

**FACTORS AFFECTING AVAILABILITY OF INSTRUCTIONAL
MATERIALS AND RESOURCES IN TEACHING LEARNING
PROCESS OF PHYSICAL EDUCATION IN SOME SELECTED
HIGH SCHOOLS OF BUNO BEDEL ZONE.**

BY

GIZACHEW TIRUNEH

**A THESIS PAPER SUBMITTED TO THE SCHOOL OF
GRADUATE STUDIES OF JIMMA UNIVERSITY COLLEGE OF
NATURALE SCIENCE OF SPORT SCIENCE IN PARTIAL
FULFILEMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTERS OF EDUCATION (M.ED)**

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ABSTRACT

The main objective of this study was to assess Factors affecting availability of Instructional material and resources in teaching learning Process of physical education in some selected high schools of Buno Bedele zone. To achieve the intended objective of this study descriptive survey method was used. The main instrument of data collection was questionnaire, interview and observation. A total of 281 respondents were used for the study. In the selection of the sample population stratified and simple random sampling were used. The data was analyzed in percentage, mean and standard deviations. Based on the analysis the finding of study shows that, absence of availability physical education instructional materials that have been supplied for teachers in secondary schools to teach physical education, absence of enough annual budget to buy and repair physical education facilities and equipment, absence of suitable playing area for sport activities in the school, absence of physical education reference books in library and insufficiency of the condition of physical education facilities and instructional materials in the school to utilize the available materials to teach the physical education effectively. finally, possible recommendations were forwarded based on the major finding so as to minimize problem encountered the implementation of teaching quality physical education.

Key words: Instructional material, resources, physical education, facilities, Availability

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ACRONYMS

EEPC: Ethiopian Electric Power Corporation

FIFA: Federation International de Football Association

PE: Physical Education

MOE: Minister of Education

U.S: United States

STYSA: South Texas Youth Soccer Association

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Learning in all ages is considered fundamental human rights as it represents a basic human need. So, a deliberate attempt has to be made to highlight the significance of promoting the process among adults in all societies. For instance, the year 1990 was declared international literacy year following the Jomtien Conference that held in the reassertion of faith in adult learning and literacy education. It raised concerns for the provision of learning opportunities for all, including those who are excluded and unreached. Attention was also drawn to the need to link literacy to social, cultural and economic development aspirations of people, improve the quality of literacy programs, teaching and enrich the literacy environment in developing nations (Krishnamurthy & Parameswara, 1990).

Education and physical education are passing through a period of change and transformation from tradition roles to modern and purposive role in accordance with the increased productive of today's world through competition and production. There is a need for recasting the existing education programs keeping in mind the totality and holistic nature of knowledge. This is very much true of physical education which is the education of the individual and his body in its true sense and in its entirety (Krishnamurthy & Parameswara, 1990).

Physical education instructional materials are essential and significant tools needed for teaching and learning of school physical education to Promote teachers' efficiency and improve students' performance. They make learning more interesting, practical, realistic and appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. They give room for acquisition of skills and knowledge and development of self- confidence and self- actualization. Ibeneme (2000) defined teaching aids as those materials used for practical and demonstration in the class situation by students and teachers. Ikerionwu (2000) saw instructional materials as objects or devices that assist the teacher to present a lesson to the learners in a logical and manner.

In his own perspective, Fadeiye (2005) physical education were instructional materials as visual and audio-visual aids, concrete or non-concrete, used by teachers to improve the quality of teaching and learning activities in Social Studies. Agina-Obu (2005) submitted that instructional

materials of all kinds appeal to the sense organs during teaching and learning. Isola (2010) also described instructional materials as objects or devices that assist the teachers to present their lessons logically and sequentially to the learners. Oluwagbohunmi and Abdu-Raheem (2014) acknowledged that instructional materials are such used by teachers to aid explanations and make learning of subject matter understandable to students during teaching learning process.

However, Akinleye (2010) attested that effective teaching and learning requires a teacher to teach the students with instructional materials and use practical activities to make learning more vivid, logical, realistic and pragmatic's, Enufoha and Umoren (2004) agreed that instructional materials are indispensable to the effective teaching and learning activities. Ekpo (2004) also supported that teaching aids are always useful in supporting the sense organs.

Despite the fact that physical education instructional materials are essential tools that can make learning practical and knowledge acquisition easier, they are not readily available in Nigerian secondary schools leading to low level of performance of learners in government examinations (Abdu-Raheem 2014).

Many educationists and government officials have made several comments on how to develop appropriate teaching learning materials in order to enhance educational programs. For example, Eya and Onuora (2004) pointed that the educational program currently in operation must have as part of its curriculum, designing and production of learning and instructional materials to make teaching and learning easy and interesting.

Effective utilization of physical education instructional materials will make the learners employ most of their senses so as to make learning easier and a worthy experience. Baribor (2003) noted that the use of instructional materials is to aid the teacher in his teaching and the learner in his learning. He further stressed the importance of physical education instructional materials in learning to include, extending the range of experience available to learners; providing the teacher with interest-compelling springboards into a wide variety of learning activities, assisting the teacher in overcoming physical difficulties of presenting subject matter, helping to stimulate student's interest, extend attention span and make for longer retention of what is learned; making it possible to cater for individual differences of learners, making teaching and learning easier and more effective as well as facilitating communication. The issue of effective communication

in the classroom is very important. Since it is obvious that instructional materials can help to achieve effective communication which results in effective learning, it becomes necessary that the extent of its availability and utilization be ascertained. Baribor (2003).

Physical education significantly contributes to students' well-being; therefore, it is an instructional priority for schools and an integral part of our students' educational experience. High-quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students' self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement. The Physical Education Model Content Standards for the secondary Schools affirms the standing of physical education; rigor is essential to achievement, and participation is not the same as education. Baribor (2003).

Mastering fundamental movement skills at the secondary schools establishes a foundation that facilitates further motor skill acquisition and gives students increased capacity for a lifetime of successful and enjoyable physical activity experiences. Baribor (2003).

These standards focus on the content of physical education and incorporate the detail required to guide the development of consistent, high-quality physical education instructional programs aimed at student learning and achievement. The standards provide a comprehensive vision of what students need to know and be able to do at each grade levels life span, providing physically active experiences Baribor (2003).

The physical education that supported by adequate instructional materials has helped Students to demonstrate knowledge and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities, achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies and demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity Eya and Onuora (2004). Generally there are two types of equipment's in physical education lesson. Capital and expendable equipment's. Capital equipment is larger permanent or fixed.

It includes football posts, basketball back boards and gymnastic apparatus. It is more durable and does not often need replacing. Eya and Onuora (2004).

Expendable or consumable equipment's which include smaller items such as valley ball, football, hand ball, relay bathon and racket etc. In addition to this the availability of qualified physical education teachers is associated with increased student knowledge of physical fitness and activity levels during class. Human resource is at great importance for the success of any organization. Eya and Onuora (2004).

Thus human resources are assets without which any organization could not realize its potential. It should be noted here that these resources require for their development to enhance growth through education which is as regarded as a very important factor of human development. In order to make education meaning full and worthwhile, provision of adequate educational resources like facilities, equipment, qualified teachers, sport materials etc. has to be thoroughly considered. It seems because of this that, the education and training policy of our country MOE (1994:27) stresses on the supply, distribution and utilization of educational materials, educational technology and facilities in order to promote the quality, relevance and expansion of education Eya and Onuora (2004).

The greatest challenge in developing countries is having resources allocated for education is declining. However one of the greatest challenges in physical education is lack of adequate facilities and Instructional materials for teaching-learning process. On the other hand Teachers can prepare instructional materials when they cannot get teaching materials available in their school or when the available materials not adequate for teaching learning purpose. Instructional materials are prepared by teachers and students themselves for immediate use in their schools from simple local materials, like hurdle, bars, javelin and horizontal bar etc. preparing instructional materials in teaching learning activities. Eya and Onuora (2004).

