 3: reveals that the frequency distribution of personal information of student respondents. Regarding to the gender distribution, male (61.5%) respondents are larger as compare female (38.5%).

4.2 CHALLENGES, PRACTICE AND PROSPECT OF TEACHING

PHYSICAL EDUCATION

The researcher attempted to probe challenges that deter the quality of teaching physical education based on related literature review, the period of the researcher teaching experience and observation of problems in teaching physical education in relevance with the content to be

educated. Therefore, the researcher bears out the relevance and the consistent of the existed challenges through preliminary survey carryout in sample school plus, aforementioned challenges options to respondents to attain their reaction, suggestion, opinion and recommendations which directed the researcher to get the right track along with lead to set relevant questionnaires with challenges, practice and prospect of teaching physical education. Hence, the data gathered through questionnaire analysis and interpreted respectively in the following tables.

4.3. THE PRACTICE OF PHYSICAL EDUCATION IN MOYALE WOREDA SECONDARY SCHOOLS

Table- 4 .2. The respondents’ response about the students’ regular physical education class attendance without being absent.

Attending properly the physical education instruction without absenteeism	Alternatives	Frequency	Percent
	Yes	75	57.7%
	No	55	42.3%
	Total	130	100%

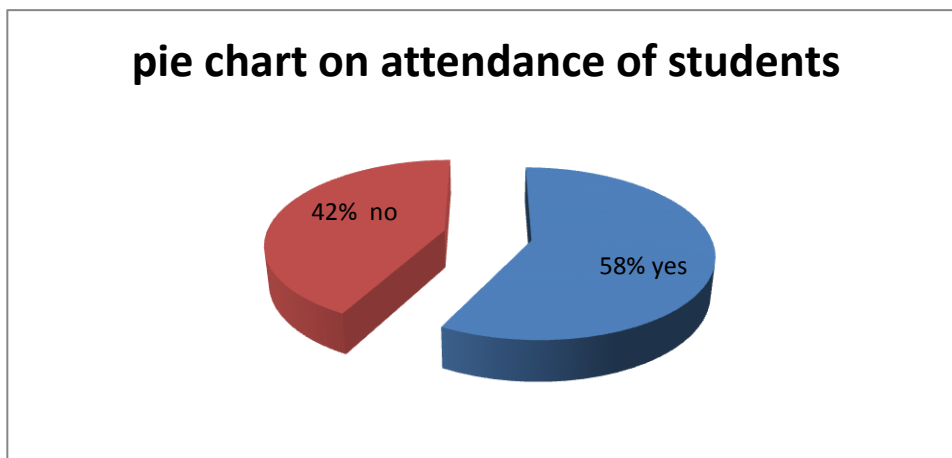


Figure 4: the students’ regular physical education class attendance without being absent.

As per the above Table 4.2 and figure 4 ; most (57.7%) of the respondents had Attendance properly the physical education instruction without absenteeism and 42.3% of the respondents

miss the class during physical education instruction. However, this number is still large that approximate to half of the respondents miss physical education class, when instructed.

Table 4.3. The respondents’ response about the qualities of the teachers on teaching learning process in physical education.

Responses	Categories	Frequency	Percent
utilize different teaching aids	First	10	7.7%
	Second	7	5.4%
	Fifth	12	9.2%
	Fourth	16	12.3%
	Fifth	33	25.4%
	Sixth	19	14.6%
	Seventh	9	6.9%
	Eighth	24	18.5%
Clarify on content	First	18	13.8%
	Second	17	13.1%
	Third	14	10.8%
	Fourth	28	21.5%
	Fifth	16	12.3%
	Sixth	6	4.6%
	Seventh	15	11.5%
	Eighth	16	12.3%
Effort to achieve the objective	First	13	10.0%
	Second	24	18.5%
	Third	14	10.8%
	Fourth	13	10.0%
	Fifth	17	13.1%
	Sixth	8	6.2%
	Seventh	27	20.8%
	Eighth	14	10.8%
effective in class management	First	20	15.4%
	Second	34	26.2%
	Third	19	14.6%
	Fourth	21	16.2%
	Fifth	13	10.0%
	Sixth	11	8.5%

	Seventh	7	5.4%
	Eighth	5	3.8%
Punctuality and being role model	First	46	35.4%
	Second	19	14.6%
	Third	17	13.1%
	Fourth	12	9.2%
	Fifth	10	7.7%
	Sixth	14	10.8%
	Seventh	4	3.1%
	Eighth	8	6.2%
providing adequate answer to questions proposed by the students	First	4	3.1%
	Second	14	10.8%
	Third	10	7.7%
	Fourth	9	6.9%
	Fifth	15	11.5%
	Sixth	31	23.8%
	Seventh	24	18.5%
	Eighth	23	17.7%
utilizing appropriate teaching method	First	11	8.5%
	Second	14	10.8%
	Third	22	16.9%
	Fourth	17	13.1%
	Fifth	10	7.7%
	Sixth	16	12.3%
	Seventh	22	16.9%
	Eighth	18	13.8%
Utilization of continuous assessment	First	7	5.4%
	Second	4	3.1%
	Third	24	18.5%
	Fourth	14	10.8%
	Fifth	16	12.3%
	Sixth	24	18.5%
	Seventh	21	16.2%
	Eighth	20	15.4%

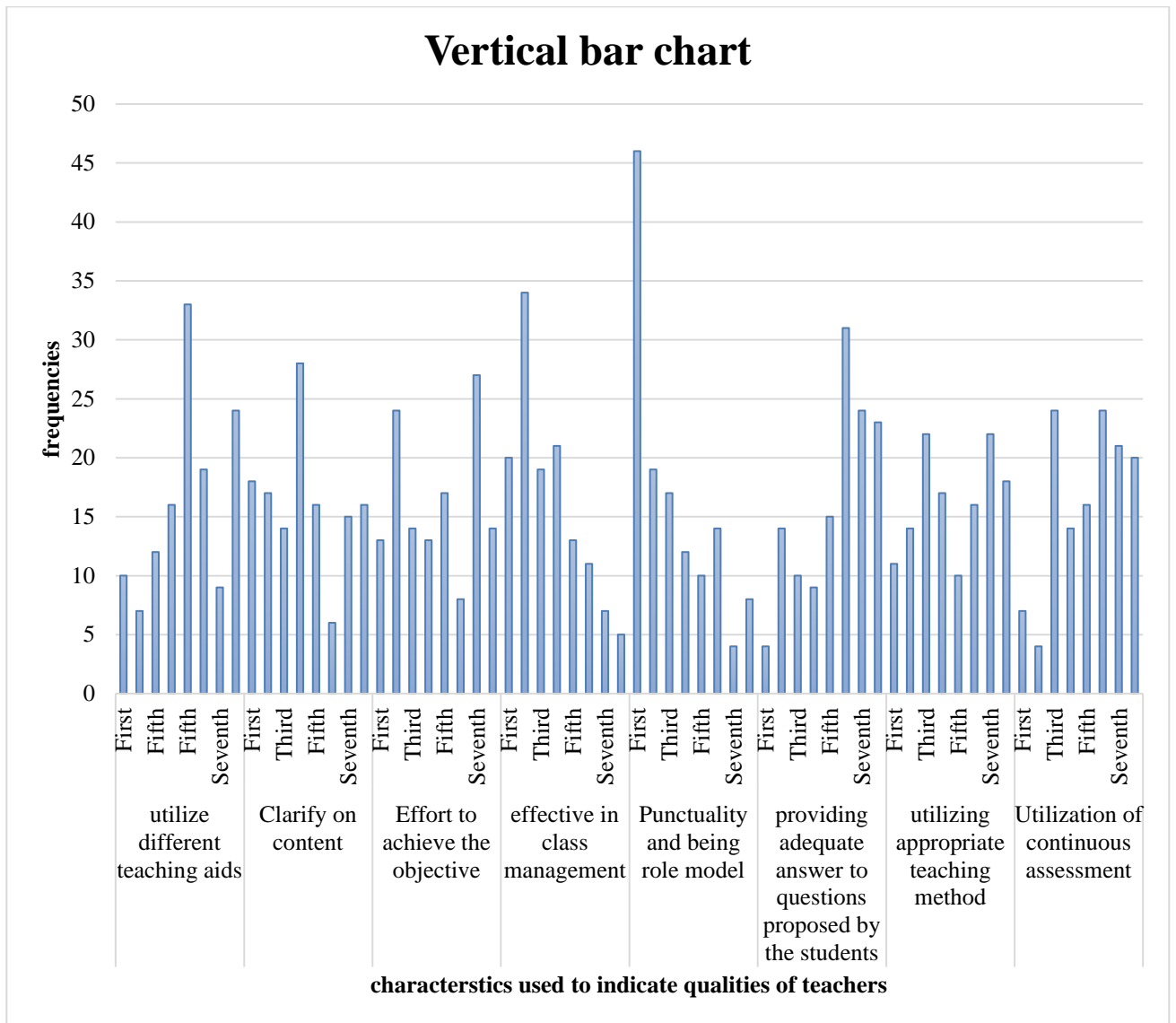


Figure 5: Qualities observed from physical education teacher according to respondents
The respondents’ response about the qualities of the teachers on teaching learning process in physical education.

1. Teacher’s utilization of different teaching aids.

As mentioned in the above table the respondents response about the use of teaching aids by the teacher from the total 130 students, 33 respondents ranked the 5th choice and this is the highest number in the population. 24 of the respondents ranked the 8th choice and this number is the 2nd highest number in the population. 19 respondents ranked 6th choice and this number is the 3rd highest number in the population. This means 5th, 6th & 8th choice for

teacher's utilization of different teaching aids during physical education instruction process. Therefore, we can understand from this table teacher's use of teaching aids in instruction process is low. So that use of teaching aids in instruction process by the teacher has to be improved to give quality physical education program.

2. Clarity of content

As mentioned in the above table the respondents response about the use of teaching aids by the teacher from the total 130 students, 28 respondents ranked the 4th choice to them and this is the highest number in the population. 18 of the respondents ranked the 1st choice and this number is the 2nd highest number in the population. 17 respondents ranked 2nd choice and this number is the 3rd highest number in the population. This means, 4th, 1st and 2nd choice for teachers' subject matter knowledge during physical education instruction process. Therefore, we can understand from these table teachers have enough knowledge to teach physical education.

3. Effort to achieve the objective

As mentioned in the above table the respondents' response about the teachers' effort to achieve the objective of physical education from the total 130 students, 27 respondents ranked the 7th choice and this is the highest number in the population. 24 of the respondents ranked the 2nd choice and this number is the 2nd highest number in the population. 17 respondents ranked 5th choice and this number is the 3rd highest number in the population. This means 7th, 2nd and 5th choices are for teachers' effort to achieve the objective of physical education during physical education instruction process. Therefore, we can understand from these table teachers' efforts to achieve the objective of physical education is medium.