These problems and the importance of instructional materials and equipment's are the cones which enforced the researcher to study the problems of the availability of resources for achieving quality physical education utilization in most secondary school of BunoBedele zone.

Because of these reason the researcher will be like to investigate the availability and utilization of instructional materials.

1.2 Statement of the Problem

Instructional materials are defined by different authors though they convey the same meaning when interpreted. Instructional material could be explained as devices through which knowledge, skills, attitude, ideas, beliefs and values got transmitted to the learner by the teacher in order to ease teaching–learning process. Akanbi(1999) defined instructional materials as materials designed to enrich the teaching and learning processes and hence contribute to better learning. Many physical education teachers complain that most of the instructional materials, equipment's and facilities are not available adequately.

Like other subjects physical education facilities and equipment's are equally important to teach physical education effectively that is to be enable the students maintain physical fitness and become competent in fundamental skills. Eya and Onuora (2004).

The previous studies made on the primary schools confirmed that access to adequate human resources, as indicated by low student-to-physical educator ratio and the availability of teachers exclusively focused on PE, is directly influenced the amount of time that students participate in PE per day, the availability of qualified PE instructors is associated with increased student knowledge of physical fitness and activity levels during class. High number students-to-physical educator ratios and large class sizes are associated with reduced student physical activity, the positive effects of resource availability on lesson length and student activity levels and material (eg, access to facilities and equipment) resources that comprise the conditions under which PE is provided was determined the activities of physical education in the primary schools. Similarly, the other study had also illustrated that Unavailability of resources of physical education had influenced physical education teaching quality, and the activities that constituted the PE implementation (Katherine 2010).

Furthermore, the study that had done by Peter (2014) on the effects of Class Size and Equipment Availability on Student Involvement in Physical Education in the Queensland on three primaries indicated that Class Size and Equipment Availability of resources have effects on Student Involvement in Physical Education.

The local study that made in Nekemte town by Berhanu Tessema Guta 2012 on the factors that affect quality of teaching physical education in second cycle primary schools had illustrated that factors like , large class size, lack of curriculum materials, insufficient instructional time, the roles of school management, facility and equipment, poor communication of school and parents, physical teachers competence and working condition of the school, which has significant impacts in lowering quality of teaching physical education in second cycle primary school.

The researcher was interested to conduct on the availability of physical education instructional material and resources in teaching learning process of physical education at secondary schools. Thus this research was conducted on the secondary schools in that the research will check whether the above findings were also appear in this current study and the previous study had been made outside so that the previous were rechecked in the context of the setting area of this study.

The main objectives of the study was to assess the factors that affect availability of instructional materials and resources in teaching learning process of physical education in some selected high schools of Buno Bedele zone. Hence the following basic questions were formulated.

1.3 Research Questions

- 1- Are there available physical education instructional materials that have been supplied for teachers in secondary schools to teach physical education?
- 2- What are the major factors that affect the availability and utilization of instructional materials at secondary school level to teach physical education?
- 3- Are the physical education teachers trained and educated at the required level to utilize the available materials to teach the physical education effectively?

1.4 Objectives of the Study

1.4.1 General Objectives

The general objective of the study was to investigate the factors that affected the availability of instructional materials and to identify the teachers that affect the availability of instructional materials.

1.4.2 Specific Objectives

- ❖ To identify the availability of physical education instructional materials in secondary schools to teach physical education.
- ❖ To identify the major factors that affects the availability and utilization of instructional materials at secondary school.
- ❖ To examine whether the physical education teachers trained have been and educated at the required level or not to utilize the available materials to teach the physical education effectively.

1.5 Significance of the Study

The results of this study have importance for teachers, principals, supervisors and educational office managements to get information on the available and unavailable physical education instructional materials. On the basis of the information they get from the result of this study, they can plan for the future to fulfill the unavailable physical education materials so that the teaching learning process of physical education can be improved in the secondary schools.

1.6 Delimitation of the Study

This study was conducted in Oromia region of Buno Bedele zone secondary schools. The boundaries of the study are confined to Buno Bedelee zone 6 secondary schools. In addition the study was delimited to availability of resources for achieving quality physical education to make it manageable and within the capacity of the researcher financial, materials and time resources it is also delimited to government secondary schools.

1.7. Limitation of the Study

There were limitations in the process of this study. These limitations were shortage of time since this study was conducted with side by side with regular work. The other limitation was the absence of sufficient local studies from which the experiences had been gained to conduct this study.

1.8 Organization of the Study

This study was organized in to five chapters the first chapter deals with background of the study, statement of the problem, objectives of the study, research question, Delimitation of the study, organization of the study and operational definitions. The second chapter deals on review of related literature. The third chapter Methodology research Design, source of data, method of data collection, and method of data analysis. The data analysis was presented in chapter four and on the basis of the analysis that was made in chapter four; the conclusions and the recommendations were made in chapter five.

1.9 Operational Definition

Budget - the amount of money available for purpose www.igi-global.com/dictionary/instructional-materials/48956

Facilities - A building, service, etc provided for a particular purpose are used for sport activities such as running track, swimming pools, basketball court, soccer fields etc. available in school for teaching learning process www.igi-global.com/dictionary/instructional-materials/48956

Gymnastic apparatus- materials used to exercises involving physical agility and flexibility www.igi-global.com/dictionary/instructional-materials/48956.

Instructional materials – tools that the teachers use to implement a particular learning task. www.igi-global.com/dictionary/instructional-materials/48956

Physical education – An educational process that uses physical activity as a means to help people to acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being <https://www.merriam-webster.com/dictionary/physical%20education>

Sport equipment – Any object used for sport or exercises <https://www.merriam-webster.com/dictionary/physical%20education>

Physical facilities - Classrooms libraries, laboratories, workshops <https://www.merriam-webster.com/dictionary/physical%20education>

Educational resources - Physical, material, human and financial inputs in the teaching learning process https://en.wikipedia.org/wiki/Physical_education

Utilization - The act of putting into use www.businessdictionary.com/definition/utilization.html

Instructional resources - Physical and material, inputs in the teaching learning process https://en.wikipedia.org/wiki/Physical_education

CHAPTER TWO

2. LITERATURE REVIEW

This chapter reviews literature under the following subheadings: Availability of physical and material resources in secondary schools, utilization of educational resources for effective teaching and learning financing secondary education in sub-Saharan Africa, and related studies on availability of educational resources.

2.1 Importance's of Instructional Materials for Teaching Learning Process

Instructional materials in physical education lesson play a great role in improving and developing the aim of physical education. The aim of physical education must be to make every child physically, mentally and emotionally fit and also to develop in him such personal and social qualities that will help him to live happily with others and build him up as a good citizen. Through guided instruction and participation in selected total body sports, rhythmic and gymnastic activities conducted according to social and hygienic standards. Mapaderum (2002)

According to Heinich et.al (1982) have discussed that “instructional materials serves as a catalyst to change in the whole instructional environment and facilitate for intellectual development”. Instructional materials are instructional devices which are used in the class room to encourage teaching learning process.

To achieve quality physical education can be enhanced by establishing, protecting and improving both resources and instructional materials. Oni (1995) and Mapaderum (2002) emphasized that “the availability and adequacy of instructional materials promote effective teaching and learning activities in school while there in adequacy affect the academic performance negatively and leads to poor learning environments.” In physical education practical lesson, equipment and facilities are not available in secondary schools. It might be too difficult for the teaching-learning process. But well-maintained, safe and appropriate facilities and sport exercise equipment will enhance student opportunities for adequate physical activities. Mapaderum (2002). According to Amare (1995) and MOE (2002).described that availability of instructional materials determine the quality of education and teachers effectiveness.

From different types of instructional materials, students gain more knowledge and skills and can improve their ability, performance and understanding.

2.2 Availability of Physical and Material Resources in secondary Schools

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

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

According to Odulaja (1989), lack of textbooks could be identified with high cost. Since the educational process functions in a world of books according to Yala (2010), the chief purpose of a school library is to make available to the pupil at his or her easy convenience all books, periodicals and other reproduced materials which are of interest and value which are not provided as basic or supplementary textbooks. They further noted that as a resource the library occupies a central and primary place in any school system as it supports all functions of the school. According to Fowowe (1988) a library must be up to date and at the same time allow access to older materials. Farombi (1998) argued the saying that seeing is believing as the effect of using laboratories in teaching and learning of sciences and other science related disciplines as students tend to understand and recall what they see than what they hear or were told. The laboratory is essential to the teaching of sciences and the success of any science course is much dependent on the laboratory provision made for it. Affirming this Ogunniyi (1993) said that there is a general consensus among science educators that the laboratory occupies a central position in science instruction.

However, many studies have established that physical and material resources in secondary schools are inadequate in the world all over. For example World Bank (2008) in a study on textbooks and school library provision in secondary education in Sub-Saharan Africa revealed that textbooks and libraries were not only inadequate but unevenly distributed among rural and urban schools in the area of study. Similarly Asiabaka (2008) on effective management of schools in Nigeria noted that the government's failure to establish policy directive on minimum standards in relation to schools facilities has led to disparities in acquisition. This is because while some have well equipped laboratories, libraries and other facilities for effective teaching and learning others have none and where they exist, such facilities are poorly equipped. On the same vein Olaniyan and Ojo (2008) also noted that lack of textbooks and training manuals was one of the challenges facing successful implementation of introductory technology in Nigerian secondary schools.

This is supported by Chiriswa (2002) who noted that effective teaching and learning depends on the availability of suitable adequate resources such as books, laboratories, library materials and host of other visual and audio teaching aids which enhance good performance in national examination.

According to Fagbeja (1993), Fakoya (2002) under funding had adverse effects on the quality educational resources in secondary schools. It is against this background that this study was necessary to assess whether with the introduction of constituency development fund in 2003 and subsidized secondary education in 2008, textbooks, laboratories and libraries are available in secondary schools because they are acquired through government funding.

2.3 Availability of Equipment and Media

Instructional strategies reflect the availability of appropriate athletic equipment and media. And It should go without saying that teaching would be much easier .If all the physical resources we could want were obtainable on request. But a creative and diligent teacher can develop make shift materials, borrow from other sources and modify teaching procedures within the limits of the situation. Heinich et.al (1996)

According to Heinich et.al (1996) states that “the majority of instructional materials used by teachers are ready made and available from the school district or other easily acceptable source” they state that teachers have at least three options in obtaining instructional materials

Firstly, they use materials that are readily available in the school pedagogical center; similarly, teachers and students can have access to the local community resources by organizing field trip or by inviting resources persons to the class room to share their experience. Heinich et.al (1996).

Secondly, when the materials obtained are only partly relevant to the subject of the study, then they can be modified or adapted by the teachers to meet their specific objectives.

The third alternative is producing one's own materials. This can be done by teachers and school pedagogical center personnel who have the main responsibility of materials producing using locally available resources. Heinich et.al (1996:46).

Activities that are presented in secondary physical education lesson will help to extend the students' knowledge and encourage learning by doing. Some of the activities are designed for individual use, but most are intended for group work, cooperation and all the other features of group activity can be brought in to play all these activities are related to equipment and facilities. According to Amare (1999) the availability of instructional materials can determine the quality of education and teachers' effectiveness. However, the shortage of instructional materials in developing countries, this shortage is affecting teaching learning process.

Chapman and Mahak(1997) made the significant discovery that "inadequacy of instructional materials, negatively affects the teaching learning process and quality of education in developing countries."

The above research finding indicates that the availability of enough instructional materials and facilities in physical education lesson at secondary school levels is an important issue for the effective physical education.

2.4 The Role of Equipment's and Facilities in Physical Education

Equipment and facilities are Aids or tools used to teaching of sport and physical education. Stave F.L Walley (1997) indicates the role of equipments and Facilities as quality equipment and well maintained facilities are essential to good teaching and good coaching. If equipment and facilities are not available in the schools it might be too difficult for students to acquire or gain the Necessary skill of physical education.

According to Willing (1968) “ When facilities are lacking insufficient as in many elementary schools, then the class in physical education held in classrooms, corridors and basements; such place limits the physical education programs. When facilities and equipment are lacking, children do not learn the skill of coordination that are essential for their proper development”. At this point one thing must be clear for a sound physical education program to be conducted teachers should not be handicapped by lack of adequate supplies of equipment and instructional materials.

According the above concepts physical education and sport equipment’s in school level have great role in improving and developing the aim of physical education teaching learning process.

2.5 Types of Instructional Material

Instructional materials include all the materials that are used by the teachers and students to make the teaching learning process more concrete and meaning full.

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

Static visuals have usually been used to help students learn psycho motor skills. Written matter, besides serving this function, can be used to present rules and regulations, terms, equipment and space dimensions and appropriate tactics or written handouts. willing (1968.)

Printed and static materials are relatively cheap and are widely used in almost class situation in one way or another and can contribute to the student learning.

According to Heinich and others (1996) “printed materials are text books, teacher guides, manuals, work sheets, etc are important visual materials in the teaching learning process”

The other types of instructional materials are audio materials which includes Tape records, records and radio. Auditory media in the form of tape recorders, Records and radios generally rival or compliment the teachers' oral communication as well as the visual media in orienting the students, gaining his attention, motivating him, presenting content and administrating instructions and directions. In addition, recording encourage individualized approaches to learning. According to Heinich and others (1996) Agrawal (1996) and training main department (TMD) (2002) have almost similar are classifications of the materials these are audiovisual and visual materials.

According kinder boards (2001), Audio visual materials, included television, video tapes and demonstration, films and study trips these are materials which improve both sight and hearing senses.

In general physical education text book at grade 9 and 10 includes several lessons that needs instructional materials that includes ball games, athletics, gymnastics, apparatus gymnastics, high jump, discuss, shot put. Muscular exercises need materials that include pull ups, sit and reach test ruler, box, stopwatch and running area.

2.6 Factors affecting the availability of instructional materials

2.6.1 Financial and Material Support

Instructional materials require financial and material support. This means physical education and sport materials need certain amount of Budget allocation. According to Amare (1998) "teaching without instructional materials is Tantamount to Farming with the use of Finger hails" so that the teaching learning process needs the use of appropriate technology one of the sources of this problem is limitation of budget.

Leadership is one of the most important factors affecting the availability of instructional materials. A principal has a very important role to fulfill physical education and sporting materials to facilitate the teaching learning process. Financial provision for the purchase of instructional materials has vital importance. To this end school should look for sources of budget both from government and non-government agencies. Besides to this, the school community should also devise an inbuilt income generating activities for such purpose .Brown, et.al (1977).

In this regard, Brown, et.al (1977) state that “Financial and material support can be obtained from government and non-governmental organizations, parents, resource persons and the community as a whole.” Financial and materials support plays a great role in preparing, producing and using instructional materials. However, different schools did not have enough budget allocation So that the deficiency of budget can affect the teaching learning process.

2.6.2 Budget Planning For Facilities and Equipment

Sport and physical education instructional materials, facilities require financial support. This means many items of instructional materials needed for teaching physical education are relatively expensive in comparison with those usually furnished to other instructional department. Brown, et.al (1977) also suggested about the budget for facilities and equipment as follows. “Annual budgeting and planning affects may be the most challenging tasks you will face each year. The need initiation high demand program and acquire modern equipment while responding to local user interests is made more complex by an ongoing requirement to maintain or replace worn equipment and damaged facilities.”

Planning requires understanding of the present status of the organization that enables to forecast in to the future. Having adequate information about the past and the present facilities used to make the decision easy and implementing. Therefore, planning assisting to have a clear direction regarding what to do, how to do, when to do and enable to utilize the resources effectively.