4. Effective in classroom management

As mentioned in the above table the respondents' response about effective classroom management by the teacher from the total 130 students, 34 respondents ranked the 2nd choice and this is the highest number in the population. 21 of the respondents ranked the 4th choice and this number is the 2nd highest number in the population. 20 respondents ranked 1st choice and this number is the 3rd highest number in the population. This means 2nd, 4th and 1st choices are for teachers' effectiveness in the classroom management during physical education instruction process. Therefore, we can understand from these table teachers have

very high qualities in classroom management.

5. Punctuality and being role model.

As mentioned in the above table the respondents response about punctuality and being role model of the teacher from the total 130 students, 46 respondents ranked the 1st choice and this is the highest number in the population. 19 of the respondents were ranked the 2nd choice and this number is the 2nd highest number in the population. 17 respondents ranked 3rd choice and this number is the 3rd highest number in the population. This means 1st, 2nd & 3rd choices are for teachers' punctuality and being role model during physical education instruction process. Therefore, we can understand from these table teachers are punctual and role model in their teaching physical education.

6. Providing adequate answer to questions raised by the students

From the total 130 students, 31 respondents ranked the 6th choice and this is the highest number in the population. 24 of the respondents ranked the 7th choice and this number is the 2nd highest number in the population. 23 respondents ranked 8th choice and this number is the 3rd highest number in the population. This means 6th, 7th & 8th choices are for teachers' providing adequate answer to questions raised by the students during physical education instruction process. Therefore, we can understand from these table teachers have limit knowledge in providing adequate answer to questions raised by the students to teach physical education.

7. Utilizing appropriate teaching methods

As mentioned in the above table the respondents response about the use of appropriate teaching methods by the teacher from the total 130 students, 23 respondents ranked the 3rd choice and this is the 1st highest number in the population. 22 of the respondents ranked the 7th choice and this number is the 2nd highest number in the population. 17 respondents were ranked 3rd choice and this number is the 3rd highest number in the population. This means 3rd, 7th & 3rd choices are for teachers' use of appropriate teaching methods during physical education instruction process. Therefore, we can understand from these table teachers use of appropriate teaching methods to teach physical education is average.

8. Utilization of continuous assessment

As mentioned in the above table the respondents' response about the use of continuous assessment by the teacher from the total 130 students, 24 respondents ranked the 6th choice

and this is the highest number in the population. 23 of the respondents ranked the 4th choice and this number is the 2nd highest number in the population. 21 respondents ranked 7th and this number is the 3rd highest number in the population. This means 6th, 4th & 7th choices are for teachers' use of continuous assessment during physical education instruction. Therefore, we can understand from these table teachers are poor in the use of continuous assessment during teaching physical education.

According to Table 4.2, the students respondent invited to rank form the most quality to the last quality you observed the strength of physical education teachers' with respect to utilize different teaching aids, Clarify on content, Effort to achieve the objective, effective in class management, Punctuality and being role model, providing adequate answer to questions proposed by the students, utilizing appropriate teaching method, considers individual differences rated as first rank with (7.7%, 13.8%, 10.0%, 15.4%, 35.4%, 3.1%, 8.5%, 5.4%), whereas the least rank eight with (18.5%, 12.3%, 10.8%, 3.8%, 6.2%, 17.7%, 15.4%), respectively.

This implies that the concerned body in the study area should improve on the listed activity which are utilize different teaching aids, Clarify on content, Effort to achieve the objective, effective in class management, Punctuality and being role model, providing adequate answer to questions proposed by the students, utilizing appropriate teaching method, considers individual differences to solve the indicated problem in the study area, Moyale woreda Secondary Schools.

4.4. THE CHALLENGE OF PHYSICAL EDUCATION IN MOYALE WOREDA SECONDARY SCHOOLS

Table 4.4 The challenge of physical education in Moyale woreda Secondary Schools

Responses	Categories	Frequency	Percent
students perception on adequacy of allotted time for physical education	Yes	36	27.7%
	No	94	72.3%
enough physical education teachers in school	Yes	45	34.6%
	No	85	65.4%
the influence of gender in participation of physical education	Yes	82	63.1%
	No	48	36.9%
students perception about suitability of sport play ground	Yes	69	53.1%
	No	61	46.9%
availability of sport equipment in school	Yes	47	36.2%
	to some extent	76	58.5%
	No	7	5.4%
type of facilities is available in school	sport field	100	76.9%
	dressing room for the student	0	0.0%
	shower room for the students and teachers	0	0.0%
	sport library	0	0.0%
	None	30	23.1%

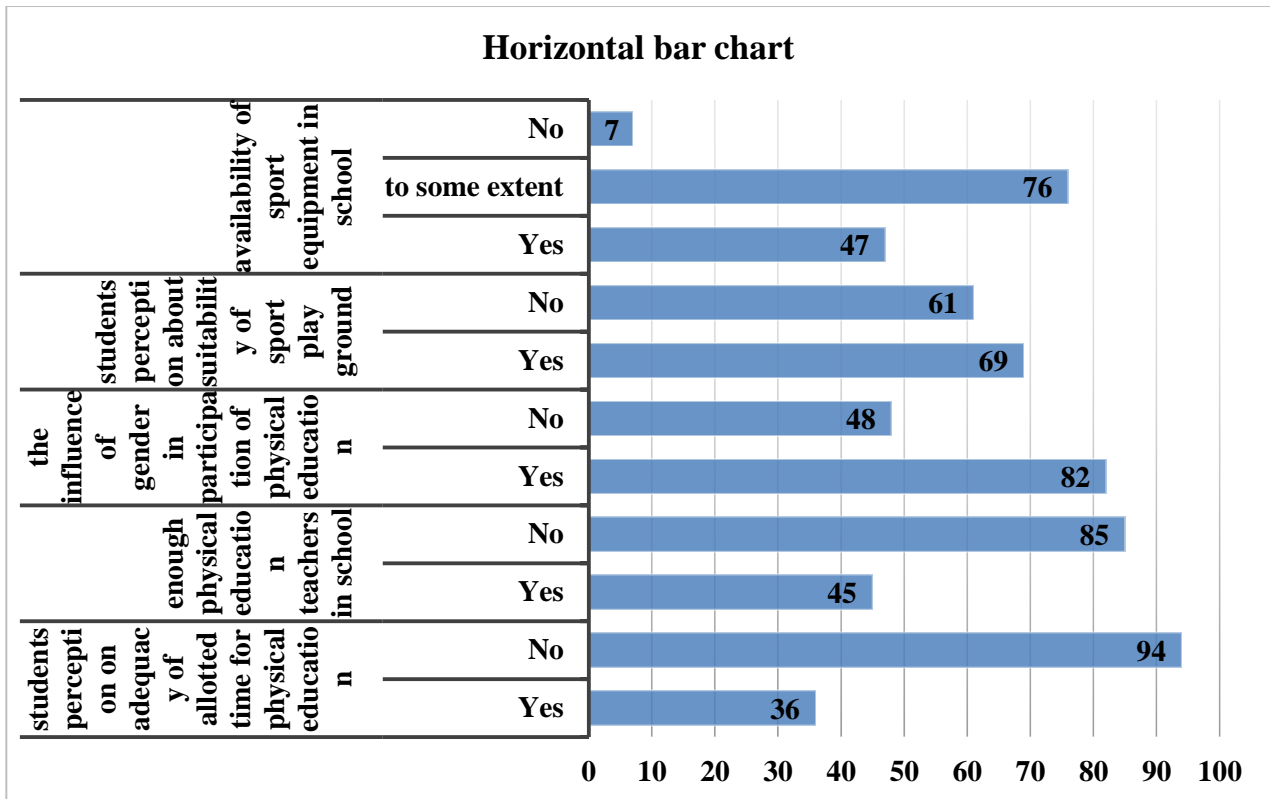


Figure 6: graphical presentation of some challenge of physical education in Moyale Woreda Secondary Schools

As we observed from table 4 and figure 4, out of 94, (72.3%) of the student and all of 3, (100%) teacher respondents replied that the current time allotment to physical education in Moyale secondary schools are not enough to teach physical education and the rest respondent 36, (27.7%) of the student respondents answered that the current time allotments in the school, are enough for teaching physical education. As researcher interviewed the school administrative bodies, they also replied that they don't believe the current reduced time allotment from the actual MOEs period distribution to physical education is not enough. But to get a period for IT (Information technology), they found temporary solution to take one period from physical education subject. So that, this shows, the majority of the students and all of the Physical education teachers from 3 secondary schools said that the current time allotment (one period per week) is not enough to teach physical education subject. And similarly the administrators from each school also believe that one period per a week would not be satisfactory to meet the objective of physical education subject.

The respondents' response about the impacts clarifies that they observed after the reduction of regular two periods per a week in to one has created shortage of physical education. From the researcher's gathered data with questionnaire and interview, the students', subject teachers' and school administrators response on the impacts they observed after the reduction of regular two periods per a week in to one is meant as follows:

- Lack of attention to the subject
- Reduction of students' fitness level
- Problems to relate theory with practice
- The playing areas were not kept clean and safe

Therefore, quality physical education in the school could be gained with sufficient time allotment and with intensive training in regular physical education program. And thus, this quality physical education program is essential in helping students gain competence and confidence in a variety of movement forms. It should provide a sound framework for the design and assessment that develop the students' motivation, fitness; cognitive, affective behavioral and active lifestyle needs, and should focus on life-time involvement. To avoid the decline of physical education program in the school has to be give attention with all stockholders in the community and in the national level.

As we observed on the above table 45 (34.6 %) of the students responded that there are sufficient teachers who are teaching physical education in the school and the rest 85 (65.4%) of the respondents answered that there are not sufficient amount of physical education teachers in their school.

As we interview results from the subject teachers, directors and the researchers' observation check list emphasis, there is no sufficient teachers in three schools. In addition to this, as we observed the weekly load of each physical education teacher shows more than 10 sections specially in Moyale preparatory and Moyale secondary schools. So, that the number of teachers in Moyale secondary schools are not sufficient to bring progressive change on the physical education subject. And hence, it is better to provide additional, trained physical education teachers to solve the current problem.

As shown in the above table 82 (63.1 %) of the respondents answered that gender has influence in schools physical education participation. And the rest 48 (36.9 %) of the

respondents answered that sex has influence in physical education participation. This indicates that, more than half of the students are responded that sex has influence in physical education participation. Moreover, researcher observed few male and some female students sitting near the field of practical class. During this practical period of the teaching learning process of physical education, the researcher wants to ask the case for female students sitting on the bench .After oral communication with those female students, the students answered that they were left aside from the practical period due to their menstruation problem. From this point of view menstruation and culture is temporary case and sex has influence in hard muscular work.

Regarding to the accessibility of equipment in the school; Table 4.4 indicate that, 47(36.1%) responses said there is availability of sport equipment in school, 76(58.5%) had responses to some extent availability of sport equipment in school, the rest 5.4% of the responses with no availability of sport equipment in their school at the study area, Moyale woreda Secondary Schools. Therefore, there is some extent of sport equipment in the school. All of 3 teachers responded there are no available equipment's in the school.

This implies that all teachers responded that there are no available sport equipment's and materials in the school.

As we gathered information from the interview result the teachers and the directors responded similar idea. For this matter, they reason out that materials in the school like hand ball, gymnastic apparatus such as parallel bar, Swedish box, horse pommel and athletics equipment's like standard hurdles, starting blocks for running events, jumping poles for high jump, jumping pit for broad jump are not present in the school. Foot balls, volleyball's and basketballs are not satisfying the need have the students while they are performing enter- mural, extra- mural programs and regular practical teaching sessions.

As researcher observed the above mentioned problems are obvious and which hindered the implementation of physical education program in Moyale secondary schools. So that, the school communities and the administrators have to provide some necessary materials and equipment's to physical education department by mobilizing the stockholders. In addition to that they have to subsidize annual budgets for sport equipment's. In addition to that sport department has to plan in advance to fulfill easily made & risk free materials to prepare from locally available material and more sophisticated materials should bought with their full

garnet to avoid any risk on the athlete.

As shown in the above table, out of the total of 3 teachers 1 of the respondents are replied that there are some amount of teaching materials are available in the school. 2 of the respondents responded there is no available teaching materials like text books, teachers guide, syllabus and reference materials in the school. No respondents are responded for the presence available teaching materials in the school.

This means the school is suffering with shortage of text books, teachers guide, syllabus and reference to teach physical education. Therefore, the school administrators and the other stockholders have to find solutions for the shortage of physical education teaching materials. The solution might be found by means of coping, buying, lending or communicating with regional educational bureau for the shortage of teaching materials in the school.

As we observed from the above table all of the respondents 130(100%) of the students and similarly all of the respondents 3 teachers responded that there are no gymnasium, dressing room, shower rooms for students and teachers, sport library, store for materials are not present in the school. This means that the majority of the respondents supported the idea that their school sport play grounds are not suitable for practical PE program.

As seen from the outcomes, the teachers and the school administrative bodies, response result has the same to students' response. In addition to this the observations based on schools play grounds show similar result to the students and administrative bodies response. So that school and the stakeholders of the education because have to aggregate to improve the standards of physical education play grounds in secondary schools.

This shows only office for physical education department is present in the school. As researcher observed all of the above mentioned ideas are the same and the office of physical education department is for teaching staff and store for sport equipment's. In addition to this the size of the office is small. Due to this reason the room does not accommodate chairs with number of the teachers and it has no sufficient spaces to display sport equipment's with their specific items. Therefore, the school administrators and the stockholders should give attention for quality education avoid the problems for absence of sport store room building room, for the absence sport library organizing sport library within the school library of outside school library in school campus. For gymnasium, shower rooms and dressing rooms the school administrative bodies and the other stockholders have to work jointly fulfill the need of sport science department.

4.5. THE PROSPECT OF RESPONDENTS TO PHYSICAL EDUCATION IN MOYALE WOREDA SECONDARY SCHOOLS

Table 4.5. The prospect of respondents to physical education in Moyale woreda Secondary Schools

Responses	Categories	Frequency	Percent
outlook towards physical education subject is equal to other subjects in your school	Yes	56	43.10%
	No	74	56.90%
good awareness about physical education	Yes	52	40%
	No	78	60%
students and school communities view on relevancy and appropriateness of curriculum to physical education	Yes	32	24.60%
	No	98	75.40%

Source: the researcher's survey data of 2017

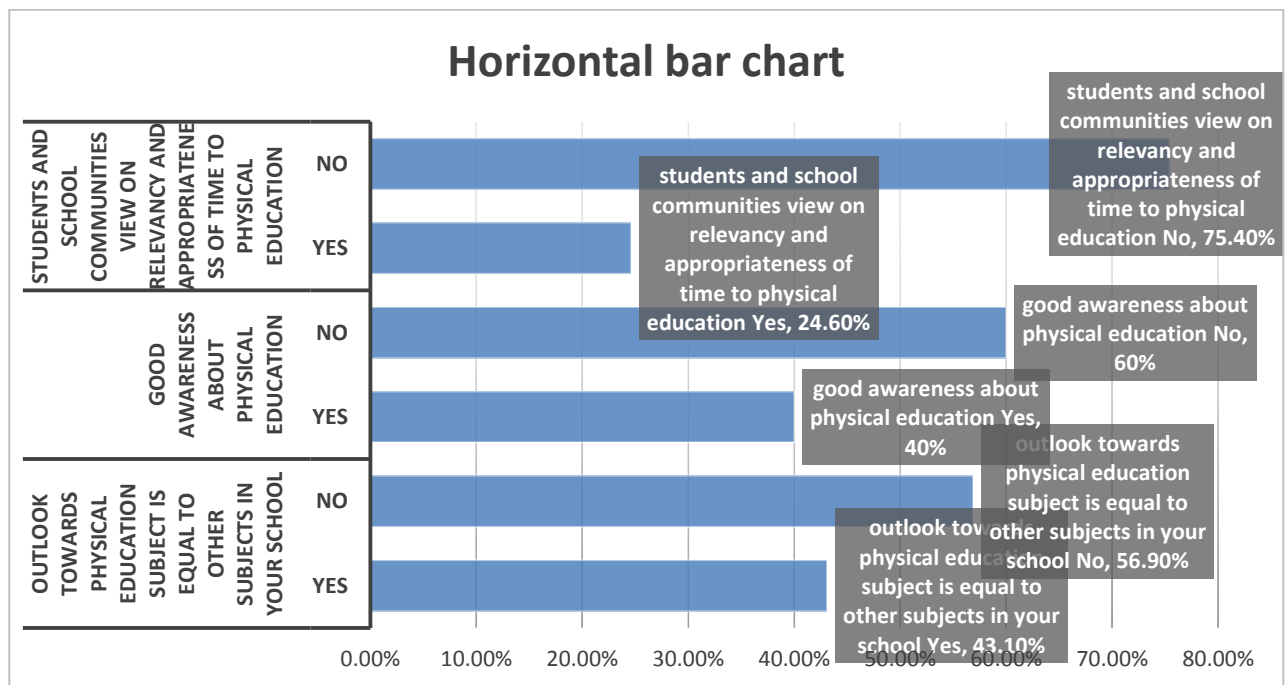


Figure 7: prospect of respondents to physical education

As shown in the above table 56 (43.10 %) of the respondents answered that the students and teachers positive attitude and perception towards physical education subject with equal respect to other subjects. The rest 74(56.9 %) of the respondents are replied that there is no

positive attitudes and perception towards physical education so that almost half of the respondent responded that they perceive physical education subject equal to other field of studies on the contrary the rest half of the respondents are perceiving ideas that physical education has no equal value and status with other field of studies. The interview result of teachers and administrators implies that there is lack of awareness to the objective of physical education subject with school community and the society. In addition to that the nature of the subject (that needs more of euro muscular coordination) brings challenges on the implementation of school's physical education subject.

Table 4.5 and Figure 7, show that the majority of the respondent has not good awareness about use of physical education whereas 52(40%) of the respondent has about it. Out of 40% which having awareness about physical education, the majority 29.2% like physical education as subject and small amount of respondent about 1.5% said their teacher told them that the purpose of physical education is no more than physical development.

In addition to these, Table 4.5 and Figure 7 revealed that, 56(43.1%) of the respondent students had positive outlook towards physical education subject is equals to other subjects in their school where as 74(57%) of the respondent students have not considered as physical education subject is not equals to other subjects in their school. As shown on the above table 32 (24.6 %) of the respondents are answered the school communist have positive attitude to the relevance& appropriateness of physical education curriculum.98 (75.4 %) of the respondents are responded that the school communities have negative attitude towards to the relevance and appropriateness of physical education curriculum. This means more than half of the school communities show negative attitudes towards the relevance and appropriateness of physical education curriculum. On the contrary the rest of the school communities have positive attitude towards the relevance and appropriateness of the physical education curriculum. From this we can understand knowingly or unknowingly with their back ground experience, lack of exposure to sport activities, peer pressure, cultural influence and personal problem of the community they might be forced to develop negative attitude to physical education curriculum.

The teachers response shows from the total of 3 teachers 2 of the respondents replied they have high interest in their teaching physical education .1 of the respondents of the teachers responded that they have medium level of interest in physical education. Therefore, the majority of the respondents of the teachers have high level of interest in teaching

physical education. One teacher has medium level of interest in teaching PE. This shows the majority of the subject teachers have high and medium level of interest to PE subject.

As researchers observation the majority of the students and teachers during practical and theory classroom teaching learning process have high interest to physical education lesson. The rest few of the students and the subject teachers have less interest to physical education subject. The reasons to less interested groups are:

- The lack of support (from administrators)
- The absence of physical education subjects in the national exam.
- Due to the reduction of time allotment from its previous status.
- Lack of sufficient budget to fulfill sport materials
- Lack of facilities and equipments.
- Absence of short and long in-service professional
- Attitudinal problem of community and peers
- Lack of play grounds for different sport activities
- The need of high commitment and dedication to the subject by all stockholders.
- The risk full nature of the subject (Sport injuries).
- The hot weather condition of the area.
- The bulky nature of content to finish with limited short time of /one period/.
- The lack of concerned bodies (sport officer) made available to each district.

From the total of 3 teachers, all of the respondents are replied that the finance and the material support given by school administrators are low. This means both group of respondents mentioned that the support given by school administrative bodies are not satisfactory. As the researchers observation about the school administrative bodies support given with idea, finance and material is similar to the respondents. Therefore, the school community has to work jointly and share their ideas to over com the problem of finance and materials. From out 3 teachers all the teachers are responded that the weather condition of the place would affect the implementation of physical education. This means all of the respondents of the students and all of the respondents of the teachers are responded the weather condition of the school location could affect the implementation of practical physical education class. Therefore the secondary schools in Moyale woreda are highly affected by

hot weather condition. So that, the school administrators should adjust the time table considering the strong sun light hours of the day.