According to Goplalaxrishpan and Sundraesan (1977) materials budget serve the following purposes;

1. The materials management departments know exactly its resources availability so that it can plan its purchase and long term contracts in most optimum manner taking in to account price trends, market position etc.
2. To record the prices on which the budget was formed and to compare it finally with the actual prices so that controllable and uncontrollable elements are clearly brought out
3. To help the financial management of materials by clearly stating the cash requirements for the budget period (usually year) as well as for short horizons (monthly or quarterly) so that planning budget for facilities and instructional materials. So that budget planning for facilities and instructional materials is necessary for achieving educational goal.

2.7 The State of Facilities and Equipment's

Effective sport organization require organizational and administrative variables such as personnel, facilities, equipment, finance, incentives, planning, training facilities and equipment provisions are important aspect of physical education and sport administration. Bucher and Krotee (2002).

Excellent program is the key word in physical education and competition; this requires well equipped and good play ground for training, standard facilities and equipment are essential per-requisites to good and impressive performance. Lack of adequate facilities hampers sport progress in many ways as discussed in this paper. Bucher and Krotee (2002).

In order to catch young people secondary schools physical education requires a variety of sports, physical education facilities, supplies and equipment both indoors and outdoors.

Lack of adequate and standard facilities and equipment hampers physical education and sports programs in many ways.

The effective performance of physical education and sports programs in secondary schools involves the determination, allocation and development of budgets for the achievement of the school sports programs Bucher and Krotee (2002).

Physical education and sport programs require large amount of money, because facilities such as courts and pitches are constructed and maintained for the use of the students. Equipment and supplies such as balls, nets, javelin, rackets, hockey sticks, bats, gymnastic and athletic (track and field) materials require either purchasing, replacement or repairs Bucher and Krotee (2002).

Bucher and Krotee (2002) pointed that facilities should be planned and constructed with an eye to the future. Too often, facilities are constructed and out-grown their use in a very short time.

Most facilities constricted in secondary schools are very difficult to expand or exchange. Because the increased population, limited space and material costs are barriers for the achievement of effective physical education programmers. Bucher and Krotee (2002).

According to Awosika (2009), pate et.al (1997) it might be impossible to achieve satisfactory Scarcity of physical education facilities supplies and equipment constitute a big log in the successful program of physical education.

Traditionally, at the secondary school level, facilities, supplies and equipment management are usually the responsibilities of those persons who are in charge of physical education and sports programs. The facilities for which they are responsible including outdoor facilities such as play grounds, pools, courts and fields and indoor facilities such as locker and shower rooms ,racket, sport court, weight and exercise rooms. Without adequate or available facilities and instructional materials at school level teaching physical education can be affected negatively and create poor learning environment. Bucher and krotee (2002).

2.7.1. Quality of School Facilities and Equipment

The quality of school facilities seems to have an indirect effect on learning. In this case, the quality of the learning environment was strongly correlated with pupils' achievement .In Latin America, a study that included students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped. (Willms, D., 2000).

The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Others factors such as on-site availability of lavatories (bath room and toilet) and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task when pupils have to leave school and walk significant distances for clean drinking water, for example, they may not always return to class (Miske & Dowd, 1998). In general, parents often consider the location and condition of learning environments when assessing school quality and this can influence school participation. Bucher and Krotee (2002).

Adequate equipment and appropriate facilities are provided to implement the curriculum are adequate budget for physical education is provided on a yearly basis apart from the athletic program, adequate number of indoor and outdoor teaching stations are available for the number

of students, classroom space is available for school physical education programs, equipment and facilities are clean, safe and are inspected on a regular basis (Mary Thissen-Milder, 2006).

Providing facilities that are clean, safe, and adequate for the number of students needs in physical education is differ; the following are recommendations appropriate to the grade level of the student. Upper elementary school students need more space than lower elementary school students because of their body size and the nature of the program. The outside facility should include both a hard surface as well as a grass field. The grass field area should be large enough for students to run safely in group activities (100 yards x 100 yards) or (91.4 m x 91.4m). (Mary Thissen-Milder, 2006). Provide equipment that is safe, supports a comprehensive program, and is adequate for the number of students in each class. The equipment needs for physical education vary by grade.

2.7.2 Maintenance culture of Physical Education Facilities and Equipment

Maintenance of most public properties which belong to nobody is less concern of some citizen of the countries. Maintenance culture should be established by the physical education administrator, with proper repairs of physical education facilities, supplies and sport equipment. Bucher and Krotee (2002).

Maintenance can help in protecting further damage of the resources and lays a good ground for reuse otherwise demand or force to buy the newer one. That is costing for the organization.

(Harris, 1985) states that maintenance includes actions which are needed to allow for repairs, servicing and replacement Procedures. Ray et.al, (2001) also stress on the point that maintenance enable that provision of services without stoppage. As such they define it as “the function of the school system associated with up keep, repair, and replacement that ensures continues usability of the physical plant equipment, and service facilities.”

Bucher and Krotee (2002) pointed that equipment and facilities should always be maintained in a serviceable condition procedures for caring for facilities, equipment and supplies should be re-utilized so that repairs are provided as needed. All used equipment and supplies should be checked and them repaired, replaced, or served as needed. Such used items should be cleared and stored properly.

The maintenance of proper environment is essential to ensure the long period use of the equipment. Both humidity and temperature must be controlled. There are a large number of different types of maintenance schedules, and they all present difficulties. One concept is to do much of the work as possible. When the students are not in class, the problem with this approach is that it requires people to work at add hours. Bucher and krotee (2002).

In order for equipment to have a long and productive life equipment's should be maintained properly and kept in a safe and usable condition. Brown (1977, carron, 1982, Howe 1981). Maintenance culture of equipment facilities should be attractive and esthetically pleasing with the utilization of good color and design.

According to Williams Jesse (1974) the following basic principles should serve as guide for equipment maintenance procedures.

- 1/ There should be definitive policy regarding the care and maintenance of equipment.
- 2/ Players or students should be instructed in the care of equipment.
- 3/ Designated person or coach should be directly responsible for the care and maintenance of equipment.
- 4/ An accurate record of all equipment including conditions, size, age, and utility should be kept.
- 5/ Equipment should be maintained, repaired and stored in accordance with manufactures recommendations.
- 6/ Equipment should be cleaned properly after each use.
- 7/ Adequate method of out of season strong should be utilized for equipment and facilities.

Proper maintenance culture' a facility will last longer, provide a healthier and safe environment, be less costly, and provide a more satisfying experience for user groups, planning and constricting facilities in physical education and sport are team efforts. If proper plans construction and materials are selected then maintenance should be made easier.

2.8 The Availability of School Pedagogical Center

School pedagogical center is a very important issue to improve the effectiveness of physical education. Because most instructional materials can be prepared at school level in pedagogical center, in these center teachers and students can collect, preparing and using physical education materials and sport equipment for teaching learning process.

According to Heinich et al. (1996) pointed out that school pedagogical centers are special units within an institution (a school) where a wide variety of media are produced, housed and distributed from. The availability of instructional materials in physical education lesson an important issue for the quality of education and to facilitate students learning for achieving educational objectives. On the other hand, the scarcity of instructional materials in school pedagogical center affects the teaching-learning process negatively. Particularly the modern method of teaching by demonstrating may not be practical in sport and physical education. Bucher and Krotee (2002).

Amare (1999) argued that without student interaction with instructional materials, active learning will not be achieved. The roles of school pedagogical center include; preparing and preserving instructional materials, helping teachers in previewing selecting, preparing and using instructional materials; providing facilities and materials; organizing all instructional materials collecting instructional materials by borrowing from different sources. Providing professional service throughout the day; developing awareness of new and up-to-date instructional materials, etc.

The teaching process with the absence of school pedagogical centers and instructional materials may be influenced by the traditional method of teaching, lecture method. So that both commitment and self-initiation to the preparation and utilization of instructional materials in school pedagogical center is important precondition for effective teaching-learning process. Bucher and Krotee (2002).