The respondents' response out of 3 teachers 1 of the respondents responded that the teachers are getting some amount of in-service training in their service years in teaching physical education. 2 of the respondents responded that they don't have given educational in-service training in their service years of teaching physical education. This means the majority of the teachers of physical education were not getting in-service training in their service years. On the contrary, few of number of physical education teachers in the schools provided with in-service training in the school. As researcher interviewed the subject teachers, especially from moyale high School one teacher was sent for 21 days of coaching badminton. These conditions enhance the motivation for the subject teacher and gives base for quality physical education. Generally, training is necessary for physical education of secondary schools. The necessity of training of teachers to implement educational program in effective way is unquestionable. In this area Shuster (1963) states "Teachers fail to utilize the best procedure of teaching due to the failure of administration to provide in service growth and support for change". Moreover, Negatu (2004) also said that in-service training "promotes efficiency, maintains enthusiasm, increase information expands interests and in general keeps teachers professionally alive and up-to-date." Thus from the above mentioned evidences and from eye whiteness's it might be possible to deduce that almost all of the physical education teachers that have not received any in- service or on-job training regarding the content of the subject they are teaching. On the other hand out of 3 teachers 1 of the respondents replied that physical education subject has to be held in the national exam cooperated with other field of studies. The rest 1 of the teachers respondents are replied that they are not sure whether physical education has held in the national exam or not. So that almost all of the students and the teachers respondents are replied that they have need of implementing physical education subject to be held in the national exam. The respondents' reason out that physical education is an integral part of total educational process that is aimed to develop physical, mental, skill and motor, social and emotional wellbeing through the medium of physical activities. So that student with PE interest will get chance of being to choose PE as a field of specialization or field of study to enhance their performance with that line. From this we can understand at the end of grade 8, grade 10 and grade 12 levels there should be PE national exams to select interested and talented with theory and practical concept of PE.

As we know at the end of grade 8, pupils take the national Primary School Certificate exam. Two 4-year cycles of primary education are now followed by 2 years of general secondary education. At the end of Grade 10, pupils take the Ethiopian General Secondary Education Certificate / 10th Grade National Examination. This exam is administered by the Ministry of Education's National Organization for Examinations. After having successfully completed this exam, pupils can cope to attend the two general upper grades or follow vocational training.

The second phase of preparatory secondary education has also consisted of a 2-year period since 2001 (Grades 11, 12) and is regarded as preparation for higher education. Until 2003, pupils could obtain the Ethiopian School Leaving Certificate (ESLC) at the end of this period. This certificate has since been replaced by the Ethiopian Higher Education Entrance Examination (EHEEE). /Taken from Education System Ethiopia. International Recognition Department 2011 Nuffic, The Hague/ Therefore, the need of PE for peoples of all type and especially organizing formal education in the school setting is unquestionable including PE in the states national examination. This application of PE in the national examination can enhance the quantity and quality PE curriculum in the nation.

Table 4.6: Pearson correlation matrix for some factors that explain challenges, practice and prospect of physical education in secondary schools and a preparatory of Moyale woreda.

code	Variables/ expression
1	Attend properly the physical education instruction without absenteeism
2	students perception on adequacy of allotted time for physical education
3	enough physical education teachers in school
4	the influence of gender in participation of physical education
5	outlook towards physical education subject is equal to other subjects in your school
6	good awareness about physical education
7	reason for having good awareness
8	reason for no good awareness
9	utilize different teaching aids
10	Clarify on content
11	Effort to achieve the objective
12	effective in class management
13	Punctuality and being role model
14	providing adequate answer to questions proposed by the students
15	utilizing appropriate teaching method
16	considers individual differences
17	student's perceptions about suitability of sport play ground
18	students and school communities view on relevancy and time to physical education

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	1																	
2	.078	1																
3	.034	.128	1															
4	-.074	-.025	-.046	1														
5	-.010	.191*	.118	.022	1													
6	-.286**	-.084	-.066	-.059	.019	1												
7	.325**	.100	.054	.050	-.046	-.965**	1											
8	-.301**	-.123	-.008	-.041	-.040	.807**	-.791**	1										
9	.012	-.173*	-.010	.131	.041	-.052	.065	-.157	1									
10	.022	.013	-.049	.029	-.137	-.160	.192*	-.110	.067	1								
11	-.048	-.029	-.015	-.120	-.042	.132	-.157	.138	-.027	-.069	1							
12	.048	.021	-.005	.116	-.219*	-.068	.037	-.135	-.201*	.016	-.058	1						
13	-.126	.010	.099	-.050	.106	.124	-.118	.063	-.221*	-.465**	-.037	.040	1					
14	.093	-.068	-.039	-.082	.070	-.058	.050	-.030	-.161	-.170	-.328**	-.232**	-.137	1				
15	-.090	.113	.054	-.020	.122	.131	-.088	.204*	-.332**	-.114	-.347**	-.146	-.026	.009	1			
16	.052	.107	-.005	.079	.063	-.118	.078	-.038	-.074	-.237**	-.161	-.310**	-.165	.029	-.007	1		
17	.068	.134	.231**	-.144	.227**	.044	-.078	.106	.032	-.228**	.011	-.218*	.306**	-.035	.031	-.010	1	
18	.128	.125	.260**	-.044	.008	.007	-.001	.039	.026	-.153	-.031	.142	.070	.018	-.056	-.027	-.035	1

** . Correlation is significant at the 0.01 level.

* . Correlation is significant at the 0.05 level.

The above Table 4.5, attempts to examine whether factors that affect challenges, practice and prospect of physical education in secondary schools and a preparatory of Moyale woreda. There were a number of significant correlations between challenges, practice and prospect of physical education, as like Attend properly the physical education instruction without absenteeism has inverse relationship to good awareness about physical education and reason for no good awareness with (-0.286, p.value<0.01), and (-0.301, p.value< 0.01) respectively; in addition it has positive association to reason for having good awareness (0.325, p.value<0.01). Enough physical education teachers in school has positive association to student's perceptions about suitability of sport play ground and students and school communities view on relevancy and time to physical education with (0.231, p.value<0.01), and (0.260, p.value< 0.01) respectively.

Outlook towards physical education subject is equal to other subjects in your school has positive association to reason for having good awareness with student's perceptions about suitability of sport play ground with (0.227, p.value<0.01). Good awareness about physical education has inverse relationship to reason for having good awareness with (-0.965, p.value<0.01) and has positive relationship to reason for no good awareness with (0.807, p.value<0.01). Utilize different teaching aids has inverse relationship to utilizing appropriate teaching method with (-0.332, p.value<0.01).

Clarify on content has inverse relationship to Punctuality and being role model, considers individual differences student's and perceptions about suitability of sport play ground with (-0.465, p.value<0.01), (-0.237, p.value<0.01) and (-0.228, p.value<0.01) respectively.

Effort to achieve the objective has inverse relationship to providing adequate answer to questions proposed by the students and utilizing appropriate teaching method with (-0.328, p.value<0.01) and (-0.347, p.value<0.01) respectively. Effective in class management has inverse relationship to providing adequate answer to questions proposed by the students and considers individual differences with (-0.232, p.value<0.01) and (-0.310, p.value<0.01) respectively.

Punctuality and being role model has positive relationship to student's perceptions about suitability of sport play ground with (0.306, p.value<0.01).

At 5% level of significant, students' perception on adequacy of allotted time for physical education has positive relationship to outlook towards physical education subject is equal to other subjects in your school (0.191, p.value <0.05) and inverse relation to utilize different teaching aids (-0.173, p.value <0.05). Enough physical education teachers in school has positive

association to student's perceptions about suitability of sport play ground and students and school communities view on relevancy and time to physical education with (0.231, p.value<0.01), and (0.260, p.value< 0.01) respectively.

Outlook towards physical education subject is equal to other subjects in your school has positive association to reason for having good awareness with student's perceptions about suitability of sport play ground with (0.227, p.value<0.01). Good awareness about physical education has inverse relationship to reason for having good awareness with (-0.965, p.value<0.01) and has positive relationship to reason for no good awareness with (0.807, p.value<0.01). Utilize different teaching aids has inverse relationship to utilizing appropriate teaching method with (-0.332, p.value<0.01).

Clarify on content has inverse relationship to Punctuality and being role model, considers individual differences student's and perceptions about suitability of sport play ground with (-0.465, p.value<0.01), (-0.237, p.value<0.01) and (-0.228, p.value<0.01) respectively.

Effort to achieve the objective has inverse relationship to providing adequate answer to questions proposed by the students and utilizing appropriate teaching method with (-0.328, p.value<0.01) and (-0.347, p.value<0.01) respectively. Effective in class management has inverse relationship to providing adequate answer to questions proposed by the students and considers individual differences with (-0.232, p.value<0.01) and (-0.310, p.value<0.01) respectively.

Punctuality and being role model has positive relationship to student's perceptions about suitability of sport play ground with (0.306, p.value<0.01).

4.6 MAJOR FINDINGS FROM QUALITATIVE DATA

The challenge, practice and prospect of teaching physical education in Moyale secondary schools are listed by the students, teachers, administrative bodies, and interview questions and researchers observation. These are:

- Time allotment reductions
- Shortage of materials like text books, teachers guide and syllabus & references
- Large class size
- Absence of play grounds like hand ball and basketball courts and lack of suitable football field, athletics jumping pits.
- Teaching environment (weather condition)

- Attitudinal and perception problems with most community members, & concerned bodies not to be seen its objective other than physical development.
- Lack of equipment's like gymnastic apparatus, high jump poles, stopwatches and measuring clapper and sprint starting blocks.
- Lack of facilities like gymnasium, office for the staff members, shower rooms, store rooms for the physical education department.
- Lack of proper budget allocation
- Reduction of interest with some physical education teachers.
- Absence of appropriate dressing to the physical education teachers.
- Absence of sport library and reference materials in the school.
- Period imbalance comparing with other teaching subject like biology, civics physics and so on
- Lack of in-service training, workshops and frequent upgrading service for physical education teachers comparatively to other academic subjects.

The suggestions as solution for the challenges of teaching physical education in secondary schools are listed by the students, teachers, administrative bodies, and interview questions and researchers observation. These suggestions are:

- The MOE and the other stockholders have to aggregate to bring quality PE
- Provide materials and equipment's.
 - Giving general refreshment course for physical education teachers.
 - Giving in-service training for teachers and coaches about adapted PE
 - Giving awareness about health, fitness and physical education and sport relationship to change people's attitude towards physical education
 - Extra-curricular activities (intra-murals inter house or inter-class activities) should be enhanced to increase social integration.
 - Period allotment would be match with MOEs secondary schools time allotment.
 - Recommended class size would be 30-35 for aquatics, gymnastics and other high risk activities the number of the students in practical class should be less than 30.
 - To increase students' and teachers' interest sport dress should be appropriate
 - Physical education subject has to be perceived and treated equally with other subjects by time allotment; budget, with man power, facilities and equipment's .

4.7. DISCUSSIONS OF THE FINDINGS

This section deals with the finding of the present's investigation discussed in the light of the statement of the problems, guide questions and review of related literature in order to come across the challenge, practice and prospect of teaching physical education to realized and suggested possible recommendation. Hence, the discussion focused on the major challenge, practice and prospect that obstruct the arrangement of quality of teaching physical education. Time allotment reductions, Shortage of materials like text books, teachers guide and syllabus & references, large class size are significant variables as (Bucher, 2002). In addition to, Absence of play grounds like hand ball and basketball courts and lack of suitable football field, athletics jumping pits, Teaching environment (weather condition), Attitudinal and perception problems with most community members, & concerned bodies not to be seen its objective other than physical development, Lack of equipment's like gymnastic apparatus, high jump poles, stopwatches and measuring clapper and sprint starting blocks, Lack of facilities like gymnasium, office for the staff members, shower rooms, store rooms for the physical education department, Lack of proper budget allocation, Reduction of interest with some physical education teachers, Absence of appropriate dressing to the physical education teachers, Absence of sport library and reference materials in the school, Period imbalance comparing with other teaching subject like biology, civics physics and so on, The unrelated condition of health related fitness program with physical education, current time allotment, Lack of in-service training, workshops and frequent upgrading service for physical, education teachers comparatively to other academic subjects are (Bucher, 2002 and Daughtery, 1979) series variables.

4.7.1 FACILITIES AND EQUIPMENTS

In this study the researcher attempted to investigate whether adequate facility and equipment require teaching physical education in Moyale Woreda secondary schools is present or not. So, there are no enough Facilities and equipment's in the findings. Galen I. (2002) says "facilities should be planned for the different implementation of sport program." M. Jenkins (2003) added to the point by saying "Sport equipment's such as ball, t- shirts, foot wears are very essential needs to be supplied by considering the number of trainees." This implies that sport materials must be arranged according to the number of trainees. This helps to give

proper and attractive training to the students. “Sport materials have a power to encourage youngest to be fully participate in the activity Brain Jeffs (1981).”

Daughtery and Lewis (1979), stated additional idea about planning and facilities; just as adequate facilities are needed for effective instruction and goal fulfillment in other subjects, so are they needed for successful teaching in physical education. Lack of sufficient teaching stations and play areas (ground) is one of the reasons that poor programs in physical education still exist throughout. It does imply that at least enough space should be available in which to teach a class effectively.

According to Bucher (2002) facilities for which they are responsible include outdoor facilities such as playground, pools, courts, and fields. And indoor facilities such as lockers, shower rooms, weight and exercise room, clipping walls and gymnasium. As Daughtery (1979) adequate facilities are needed for effective instruction, goal fulfillment, and the successful teaching physical education. Lack of sufficient teaching station and play area is one of the reason that poor programs in physical education. Therefore we can conclude that schools should build on the bases of fully equipped facilities to all subjects as well as physical education. Otherwise these lacks of facilities affect the implementation of the curriculum in each school settings.

As shown in the above findings the basic materials like balls, gymnastic apparatus such as parallel bar, Swedish box, horse pommel and athletics equipment’s like standard hurdles, starting blocks for running events, jumping poles for high jump, jumping pit for broad jump are not present in the school. Foot balls, volleyball’s and basketballs field and t- shirt are in shortage and absent numbers in the school. This indicates that list attention is given to sport activities in Moyale secondary school.

4.7.2. PHYSICAL EDUCATION AND THE CURRICULUM

The outlook of students towards the importance of physical education in relation to the curriculum is discussed in this section based on the response of students given in each item. The findings indicated that there is a general tendency among the respondents to agree that they wish to choose what they do in physical education. Students expressed a wish that

they might be given more choice of the type of physical activity they are asked to perform or are expected to do. This gives us insight into the importance of addressing students' needs if the curriculum of physical education is to be deemed satisfactory by them. It is also given that credence to the issue of students' involvement in curriculum construction.

In addition to this, students' agreed that more time should be given to physical education and that physical education should be included in the curriculum to offer a more complete education. This clearly showed that students are not satisfied with the time allocated to the subject and they think that there is not enough time for them to benefit from the activities offered. They feel that education without physical education is by no means complete and it is only when physical education is seriously considered and fully accounted for in the curriculum that it will be possible to achieve a proper education.

Although students like to participate and play in sport activities and games in physical education, they are not in a position to make it their major field of study if they get the chance in the college or university in the future. Yet in a study which was conducted by Rice (1988), which also assessed students' attitudes to physical education and the curriculum, the students had developed a negative attitude to physical education, because of their concerns with the subject. These factors included criticism of the status of physical education in the curriculum, the lack of variety of activities offered, the amount of time which was allocated to physical education within the curriculum, and the lack of contact between the staff and the students in lesson time.

4.7.3. PHYSICAL EDUCATION AND STUDENT'S AWARENESS

This section deals with the discussion of the students' awareness towards physical education. Respondents pointed out that they had a negative awareness towards physical education. They were also somewhat awarded with different levels. It can thus be seen that students had shown interest in the benefits of physical education in relation to playing games and liking sports.

Nevertheless, there is a general tendency for all students to consider Physical education as essential and important. The value of satisfaction has also been discussed in Goudas and Biddle (1993), who conducted a study on pupils' perceptions of satisfaction in physical

education. The major reason both for satisfaction and dissatisfaction would be the content of the lessons, the teacher approach, perceptions of the student, class atmosphere etc.

All this gives further emphasis to the importance of curriculum content, the teachers' behavior, perceptions of the student and class atmosphere with respect to physical education which, if properly identified to take into consideration the students' needs and likes and dislikes, could lead to tangible benefits on the part of the students. As a result, the students might also have a more sustained interest in the subject.

4.7.4. PHYSICAL EDUCATION IN RELATION TO PARTICIPATION

The results in this study indicated that the students' response showed a positive attitude towards Physical Education with reference to participation. This is in agreement with Cale (1996) study that fostering positive attitudes towards Physical Education is necessary with regard to participation and Williams (1988) in that a positive attitude towards Physical Education is an essential condition for participation in physical activity outside the school environment.

Students in the secondary schools of Moyale considered in this investigation are accustomed to take part in Physical Education lessons seriously. It is possible therefore, that the result of this could be that the students enhance their social relationship among themselves and enjoy the mental release which participation in physical activity brings, together with a whole health 'well-being' effect which thrusts them into an understanding of the value of physical education lessons. Dickenson and Sparkes (1988), supported this view and reported that the students in their study stated Physical Education was their most enjoyable school subject as it offered a release from normal school work.

The outcome of the findings of this present study were centered upon respondents class rank (considering their knowledge and awareness about physical education) .thus, regardless of sex, age, personal experience students showed more positive attitudes towards participation in physical education. Furthermore, the majority of the students who participated in the study considered physical education of great value and significance in the development and training for leadership. This study, as it was stated earlier it is concerned with an investigation of students' attitudes towards participating in physical activity along with social interaction. They pointed out that physical activity and social interaction are highly valued among students.

Indeed, Coakley and White (1992) confirm this and maintain that, past experiences in physical education and school sports were incorporated into current decision making about sport participation.

4.7.5 CLASS SIZE

According to Butcher and Krotee (2002), this is a misconception that has developed over the years and needs to be corrected. Butcher and Krotee said classes in physical education should be approximately the same size as classes in other subjects offered in the schools. Such as a class size is just as essential for effective teaching, individualized instruction, and optimal performance in physical education contributes to educational objectives on an equal basis with other subjects in the curriculum. Therefore, the class size should be comparable. So that it's educational objectives can be attained.

In addition to the above ideas Singer and Dick (1974) stated that; the instructional procedures and individual considerations used in teaching an individual student do not apply with a group of thirty students. In large cities class may contain more than 70 students. A possible solution is the formation of subgroups. Groups of various sizes, within the context of available facilities and equipment, will place unique demands on the teacher. The larger the group, the greater the challenge to the teacher to mediate effectively the learning processes of individual students.

According to Knapp and Hagman (1953) suggestion, generally speaking, classes should be limited to thirty pupils, and forty should be regarded as a maximum. It is true, of course, that type of program, teaching methods, and available facilities affect the number that can adequately be provided for in one class. An undesirable lock step program which pays little or no attention to individualization of instruction can accommodate large numbers in small spaces. Command response teaching, in which all members of a group respond with a definite movement to a teacher command, puts little premium on small classes.

Similarly, Bucher (2002) explained proper class size is just as essential for effective teaching, individualized instruction, and optimal performance in physical education. An acceptable size of physical education class is 30 students make up class, with enrollment never exceeding 35 for one instructor. According to Singh (2008), large classes demand more time for organizational activities. Their by reducing the time for physical activity large class size of physical education

contribute to a decreased in a students learning, acquisition of motor skills, the achievements of essential knowledge and skills, and has greater risk of injury as well as reducing teacher feedback.

In many states, large class sizes are the norm for physical education classes. Californian elementary school teachers for example regularly 40-70 children on average in a class. Large class sizes can and do affect quality of delivery of physical education. In California, "... Physical educators and physical education programs are cut every year because large class size does not allow for quality instruction. Decision makers have experienced the lack of quality in our programs and see little value in what we do.

4.7.6 IN SERVICE TRAINING OF TEACHERS

Training is necessary for physical education of secondary schools. The necessity of training of teachers to implement educational program in effective way is unquestionable. In this area Shuster (1963) states "Teachers fail to utilize the best procedure of teaching due to the failure of administration to provide in service growth and support for change". Moreover, Negatu (2004) also said that in-service training "promotes efficiency, maintains enthusiasm, increase information expands interests and in general keeps teachers professionally alive and up-to-date." Thus from the above mentioned evidences and from eye whiteness's it might be possible to deduce that almost all of the physical education teachers that have not received any in-service or on-job training regarding the content of the subject they are teaching.

4.7. 7ABOUT THE QUALITIES OF THE TEACHERS ON TEACHING LEARNING PROCESS

1. EFFECTIVE IN CLASSROOM MANAGMENT

Moore (1992) remarked little or no learning could take place in an environment that is not well managed. The quality of class room management behavior of the teacher contributes to creating a quite learning situation in which pupil can learn. This actually, results in bringing about good behavior and disciplines in class rooms which are essential to successful teaching and learning. On the other hand; misbehavior in the class room prevents pupils learning from effectively (Crèmers, 1992, Capel et al, 1995, Doyle 1986).Effective teacher is therefore who is skilled in analyzing class room interaction and particularly sensitive and alert to

what is happening on his or her class room. This idea support with the findings from the above result. Therefore, we can understand from these teachers are punctual and role model in teaching physical education.

2. UTILIZING APPROPRIATE TEACHING METHODS

The above findings show that teachers good in utilizing appropriate teaching methods .On the other hand, rigid teaching method provides boredom in the pupils largely because they are rarely called upon, or expected to be actively evolved in what is going on (Brown et al, 1982, Moor, 1992; South worth and loft house, 1990; weber, 1986) on the whole it can be deduced from the forgoing discussion that good class room managers are always good instructors.

3. PUNCTUALITY AND BEING ROLE MODEL

According to Wuest and Lombardo (1994) beyond the pedagogical responsibilities teachers are expected to participate in institutional responsibilities. Health and physical education teachers must assume other responsibilities in addition to their pedagogical responsibility. Some of these responsibilities are explicitly stated in teacher contract, while others are unwritten expectation for teachers. These institutional responsibilities are wide ranging, encompassing such tasks as supervision, advisement, counseling, parent conferencing, and participating on school wide Comments, and professional responsibilities. In addition to full filling their pedagogical and instructional responsibilities Health and Physical education teachers must also be mined full of their professional obligations.