2.9 Factors Affecting Improvisation of Instructional Materials

Balogun (2002) identified two main constraints militating against the successful improvisation of Science equipment. These are the technical and the human factors respectively while the technical factors relate to the question of degree of accuracy and precision that is possible with

the improvised equipment, the human factor relates to the teachers' skill in developing the resources while providing the appropriate learning experience to the learners.

Also, Maduabunmi (2003) reported lack of adequate professional training as a major problem militating against the effective use of local resources for Science teaching.(Oyediran ,Isola, 2010) then stressed the need for a definite well planned training program of improvisation for teachers. He suggested regular meaningful workshop on improvisation technique for Science teachers to improve and up-to-date their compete

2.10. Local literature review

2.10.1. Importance of Quality Physical Education and in School Sport

According to Bailey (2006) clarifies that, for many children, school is the main environment for being moreover involves in physically active through either PES programs or after school activities. The provision of physical education and sport in schools is the only means of assuring all children with the experience of physical activity more specifically appropriate to their developmental and learning needs, physical development and wellbeing. Sedentary live activity and its negative consequences for future health consider health related benefits that may arise by good value of children experiencing through physical activity in the context of physical education. As Bailey (2006) identifies that, physical activity has significant role in reducing risk factors associated with many chronic diseases.

He suggested favorable relationship between physical activity and a host of factors affecting children's physical health, including diabetes, blood pressure, bone health and obesity. Furthermore, physical activity has been identified as enhancing health in physiological, psychological and emotional well beings. Bucher and Krotee (2002).

Similarly, PE promoting and fostering enjoyment of movement and motor skill confidence and competence at an early age helps to ensure healthy development and later participation in physical activity. Research evidence supports that children and adolescents who are physically active tend to become active adults. Physical activity increases fitness, improves muscle tone; aids respiration, circulation and dietary control, benefits digestion, promote rehabilitation after illness and has a positive effect on energy expenditure and energy balance. The positive effect of motor stimulation on brain and neural connections in early childhood and elementary education is a key influence on problem solving ability and academic achievement (NASPE, 2004).

Receptively, Bailey (2006) identifies that, there is now fairly consistent evidence that regular activity can have a positive effect upon the psychological well-being of children and young people. More specifically, he reported that the evidence is particularly strong with regards to children's self-esteem associated with regular activity that is crucial to reduced stress, anxiety, depression and well-planned and presented PES can contribute to the improvement of psychological health in young people.

According to MOE, (2004) "In the last ten years, substantial quantitative achievements have been made in education mainly students' enrollment and expansion of schools." Although quantitative progress has been made, the quality education being offered is not the desired level. The issue of quality of education is important as that of quantitative expansion. There is a great debate among educationalists at all levels about the quality of education. Quality of education depends on several issues, among others educational planning, management, teacher's professional competence, and efforts of students, instructional supervision and classroom teaching-learning situation (MOE: 2002). In line with this, Ahmed (1998) mentions that, the effectiveness and efficiency of an organization are relied on the quality of performance of the staff. Schools are within the dynamic and changing social system, teachers and other staff personnel's continually face new and challenging situation every time. Thus teachers have great need to get appropriate supervisory support to become professionally competent.

CHAPTER THREE

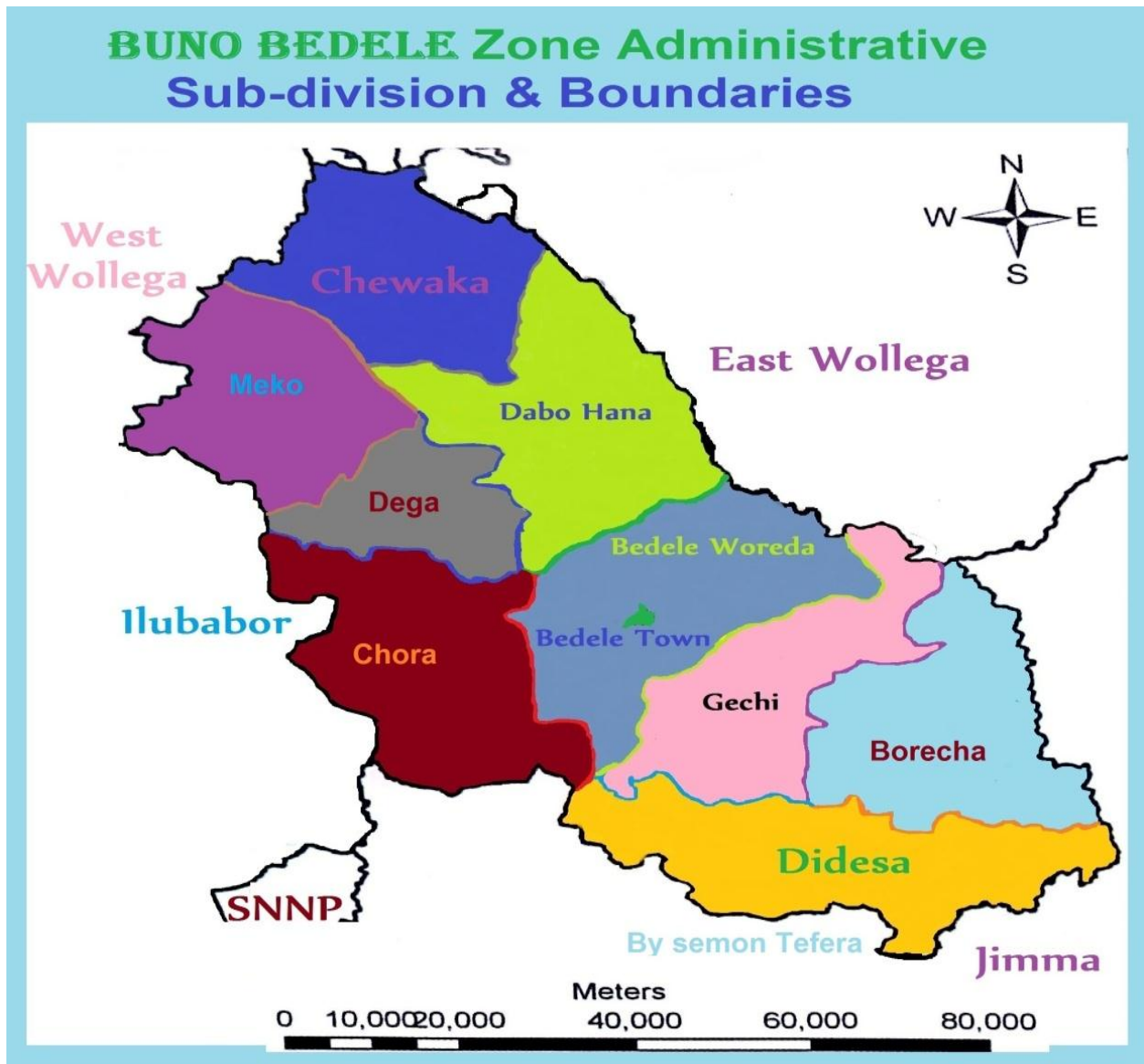
3. RESEARCH METHODOLOGY

3.1 Description of the study area

The study was conducted at one of the towns in the regional state of Oromia, Bedele town is located in the south western part of Oromia regional state in Buno Bedele zone of Bedele district. Oromia, one of the largest regional states of the country, lies between $3^{\circ}40'$ and $10^{\circ} 35'$ North latitude $34^{\circ}05'$ to $43^{\circ}11'$ East longitude and covers a geographic area of about 364,606 square kilometers and accounts almost 32% of the country. Relatively, Oromia is bordered by all regional governments of Federal democratic government of Ethiopia except Tigray national regional state.

Bedele also called Buno Bedele is a town and separate town administration located at a distance of 483 kilometers from Addis Ababa on the main road from Addis Ababa-Jima to Metu town. Because of its geographical location, it served as a bridge for three zonal towns of western Oromia namely Jima, Metu and Nekemte town. The town is located at a distance of 145 kilometer to west of Jimma town, 96 kilometer to the south of Nekemte and 120 kilometer to the east of Metu town.