4. Continuous Assessment

Assessment refers to the process of testing and evaluating students to determine progress towards program goals. It is an important part of any sound physical education program because it helps teacher to measure students' current levels of ability, progress, and their own teaching effectiveness (Runder and Schfer, 2002). On the contrary, the findings show that teachers have medium in continuous assessment.

4.7.8 SCHOOL ADMINISTRATOR FOR THE DEVELOPMENT OF PHYSICAL EDUCATION

School principals are responsible for the overall operation of the schools. Accordingly, Shakuntala Devi (2003) identified function of the secondary school principals. According to him the five function of the secondary school are as follows:

1. To provide schooling for all youth that will enable each person to attain the fullest possible development of his potentialities in socially approved ways.
2. To assist each pupil in identifying his potentialities, talents and capabilities.
3. To conserve and transmit knowledge.
4. To create awareness, knowledge and interest of the social group toward handball.
5. To help the young to live more effectively the good life, the society.

On the other hand, school administrative bodies are not satisfactory. As the researchers observation about the school administrative bodies support given with idea, finance and material is similar to the respondents. Therefore, the school community has to work jointly and share their ideas to over com the problem of finance and materials.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents summary of major findings of the study, the conclusions drawn and recommendations given.

5.1. SUMMARY

The overall objective of study was to assess the major challenge, practice and prospect of physical education in secondary schools of Moyale Woreda. To meet the objective in detail, the following research questions were raised.

1. What are the major challenges that affect the teaching-learning process and development physical education in study area?
2. What is the present practice of physical education teaching-learning process and its challenges in Moyale Woreda secondary schools?
3. How do physical education teachers and students perception of physical education in secondary schools under the study?

To address the research questions, the researcher reviewed relevant literature and prepare questionnaires and interview guides on the basis of the reviewed literature to collect data from the target sample population at the sampled secondary schools of Moyale Woreda. The questionnaires were designed for teachers and students. The study was carried out on three sampled schools which were selected on the basis of purposive sampling technique. Accordingly, three teachers and 130 (one hundred thirty) students were selected from those three schools based on the student population in each of the schools. The research methodology employed in the study was a descriptive survey. Data gathering instruments were questionnaire, interview and observation. The participants were students, teachers, & administrative bodies to collect data from three Moyale Woreda government schools selected with purposive sampling. The data collected were quantitatively analyzed using statistical methods, percentage, graphs and spss, of which the percentage is the major statistical method used for analysis. Therefore the major findings are summarized and presented as follows.

1. According to the result of the analysis, which is obtained from observation and questionnaire revealed that the availability of playground, sport fields, materials and equipment's (teaching aids) is inadequate. Materials like text books, teachers guide and syllabus and references are inadequate. Facilities (play grounds , athletics track and field's and sport buildings for secondary school physical education are often inadequate, which can hamper program development. Equipment's like gymnastic apparatus, high jump poles, and athletics equipment's are insufficient and etc.
2. The results of the findings confirmed that Physical education subject in each school does not get support (from administrators) and Lacks application in the national exam.
3. Concerning time allotment is often insufficient to achieve fitness and other instructional goals.
4. Large class size, sex difference & heterogeneity of skill levels of the students in class make more difficult to teach secondary physical education.
5. The study indicated that lack of positive outlook of the subject.
6. The multi activity program does not allow enough time in any one activity to realize important goals.
7. The study revealed that in appropriate period allotment and distribution.
8. Lack of in-service training and different workshops for physical education teachers in the schools minimize the interest of the subject teachers.
9. Many people believe that physical education has not yet been accepted as the subject of basic importance in the school curriculum.
10. The study revealed that most teachers are not ready to encourage and motivate students for teaching learning process, lack academic competency, there is limitation of knowledge and skill of some teachers and are not use teaching learning materials.

This chapter therefore, summarizes the major findings of the student and draws, conclusion on the basis of the findings. At the end, recommendations that are thought to be helpful to address the problems are forwarded.

5.2. CONCLUSIONS

On the basis of the key leading questions proposed earlier as a statement of problem and the major finding are obtained from this study the following conclusions are drawn, on the challenge, practice and prospect of teaching physical education in three governmental schools of Moyale Woreda.

- There is high scarcity of equipment, supplies and facilities that can play significant role in the attainment of the designed objectives of physical education.
- Most schools did not allocate budget to fulfill necessary teaching materials that can enhance the teaching learning process of physical education.
- The findings of this study revealed that school directors, other subject teachers and students give less attention and aware toward physical education.
- The study further revealed inadequate availability of school equipment's and facilities such as: appropriate playground, gymnastic materials, balls, throwing and jumping materials were having shortage or non-existent. From this it can be concluded that most of the schools were not organized in sufficiently in providing the desired services. Moreover, this situation indicates that the schools were not in a position to properly implement secondary schools physical education of Moyale Woreda.
- As the findings show, shortage of students textbook and teachers' guides are a major problem shared by many schools. Similarly gymnastic materials, basketball and handball courts are also non-existed or scarce. Thus it would be so important to consider the qualitative aspect of the program and plan for minimum fulfillment of these basic requirements.
- Teachers are important for curriculum development and curriculum implementation. In order to make teachers perform tasks effectively, they should be trained on the contents of the subject, utilization of different teaching skills, and implementation of continuous assessment. In this regard the findings indicate that the teachers in three government schools of Moyale Woreda did not get in-service training to reinforce physical education teaching learning process.
- Even though some of the teachers and the students have positive prospect towards physical education, more of the teachers and students have lack of interest and

motivation. This lack of interest and motivation for the subject by the students and teachers has negative impact on implementation of regular physical education program.

Generally, it can be concluded that, Physical education as a field of study was opened in the school and it is understood that different efforts are made by teachers and students as well as the school administration to realize the existence of good teaching learning process. But apart from those efforts there are different challenges the subject is facing with regard to delivering quality education because of Lack of facilities & equipment's, inadequacy of time allotment, Lack of in-service training, Lack of supplementary materials, Large Class size, Lack of support from school principals & supervisors, Attitudinal problems of students, communities and even some of subject teachers, Absence of physical education subject in the national exam. The development of physical education program highly depends on the availability of infrastructure and teaching materials in the institution. But as indicated in this research findings the availability of school facility and teaching materials are insufficient. This is indicated by shortage of play grounds, department offices, and lack of shower, dressing room, and shortage of teaching materials. In promoting physical education, the responsibility of physical education teachers to take full commitment is crucial. However, this study revealed that all physical education teachers had less responsibility about the promotion of physical education and as a result they didn't encourage the interest of students, unable to create awareness of officials and unable to create conducive environment.

5.3. RECOMMENDATION

Based on the findings, through questionnaire, interview, observation, and reviewed literatures, the following recommendations are forwarded; I appreciate if the concerned bodies consider them. From the finding we can make the following recommendation on the challenges, practice and prospect to implement teaching physical education.

I. The teachers:-

1. The physical education teachers should be devoted their extra time for professional support to their students and they should press their demand to upgrade the status of physical education and Should get in-service training to enhance their content knowledge, utilization of teaching aids, and use

continuous assessment strategies in their classroom instruction.

2. Physical education teachers should work hard, prepare awareness programs, and conduct different constructive activities to change the attitude of the school community and students towards physical education
3. Physical education teachers should be best model for students to develop positive attitude to physical education
4. Senior physical education teachers should be model, and conduct an induction program for the newly employed teachers to help them perform their job efficiently in every aspect of the subject
5. Should be given opportunities to participate in curriculum development.
6. Participate in community service specially related to their subject with coaching and refereeing.
7. Have to give awareness about the goal and objectives of physical education to the community and other stockholders in the form of workshops and seminars.
8. Provide effective and enjoyable instructional programs.

II. Concerning Ministry of Education (MOE).

1. The MOE should look for additional periods so that to effective syllabus will be realized and to meet the objective of health related physical fitness for students of all type.
2. At least physical education and sport officer should be made available to each district.
3. Include physical education subject in national examinations to give chance to interested groups.
4. Check and follow the ground implementation of physical education by all stake holders (to minimize the attitudinal problem on physical education.

III. The school administrative bodies, department of physical education and other concerned bodies should work in collaboration to make the students aware of the objective of the subject. In addition to that the school has to:-

1. Involve families and communities in the promotion of physical activity.

2. Provide teachers with in-service training to enhance their knowledge, subject methodology and skill.
3. Provide uniforms including shoes allowance for physical education teachers and the school sport clubs.
4. Mobilize the school community and other concerned bodies for sport budget to solve the problems of facilities and equipment's that hindered the implementation of physical education in the school.
5. Create the school environment that supports physical activity as a part of a coordinated school program (creating conducive atmosphere to execute co-curricular activities in the school setting).
6. The school principals and supervisors should give strong and necessary support to physical education department; more over arrange the period schedule by consulting physical education department due to the difficulty to do practical activity during highest solar insulation and after meal.

IV. Families and communities make sure the physical education program includes adequate students participations in practices and contests with no discrimination based on gender and race.

V. Finally, we recommend that all stake holders and other volunteers in the school and outside the school campus have to work together to solve the challenges of teaching physical education in secondary schools.

REFERENCES

- Adams, R.D; Hutchinson, M; Marteray, C (1980) "A development study of teacher concerns across time," *Investment in Education* (1984) "Perceived Problems of Beginning Teachers". *Review of Educational Research* 54(2), 143-178
- Bennett Nevile and Clive Carre (1995) "Teachers early experience of the implementation of the British national curriculum". In Carter David and Marine H.O. Nell (eds) *Case studies in Educational change an international perspective*. London! The flames press.
- Brain Jeffs (1981). *Organisation of Games for Circuit Training*. USA
- Carolyn J. and Betty E. et al (2009). *50 Ways to close the achievement gap*. 3rd ed. Corwan press.
- Charles A. Bucher and March L. Krotee (2002). *Management of Physical Education and Sport*. (12th ed). Mc Graw Hill publishing company. New York
- Cohen, L. and Manion, L. (1994). *Research Methods in Education* (4th Ed.), p. 93, Routhedge, London.
- Cooper James (1986) *the teacher as a decision maker* (pp1-18) Washington DC Heath Company.
- Cowell and France (1963). *Philosophy and principles of physical education*. Amazon publisher
- Creemers, Bert (1992). "school effectiveness in effective in struction and school improvement in the nether lands" in D, Reynold an p. cultnancc (eds) . *school effectiveness research policy practice* (pp48-70)
- Dickenson Sparkes (1988). *Implicit social cognition: Attitudes, self-esteem, and stereotypes*.
- Doyle Walter *Class room organization and manure search on teaching* (pp,392-43). New York; Macmillan
- Feiman-Nemser, S. (1983). *Learning to teach*. In L. Shulman and G. Sykes (Eds.), *Handbook of teaching and policy* (pp. 150-170). New York: Longman.
- Gibbons, S (1995). *Curriculum implementation in elementary school physical education. Successful in school*. University collaboration (CAH PERD, 61(4) 4-8.
- Grawhill Great Britain by Biddles Ltd, www.biddles.co. U.K

- GREYSON Daughtrey and Clifford Gray Lewis (1979). *Effective teaching strategies in secondary Physical Education*. (3rd ed.) W.B Saunders Company U.S.A
- GREYSON Daughtrey and Clifford Gray Lewis (1979). *Effective teaching strategies in secondary Physical Education*. (3rd ed.) W.B Saunders Company U.S.A
- Harackiewicz. J.M & Elliot. A.J (1993) *Achievement goals and intrinsic motivation*. Journal of personality and social psychology. 65.
- Hardman, K. (1993) 'Physical education within the school curriculum', in J. Mester
- Hardman, K. (1994). Physical education in schools. In F.I. Bell and G.H. Van Glyn
- Hardman, K. (1996). The fall and rise of physical education in international context.
- Hardman, K. (1998b). Threats to physical education! Threats to sport for all. Paper presented at the I.O.C. VII World Congress "Sport for All", Barcelona, Spain, 19-22
- Hardman, K. and Marshall, J.J. (2000a). World-wide survey of the state and status of school physical education, Final Report. Manchester, University of Manchester. Hatten, T., (2001). Rock Valley College, Rockford, Illinois. PE-Talk Digest. 26 February
- Hargreaves (1993) (1993) *Understanding Teacher Development*. New York: Teacher college press Columbia University
- Jane Shimon (2011). *Introduction to Teaching Physical Education*.
- Jay Coakley. (2004). *Sport in Society*. Mc Graw Hill Publisher London. uman kinetics publisher
- Jing cheng and E.J Filado(2005). *Social responsibilities in fulfilling school facilities*. London
- Keynes, Milton (1986). *Exploring the curriculum science in school*
- Knapp (1968), *Teaching physical education in secondary schools: Mcgtaw- Hillminc united states*
- Krethmar R. (2005). *Practical philosophy of sports and physical activity*. 2nd ed. Amazon publisher.
- Kyriacou, C. (1998) *Essentials of Teaching Skills* (2nd ed) London: Nelson
- Lock HEAD, et, al, (1996:3) *Improving primary education in developing countries* Washington D.Coxford university press(World Bank publication).
- Lombardo (1994) noted that, "teachers who are determined to improve their teaching will benefit from employing a diversity of techniques to evaluate their own performance".
- M. Jenkins (2003). *Material in sports equipment*. Woodhead publishing.

Manre (1956) Encyclopedia of educational Research New York

Mawer, M. (1995). The effective teaching of physical education. London:

Mazengia Alebachew(2010) PE curriculum implementation and its challenges in preparatory schools.Bahr Dar city.Un published Master's thesis, BDU,Ethiopia.

MoE.(1994).The New Education and Training Policy. Addis Ababa: EMPDA.

MoE. (2003).Teachers' Education System Overhaul Hand Book. Addis Ababa

Moore, Kenneth D. (1992). *Classroom teaching skills* new York: Mc

O,neil,Marine,(1995) "Shifting negotiations :a case study of lower secondary school English syllabus in western Australia" in carter Dctive.London. The flemer press.

P.Singh (2008) Introduction to physical education; Three publisher.

Posner, C.J(1992). Analyzing the curriculum. New York Mc graw Hill *Psychological Review*.

Rice, P.L. (1988). Attitudes of high school students toward physical educationactivities, teachers, and personal health. *Physical Educator*, **45**: 94-99.

Shakuntala Davi (2003) The System of Education. Omsons Publications

Smith, C., (2001). House of Commons Oral Answer to Questions from Angela

Tirusew Tefera (1998) "Issue surrounding the academic efficiency of Addis Ababa university" Addis ababa university institute of educational research(IER).

Vare, J.W (1994). "*Partnership contrsts: Micro teaching activity as two apprentice ships in thinking* " Jornal of teacher education, 45 (3). 209.

Weber, wil ford (1986). "*Classroom management*" in J.Cooper (ed), classroom teaching skills (PP. 271-358) Washington D.C health company.

Williams (1964) the principles of physical education: W.B Saunders company Washington

Wuest. D. and Lumbardo B. (1994) *curriculum and instruction. The secondary school PE experience* Rholde Island college, providence Rhode Island.

APPENDEIX A
JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

A. Questionnaire for Students

Dear students, the main aim of this study is to investigate the challenges, practice and prospects of physical education in secondary schools of Moyale Woreda. Be confident that the information gathered will be used only for the research. Hence, you are kindly requested to provide the necessary information that is very help full to the quality of the research as well as to bring practical solutions to the problems. Therefore, I would like to thank for your cooperation's.

Note:

1. Not necessary to write name.
2. Possible to give more than one answer if any.
3. Answer by circling one correct answer among the given alternatives
4. Answer those questions which need elaboration (explanation) accordingly.
5. Thank you! For your cooperation be forehand.

Part I: General information of students

1. Name of the school _____
2. Grade level _____
3. Sex M F
- 4 Age from 14-20 from 21 and above

8. Do you have good awareness about physical education subject?

A. Yes

B. No

9. If your answer for question number 8 is yes, what are your reasons? Why?

A. My teacher told me that the purpose of physical education is no more physical development.

B. I believe that the class size for practical class is overcrowded.

C. I like the subject D. If you have other specification-----

10. If your answer for question number 8 is "No," what are your reasons? Why? Because,

a. I don't like the subject

b. I have poor relationship with my teacher

c. Previous unsuccessful experience

d. I think our teacher does not give fair mark.

e. If other specify your reasons-----

11. Which of the following qualities is observed from your physical education teacher?

[Rank form the most quality 1st to the last quality you observed].

-----A. Utilize different teaching aids

-----B. Clarify on content

----- ---C. Effort to achieve the objective

----- --D. Effective in classroom management

-----E. Punctuality and being role model

-----F. providing adequate answer to questions proposed by the students

-----G. Utilizing appropriate teaching methods

-----H. Considers individual differences

12. Do you think that students and your school community view the relevancy and appropriateness of physical education curriculum and allotment of time to physical education?

A. Yes

B. No

13. Is their suitable sport play grounds in you school?

A. Yes

B. No

14. If your answer for question number 13 is “Yes,” then, circle more than one that concerns your school

A. Football field B. Volley ball court C. Basketball court D. Hand ball E. Athletics track

15. Do you think that sport equipment’s are available in your school?

A. Yes

B. To some extent

C. No

16. If your answer for question number 15 is “Yes” circles more than one that concerns your school.

A. Gymnastic apparatuses and mats B. Foot ball’s C. Volley ball’s D. basket balls

E. hand balls F. Athletics equipment’s & etc.

17. Which of the following type of facilities is available in your school?

A. sport field B. Dressing room for the student

C. Shower rooms for the students & teachers D. Sport library E. None of the above

18. Does the weather condition in Moyale Woreda town affect the practical implementation of physical education in regular class program? -----

19. Please list down the main challenges that you face during teaching learning process of your physical education practical periods?-----

20 List down some of the possible solutions for problems encountered during implementation of teaching physical education in you school?-----

UNIVERSIITII JIMMAATTII
KOOLLAJJII SAAYINSII UUMAMAA
MUUMMEE SAAYINSII ISPOORTII

Gaafilee Gaafannoo Baratootaaf

Kabajamtoota barattoota kaayyoon qo'annoo kanaa rakkoowwan barnoota jabeenya qaamaa manneen barnoota sadarkaa 2ffaa aanaa Mooyyalee keessatti mul'aten jettanii yaaddaa irratti Odeeffaanno gahaa akka nuuf kannitan kabajaan isin gaafanna. Kunis odeeffannon keessan qo'annaa kannaf baay 'ee ol aanaa waan ta'eefi gara furmaataatti kan nu qeessuu dha.

Kanaaf,galtoomaa isiniin jechaa, odeeffannoo armaan gadi akka nuuf guuttan kabajaan isin gaafanna.

Hub:

1. Maqaa barressuun barbaachisa miti.
2. Yoo deebiin tokkoo ol jiraate kennuun ni danda'ma.
3. Filannowwan eeraman keessa deebii tokkoo filachuun itti marsi.
4. Haaluma kanaan gaaffiwwan ibsa barbaadaniif deebii itti kenni
5. Hirmaanaa keessaniif galtoomaa.

Kutaa I. Odeeffannoo barattootaa

1. Maqaa M/B _____

2. Kutaa _____

3. Saala Dhi Dub

4. Umrii 14__17 21 fi ol

Kutaa II: Rakkoowwan, shaakalaa fi sochi gara fuulduraatti jiran ilaalchisee gaaffilee barreeffamaa mana barumsaa sadarkaa lammaffaa Aanaa Mooyyaaleetti barnoota jabeenya qaamaa irratti gaggeeffame.

1. Mana barumsaa irraa osoo hin oolin qajeelfama barnootaa jabeenya qaama sirriitti ni hordoftaa?
A. Eeyyee B. lakki /iyyo
2. Kaayyoo jabeenya qaama galmaan ga`uuf yeroon barnoota jabeenya qaamaaf ramadame ga`aadha jette ni yaada?
A. Eeyyee B. lakki /iyyo
3. Mana barumsaa ke keessatti barsiisaan jabeenya qaamaa ga`aan jira?
A. Eeyyee B. lakki /iyyo
4. Dhimmi saala hirmaannaa barnoota jabeenya qaama barattoota irratti dhiibba ni qaba jettee ni yaadda?
A. Eeyyee B. lakki /iyyo
5. Mana barumsaa ke keessatti ilaalcha barattootni barnoota jabeenya qaama irratti qabanu barnoota biraa wajjin wal qixa jettee ni yaadda?
A. Eeyyee B. lakki /iyyo
6. Gaaffii 5ffaadhaaf deebiinke yoo “Eeyyee” ta’e, Hamma danda`ametti sababake mirkaneeffadhu? _____

7. Gaaffii 5ffaadhaaf deebiin kee yoo ‘lakki ta’e, sababiwan kee mirkaneeffadhu.

8. Waa’ee barnoota jabeenya qaamaa ilaalchisee ilaalcha gaarii irratti ni qabdaa?
A.Eyyee B.Lakki /iyyo
9. Gaaffii 8ffaadhaaf deebiin kee yoo”Eeyyee’ ta’e , sababiiwwan kee maalfa’I ? maaliif?
A. Akka barsiisaan kiyya natti himetti barnootni jabeenya qaama kanaan olitti guddina qaamaatiif ooluu hindanda’u.
B. Bal’inni daree shaakalli dhiphoo akka inni ta’e nan amana .