According to a source from the municipality, since July 2016, the newly founded zone of Buno Bedele has 13 towns and 237 village *käbäles* respectively. Its total population was 814,786 and the total area covered by the newly founded zone was 630,122 hectare.



3.2 Study Design

The purpose of the study was to investigate the availability of Resources, Facilities, and instructional materials, sport equipment's and to find out the factors that affects the availability of instructional materials and facilities in Buno Bedele zone secondary schools. To realize these objectives a descriptive survey method was used. A survey research design is very valuable tool for assessing opinions and trend. The researcher employed descriptive survey because it provides the researcher with detail descriptions of the existing conditions about the problem and

survey studies aim at describing the characteristics of a population by examining a sample of that group (Dornyei 2007): through detail descriptions to investigate the existing problems.

According to Krishnaswami (2001), this design is a fact finding study which involves collecting data directly from a population thereof at a particular time. This design is ideal for the study because the study was conducted in a setting that requires direct responses from the respondents while investigating existing phenomenon without manipulating the variables. The design also allows the participants to describe and provide their opinions regarding the variables being studied in detail.

3.3 Source of Data

The sources of data for this study were the primary data that had been collected from sample respondents of this study. The primary data were collected from the students, teachers, principals, librarians, pedagogical center and store keepers respondents of this study through data collecting instruments. The subjects of this study were the six secondary schools (Ingibi, Bedele, Haro Kamise, Gechi, Chora and Didessa) students, teachers, principals, pedagogical center heads and librarians.

3.4. Subjects of the study

The subjects of study were the six secondary schools (Ingibi, Bedele, Haro Kamise, Gechi, Chora and Didessa) students, teachers, principals, pedagogical center heads and librarians.

3.5 Target Population

The target populations comprised six secondary schools of Buno Bedele zone with a population of 4,894 students. The study was targeted on the 245 sample students and 8 PE teachers; 6 secondary school principals 6 secondary schools physical education department heads, 6 secondary schools store keepers, 6 secondary school pedagogical center heads and 6 secondary schools librarians.

3.6 Sampling Techniques

There are 20 secondary schools in Buno Bedele zone. Multistage sampling techniques were employed for this study. From these 20 secondary schools six secondary schools were selected through a lottery method, in that Ingibi, Bedele, Haro Kamise, Gechi, Chora and Didessa secondary schools were selected as the sample schools for this study. From 4894 total population of students in the six secondary schools, 245 sample students were selected through stratified sampling technique. Stratified sampling was a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata. Therefore, stratified sampling was used since the sample respondents were taken from six different secondary schools of Buno Bedele zone.

Table 1: The proportional allocation of students from each school was taken to get the actual target sample.

No	Name of schools	Total population of students	Sample population of students
1	Ingibi	1128	57
2	HaroKamise	500	25
3	Chora	720	36
4	Didessa	724	36
5	Bedele,	1120	56
6	Gechi,	700	35
	Total	4894	245

moreover, 8 secondary physical education teachers, 6 secondary schools principals, 6 physical education department heads, 6 secondary schools store keepers and , 6 secondary schools pedagogical center heads and 6 secondary schools librarians were selected through census method.

3.7 Method of data Collection Instrument

3.7.1 Questionnaires

Questionnaires are suitable for survey research. They make a research less expensive and give more accurate information. Because of this the researcher selects questionnaires as a part of data gathering tools for this study. Questionnaires were developed for two types of respondent's physical education teachers in secondary schools and secondary students. Questionnaires were close ended and open ended items were developed for students and teachers. The items were based on the availability of resources and instructional materials, Importance of instructional materials, school pedagogical center, financial and material support for physical education, budget allocated by the school principals for facilities and equipment, and the functionalist of library, bookstore, school pedagogical center.

3.7.2. Interview

Interview is a form of self-report that is a relatively simple approach to data collection; although simple it can produce a wealth of information. An interview can cover any number of content areas and is a relatively inexpensive and efficient. Way to collect a wide variety of data does not require formal testing. One of the most common uses of interview is to collect life history and biographical data about the research participants (Anastas and Urbina, 1997, Stokes, Mumford and Owens, 1994) interviews are also an essential component most types of qualitative research. Because of this the researcher selects interview as a part of data gathering tools for this study. Interviews were conducted to school principals, librarians, and pedagogical center coordinators. Interview were concerned the availability of resources and instructional materials, financial and material support to sport facilities and equipment, availability of reference books, the use of teachers and students in library budget allocated, by the functionality of school pedagogical center, store, and library, will be included.

In these focus groups seven stockholders were taken as respondents (school principal, department head, pedagogical center, PE teacher, students, store keeper and school librarians) will be respondents to a survey focus group discussion.

3.7.3. Observation Check List

This approach is an efficient way to collect data on to quantifying some type of behavior. In order to record information gained through observation, check list were employed to facilitate the observation recording from school pedagogical center, library and store keeper, by using semi-structured observation.

3.8 Data Collection Procedure.

The researcher was obtained a research recommendation letter permit from Jimma University. On the basis of the permission that was obtained from Jimma, the permission was obtained from the educational bureau of Buno Bedele zone through an introduction letter to each secondary school directors. The researcher then had visited the selected schools and sought permission from the head teacher to conduct the study after which questionnaires were administered to the head teachers, H.O.Ds and students. The researcher also had observed physical education teacher lesson each of the sampled schools to check on availability and utilization of text books in the actual teaching and learning process. Check lists were used to identify the presence of laboratories, libraries in the area of study to bolster research findings.

3.9. Methods of Data Analysis

Descriptive statistical analysis was used to analyze the data that were collected for this study. Mean, median and mode are used to measure the central tendency of a distribution in estimating of the "center" of a distribution of values, The Standard deviation was used to show the relation that set of scores has to the mean of the sample, percentages, frequency distribution and range were used to analyze the data that were collected and analyzed in SPSS 20 software and qualitative analysis was used to analyze the data that were collected through observation and interviews.

SPSS 20 software statistics was used to calculate the categorical data to identify the meaningful order of factors that affect the available of instructional material and resources in secondary schools that the order of values high, medium and low were identified interims of affecting the availability of instructional materials and resources in the secondary school.

3.10. Ethical Considerations

In the process of the study, the following ethical issues were seriously considered. Firstly, all the respondents were provided with information regarding the objectives of the study, and Ethical issues related ahead of collection activities. Secondly, the provision of information

Were totally depend on the willingness of the respondents and they were not forced to give information they do not want to. Moreover, all the information obtained from the respondents had been confidential. Thus any information which may affect personality security of the respondents was not included in relation to their names. Besides, no attempt was made to obtain data in a canning way. More importantly, teachers were told not to their names on questionnaire papers.

CHAPTER FOUR

4. Data Analysis, Interpretation and Discussions

In this chapter the quantitative data that were collected through questionnaire were analyzed in quantitatively in percentages, means and standard deviations in that the demographic information of students was analyzed and discussed. The data that were collected through close-ended questions were analyzed and followed with discussions. The qualitative data that were collected through interview and observations were analyzed qualitatively and followed with discussions.

4.1. Analysis and discussions on quantitative Data

The quantitative data were collected through questionnaire from students, teachers, department heads and store keepers of six secondary schools. The collected data were analyzed and discussed in the following tables as well as followed with text explanations.

4.1.1. Demographic information of the respondents

The personal information of students like, sex, age and personal information of teachers like sex, age and educational were presented under the following figure and followed with discussions.