C. Barnooticha nan jalladhadha.

D.Wan addaa kan biraa yoo qabaatta,

10. Gaaffii 8ffaadhaaf deebiin ke yoo ‘lakki’ ta’e sababiiwwan kee maalfaii? maalii? Sababni isaa

- a. Barnooticha hin jalladhu
 - b. Barsiisaa kiyya waliin walitti dhufeenya dadhabaan qaban .
 - c. Muxxannoo hinmilkooofne duraani .
 - d. Akkan yaadutti barsiisaan keenya qabxii sirrii nama hin kennu.
 - e. Sababiiwwan biraa yoo jiraate, addan baasi
-
-
-

11. Kanneen armaan gadiitti caqafaman keessaa qulqullina ati barsiisaa jabeenya qaamaa kee irratti argite kami? (Qulqullina Iffaa irraa kaasi hanga qulqullina xumuraa argite sadarkaan ka’i)

_____A. Meeshaalee deeggarsa adda addaatti fayyadama

_____B. Qabiyyee irrattii ibsa ni kenna.

_____C. Kaayyoo qalmaan ga’uuf tattaaffi ni tasiisa.

_____D. To’annaa daree irratti milka’adha.

_____E. Yeroo kabajuu fi fakkeenya gaari ta’uu .

_____F. Gaaffiiwwan barattoota bira dhiyaataniif deebii quubsa lachuu.

_____G. Mala baruu-barsiisuu mijataa ta’etti fayyadamu.

_____H. Garaagarumma dandeetti barachuu namaa hubachuu.

12. Manni barumsa keessaniif hawaasni mana barumsaa akkasumsa barattootni mana barumsaa qajeelfamaa fi sirna barnootaa(kaarikulamii)guddinaa fi jabeenya qaamaa (sport) yeroon hi kennamaaf jettee yaaddaa?
- A. Eeyyee B. lakki /iyyo
13. Bakki mijataan taphni itti gaggeefamu mana barumsaa keessa ni jiraa ?
- A. Eeyyen B. lakki /iyyo
14. Yoo gaafiin lakk 13^{ffaa} ‘eeyyeen’ ta’e, kaneen armaan gadii keessaa kan m/b kee ilaallatu tokkoo ol jala sarari
- A. Dirree kubbaa
B. Dirree kubbaa saaphanaa
C. Dirree kubbaa kaachoo
D. Kubbaa harkaa
E. Tiraakii atileetiksii
15. Meeshaaleen ispoortii mana barumsaa keessaan keessa ni jira?
- A. Eeyyen B. hanga wayii/ tokko C. iyyo/lakki
16. Gaafii 15^{ffaa} eeyyeen yoo jette kaneen armaan gadii keessa filadhu
- A. Jimnaastikii fi maati D. kubba kaachoo
B. kubba miilaa E. kubba harkaa
C. kubba saaphanaa F. meeshalee atileetiksii
17. wantoota ispoortiiif barbaachisaan kanneen armaan gadii keessaa manni barumsaa kun kamiin qaba?
- A. Dirree ispoortii
B. Kutaa barattootni waayaa itti uffatan
C. Bakka itti dhiqatan barattootaa fi barsiisotaaf
D. Mana kitaabaa ispoortii
E. Kana armaan olii keessaa tokkolle hin qabu.

18. Haalli qilleensa naannoo mooyyallee haala baruu fi barsiisuu barumsa idilee barnoota guddinaa fi jabeenya qaamaa ni miidhaa?

19. Yoo rakkooni haala baruu fi barsiisuu barnoota guddinaaf jabeenya qaamaa waatti daree simudatu yoo jiraate, armaan gadiitti tarreessi

20. Yoo rakkooleen barumsa guddinaa fi jabeenya qaamaa irratti simudatan jiraaten kan furmaata/falani ta'a jettu asiin gaditti barreessi

APPENDEX B

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

C.QUESTIONNIARE FOR TEACHERS

Dear Respondents,

The main purpose of this study is to investigate the challenges and the current prospects of physical education in secondary schools of Moyale woreda. Be confident that the information gathered will be used only for the research. Hence, you are kindly requested to provide the necessary information that is very help full to the quality of the research as well as to bring practical solutions to the problems. Therefore, I would like to thank you for your cooperation

Part I Background information

Name of the school ----- Sex-----

Age- fom20-30 from 31& above

Qualification----- Years of service-----Work load-----

Part II: Questionnaires regarding on the challenges, practice and prospects of physical education in Moyale woreda Secondary Schools.

1. Do you prepare and use your own physical education lesson plan

A. Yes B. To some extent C. No

2. Do you have interest in teaching physical education subject in secondary school?

A. Yes B. To some extent C. No

3. Do you expect that the school time allotment for physical education period is satisfactory?

A. Yes

B. No

4. Is there sufficient text books, teachers guide and syllabus for each grade level in your secondary school?

A. Yes

B. No

5. How did you get students interest to physical education subject when you are teaching?

A. High

B. Medium

C. Low

6. How much do your school administrative bodies would support physical education with budget, idea, and the likes?

A. High

B. Medium

C. Low

7. Do you believe that parents, students back ground and culture of the society can affect the implementation of physical education in your school?

A. Yes

B. To Some extent

C No

8. Do you have office and material displaying room in your school community?

A. Yes

B. No

9. Do you believe that the current physical education curriculum satisfies the needs & interests of the students?

A. Yes

B. To Some extent

C. No

10. What impacts did you observe after the reduction of regular two periods per a week of physical education to one period in you school?

A. Lack of attention to the subject

C. The reduction of students' fitness level

B. problems to relate theory with practice

D. All of the above

11. Does the school provides you with any professional development in short, long and advanced in-service training program?

A. Yes B. To some extent C. No

12. Do you suggest physical education curriculum has to include in the national examinations to give directions to the specialization of the students?

A. Yes B. No

13 If your answer for question number 12 is “Yes,” Please list some of your reasons for farther modification of the curriculum? -----

14. If your answer for question number 12 is “No,” Please list some of your reasons?

15. Does your physical education lesson (inclusive) for students of all type ?

A. Yes B. No

17. Would you list your possible solutions to avoid the challenges of physical education subject in secondary schools? -----

APPENDEX C

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Interview for Subject Teachers

The purpose of this interview is to get information about how physical education teachers teach physical education lesson in their regular teaching program?

Part I Background information

1. Name of the school-----
2. teachers Experience----- Date-----
3. Sex----- Age- from 20-30 from 31& above

Part II: Questionnaires regarding on the challenges, practice and prospects of physical education in Moyale woreda Secondary Schools.

1. Do you have enough knowledge and effective teaching skills in their subject area?
How?

2. What are your motivation and the interest to teach physical education in your school?

3. Do you think that the school administrative bodies could support the school coo

curricular activities (enter and extramural sport programs) and regular physical education teaching program with material, budget & idea? If it is so please mention how much it is satisfying the program? -----

4. What do you think the main problems that hinder the implementation physical education classes?

5. Do you suggest some possible solutions for challenges to implement physical education teaching program in the school?

6. Do you give us some suggestions about curriculum design and implementation of physical education subject in secondary schools?

APPENDEX D

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Interview for principals

The purpose of this interview is to get information about how physical education teachers teach physical education lesson in their regular teaching program?

Part I: Background information

1.Name of the school-----

Date-----

2.teachers Experience-----

3.Sex----- Age- from 20-30 from 31& above

1. Do you think that physical education teachers in your school have enough knowledge and effective teaching skills in their subject area? How? -----

2. What do you think about the motivation and the interest of the physical education teachers in their subject area? -----.

3. Do you think that the school administrative bodies could support the school co-curricular activities (enter and extramural sport programs) and regular physical education teaching program with material, budget & idea? If it is so please mention how much it is satisfying the program? -----

4. What do you think the main problems that hinder the implementation physical education classes? -----

5. Do you suggest some possible solutions for challenges to implement physical education teaching program in the school? -----

6. Do you give us some suggestions about curriculum design and implementation of physical education subject in secondary schools?-----

APPENDEX E

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

F. Observation Check List for School Setting

General information

Date of Visit ----- Name of the School-----

Instruction I put check mark (√) in column which tells “V.Good” “Good”
“Poor” “No”.

Roll	Variables to be observed	V.Good	Good	Poor	No
1	Availability of suitable play ground in the school				
2.	Availability of sport field, shower, dressing room &etc for students' practical sessions.				
3	The presence of teaching aids like cones, jumping ropes and etc.				
4	Availability of balls such as footballs, volley balls basket ball's and etc.				
5	Availability of Gymnastic apparatus and equipment's in the school.				
6	Availability of supplementary references in the library.				
7	The presence of track and field (athletics) facilities and equipment's in the school.				
8	Attractiveness of physical and environmental condition.				

APPENDEX F

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

G. Observation Check List for Theory Class

General information

1. Date of visit-----Grade----- section observed-----Topic-----
2. Length of the observation period-----Number of periods allotted per week-----
3. Number of students in the class-----
4. Bio data of the teachers being observed

Sex-----Age-----Qualification----- major-----Minor-----Total teaching experience-----

Instructions: Put check mark (√) in the column which tells “Yes”, “To some extent” “No”

R .No	Variable to be observed	Yes	To some	No
1	Teacher’s interest and ability of planning the instructional activities based on the student’s, need, ability.			
2	Teachers ability of allowing and motivating the students to express themselves			
3	Teachers manner of conduct and willingness to listen students problem			
4	Teachers ability of identifying individual differences			
5	Teacher’s ability to explain the questions raised by the students which are not clear in the lesson delivery.			
6	Teachers ability of guided by the lesson plan			
7	Teachers ability of clarify the objectives of the lesson			
8	Teachers ability of using different teaching styles such as students working in pair, small groups and individually.			
9	Teachers effective use of text book, reference materials and teaching aids			
10	Teachers ability of asking questions with a simple language that are			
11	Teachers personality & being good role model			
12	Appropriateness of the teaching methods used by the teacher to teach the lesson			
13	Teachers ability of using different assessment and evaluation techniques			

APPENDEX G

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

H. Observation Check List for Practical Class

General Information

1. Date of visit----- Grade and section observed-----
2. Topic of the lesson-----Length of the observation period-----
3. Number of periods allotted per week-----Number of students in the class-----
4. Bio data of the teachers being observed

Sex-----Age-----Qualification-----major-----Minor----- Total experience-----

Instructions: Put check mark (√) in the column which tells “Yes”, “To some extent” “No”

Roll No	Variable to be observed	Yes	To some extent	No
1	Teachers ability of clarify the objectives of the lesson			
2	Teacher’s ability of planning the instructional activities			
3	Teachers ability of motivating and allowing the students to practice & express themselves			
4	Teachers manner of conduct and willingness to listen students problem			
5	Teachers ability of demonstrating the practical drills and guided by the lesson plan			
6	Teachers ability to demonstrate & revise again for the questions			
7	Appropriateness of the teaching methods and class organization			
8	Teachers effective use of teaching aids & giving attention of safety rules			
9	Teachers sport wearing & being a good role model			
10	Teachers ability of using different practical assessment and evaluation techniques			