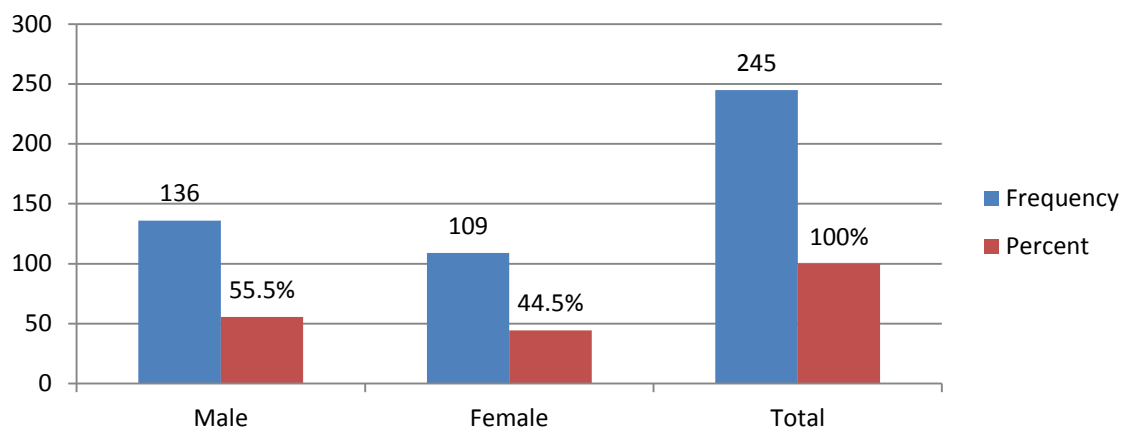


Figure.1. Frequency for sex profile of students

As it was seen in the above figure 1, 136 (55.5%) of the respondents are male and 109 (44.4%) were female respectively. This implies that significant numbers of the respondents of this research were male and female students' respondents.

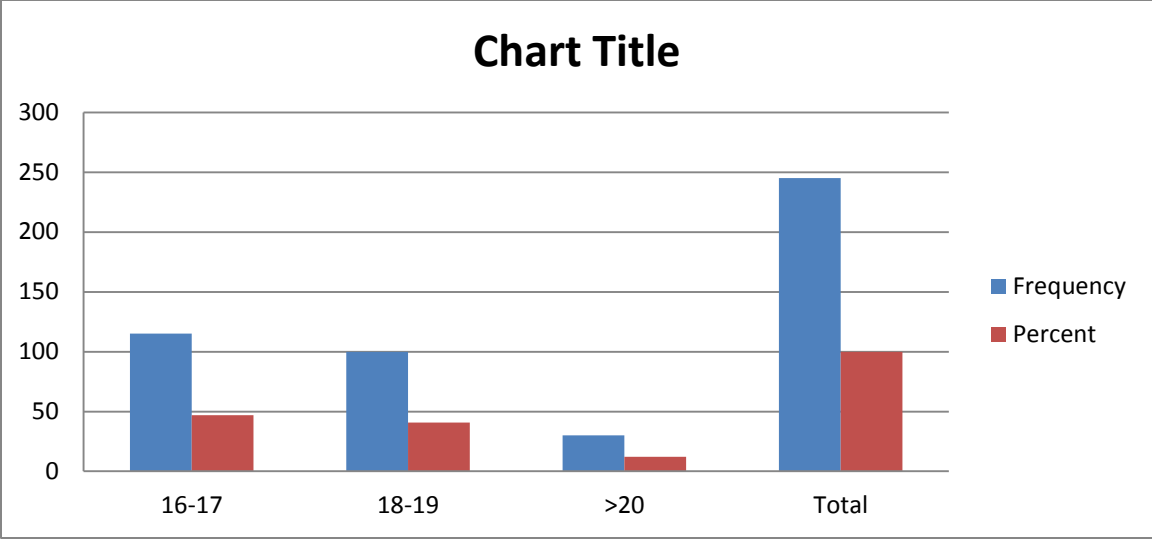


Figure 2. Frequency for age profile of students

As it was seen in the above figure 2, the ages of the students were ranged between 16 and 17 and 20 above years. The highest numbers students were ranged between 16 and 17 years. The least numbers of student's ages were ranged between 20 and above years.

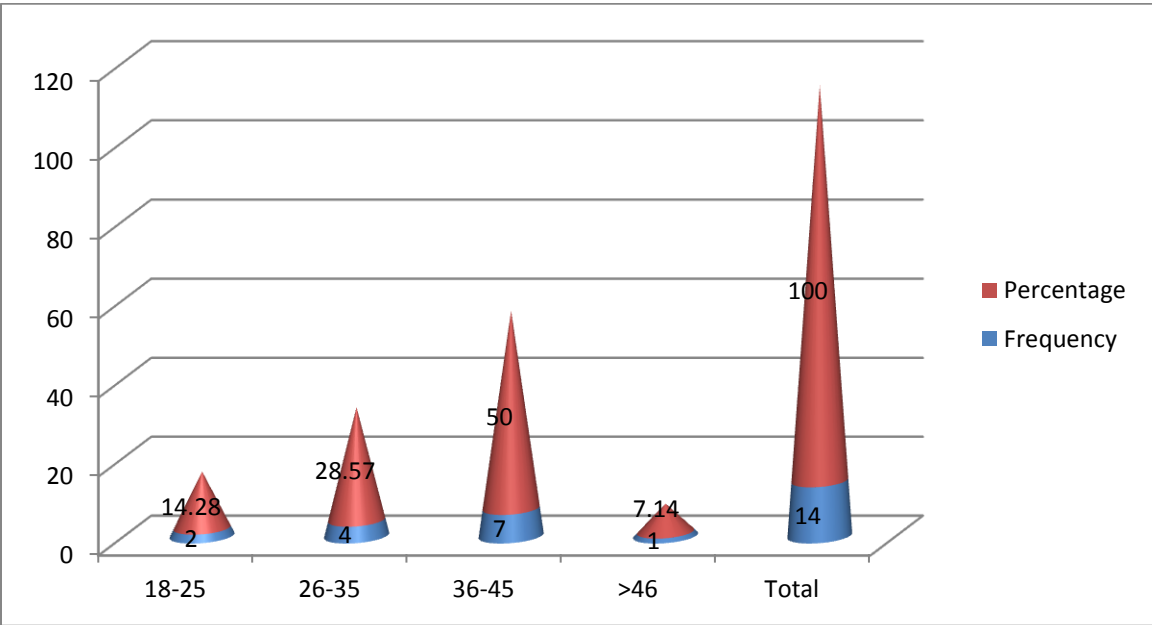


Figure 3. Frequency for age profile of the teachers

The ages of teachers were ranged between 18 years and 46 and above years. The highest numbers of teachers' 8(44.44%) ages were ranged between 26 and 35 years and the second highest numbers of teachers 7(38.88%) ages were ranged between 36 and 45 years.

Table.2. Frequency table for educational profile of the teachers, department heads and store keepers

Variables	Categories	Frequency	Percent (%)
Educational levels	Diploma	6	33.33
	Degree	8	44.44
	Second degree	4	22.22

As it was seen in the above table 2. 8(44.44%) of the teachers were degree holders, 6 (33.33%) Of the respondents were diploma holders and the other 4 (22.22%) of the teachers were second degree holders.

Table 3. Analysis on the response of students

Items	N	Mean	Std. Deviation
What is the rate of availability that you give in the supply of physical education instructional equipments and facilities in your school for teaching physical education?	245	2.21	.300
How do the available instructional materials used by teachers in teaching the subject in secondary school?	245	1.67	.400
How do you rank the role of using sport equipment and facilities that have been implemented for teaching learning process in your school?	245	1.54	.451
At what extent are the physical educations instructional materials are available?	245	2.00	.607
What is the student's book ratio for physical education subject?	245	2.00	.607
how often do you use	245	1.32	.536

Data was collected on the basis of the above item like, the rate of availability that their give in the supply of physical education instructional equipment's and facilities in their school for teaching physical education, the available instructional materials used by teachers in teaching the subject in secondary school, on ranking the role of using sport equipment and facilities that have been implemented for teaching learning process in your school, on the extent at which are the physical education instructional materials are available, the students- book ratio for physical education subject and the frequencies at which the instructional materials have been used. The collected data were analyzed in mean scores and standard deviations and presented as follows.

The responses of 2.21 of mean scores and .300 of standard deviations have indicated that the rate of availability that you give in the supply of physical education instructional equipment's and facilities in your school for teaching physical education was moderately available. The responses of 1.67 of mean scores and .400 of standard deviations had shown that the available instructional materials used by teachers in teaching the subject in secondary school were moderately used.

The responses of 1.54 of mean scores and .451 of standard deviations have indicated that on ranking the role of using sport equipment and facilities that have been implemented for teaching learning process in your school was low.

The responses of 2.00 of mean scores and .607 of standard deviations had shown the extent at which are the physical educations instructional materials are available was scarcely available. The responses of 2.00 of mean scores and .607 of standard deviations had indicated that the students- book ratio for physical education subject was 1-2 and the responses of 1.32 of mean scores and .536 of standard deviations had shown that the frequencies at which the instructional materials have been used was very rarely.

Conclusions were derived using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 3. The central tendencies were calculated based on the value that were given for each choice. The first, the second and the third items have four alternative choices of items, in that the values that were given for choices of items were 1, 2, 3 and 4. If all the sample respondents gave responses for 4, $4 \times 245 = 980$ responses were obtained and if the all the sample respondents were gave their responses for 1 $1 \times 245 = 245$ responses were obtained. The addition of responses that were collected for 4 which were 980 responses and the responses that were collected for 1 which were 245 $= \frac{1225}{2} = 612.5 / 245 = 2.5$ central tendency was obtained. The 2.5 central tendencies had helped the researcher to provide conclusions. The mean scores above 2.5 that ascending above up to 2.74 were considered as medium, the value ascending from 2.75 up to 3.49 were considered as high, the value that were ascending from 3.5 up to 4.49 were considered as very high. Therefore, the rate of availability of the supply of physical education instructional equipment and facilities in their school for teaching physical education was very low, the available instructional materials used by teachers in teaching the subject in secondary school was very low and rank that was given for the role of

using sport equipment and facilities that have been implemented for teaching learning process in your school was very low.

Table 4. Analysis on the response of students

Items	N	Mean	Std. Deviation
Is there pedagogical center in your school?	245	1.98	.681
Do you use physical education reference book in school library?	245	1.87	1.082
Are there any factors that affect the availability of instructional materials and sport facilities?	245	2.00	.656
Valid (list wise)	245		

Data were collected and analyzed in the above table focusing on the presence of pedagogical center in your school, the presence of using physical education reference book in school library and the presence of factors that affect the availability of instructional materials and sport facilities. On the basis of these the data was analyzed in mean scores and standard deviations and discussed as follows.

The responses of 1.98 of mean scores and .681of standard deviations had shown the presence of pedagogical center in your school. The responses of 1.87 of mean scores and 1.082 of standard deviations had indicated the presence of using physical education reference book in school library and the responses of 2.00 of mean scores and .656 of standard deviations had shown the presence of factors that affect the availability of instructional materials and sport facilities.

Inferential statistics had been derived based on the descriptive statistics that had been presented in the above table 4.

Conclusions were derived using inferential statistics had been derived based on the descriptive statistics that had been presented in the above table 4. The central tendencies were calculated based on the value that were given for each choice. The first, the second and the third items have four alternative choices of items, in that the values that were given for choices of items were 1 and 2. If all the sample respondents gave responses for 2, $2 \times 245 = 490$ responses were obtained and if the all the sample respondents were gave their responses for 1 $1 \times 245 = 245$ responses were obtained. The addition of responses that were collected for 2 which were 490 responses and the responses that were collected for 1 which were 245 $= 735 / 2 = 367.5$. $367.5 / 245 = 1.5$ central tendency was obtained. The 1.5 central tendencies had helped the researcher to provide conclusions. The mean scores above 1.75 that ascending above up to 2.00 considered as yes. This implies that the presence of pedagogical center in their school, the presence of using physical education reference book in school library and the presences of factors that affect the availability of instructional materials and sport facilities.

Table 5. Analysis on the responses of for physical education teachers, department heads and store keepers

Items	N	Mean	Std. Deviation
What do you say about the condition of physical education facilities and instruction materials in your school?	18	1.21	.200
What is the reason for scarcity of instructional materials?	18	3.67	.300
What is the role of facilities and equipment to implement physical education class?	18	3.68	.351
What extent they are available in the library?	18	1.35	.507
How suitable is playing area for sport activities in your school?	18	2.00	.607

Data was collected on the basis of point's like the condition of physical education facilities and instruction materials in their school, on the reason for scarcity of instructional materials, on the role of facilities and equipment to implement physical education class, on the available of instructional materials in the library and suitability of playing area for sport activities in their school. The collected data was analyzed in mean scores and standard deviations

The responses of 1.21 of mean scores and .200 of standard deviations have indicated that the condition of physical education facilities and instruction materials were not enough and as required for teaching physical educations. The responses of 3.67 of mean scores and .300 of standard deviations had shown that the reason for scarcity was lack of budget.

The responses of 3.68 of mean scores and .351 of standard deviations have indicated that the role of facilities and equipment to implement physical education class was making the lessons effective. The responses of 1.35 of mean scores and .507 of standard deviations had shown the extent at which the instructional material are available in the library was very scarcely. The responses of 2.00 of mean scores and .607 of standard deviations have indicated that suitability of playing area for sport activities in your school was not as required.

Conclusions were made using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 5. The central tendencies were calculated based on the value that were given for each choice. For the item which had three items of choices the central tendency was calculated. If all the sample respondents gave responses for 3, $3 \times 245 = 735$ responses were obtained and if all the sample respondents were gave their responses for 1 $1 \times 245 = 245$ responses were obtained. The addition of responses that were collected for 3 which were 735 responses and the responses that were collected for 1 which were 245 $= 980 / 2 = 490 / 245 = 2.0$ central tendency was obtained. The 2.0 central tendencies had helped the researcher to provide conclusions. The mean scores above 2.0 that ascending above up to 2.74 were considered as medium, the value ascending from 2.75 up to 3.49 were considered as high, the value that were ascending from 3.5 up to 3.75 were considered as very high. The mean scores below 2.0 descending from 2.0 up to 1.75 were low and the value that descending from 1.74 up to 1.5 was very low. Therefore, the reason for scarcity of instructional materials was lack of budget, the condition of physical education facilities and instruction materials in your school was extremely low and the extent at which reference materials are available in the library was extremely low.

Table 6. Analysis on the responses of for physical education teachers, department heads and store keepers

Items	N	Mean	Std. Deviation
Is there any annual budget to buy and repair physical education facilities and equipment?	8	1.28	.681
Is there sufficient budget to fulfill the necessary instructional materials for teaching physical education?	18	1.27	1.072
Is the budget is sufficient to fulfill the necessary materials	18	1.32	.789
Are there any factors that affect the availability of instructional materials?	18	2.00	.656
Valid (list wise)	18		

As it was shown in the above table four items were designed and data was collected from teachers focusing on the presence of annual budget to buy and repair physical education facilities and equipment, on the presence of physical education reference book in your library, on the sufficiency of budget to fulfill the necessary materials and on the presence of factors that affects the availability of instructional. These collected data was analyzed in mean scores and standard deviations and discussed as follows.

The responses of 1.28 of mean scores and .681of standard deviations have indicated that the presence of annual budget to buy and repair physical education facilities and equipment was too scarce to fulfill all the necessary instructional materials and facilities

The responses of 1.27 of mean scores and 1.072 of standard deviations had shown that the budget to fulfill the necessary instructional materials for teaching physical education was not sufficient as required.

The responses of 1.32 of mean scores and .789 of standard deviations have indicated that the budget was not sufficient to fulfill the necessary materials for physical education teaching and learning process and the responses of 2.00 of mean scores and .656 of standard deviations had shown that there were factors that affect the availability of instructional.

Conclusions were made using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 6. The central tendencies were calculated based on the value that were given for each choice. For the item which had three items of choices the central tendency was calculated. If all the sample respondents gave responses for 2, $2 \times 245 = 490$ responses were obtained and if all the sample respondents gave their responses for 1, $1 \times 245 = 245$ responses were obtained. The addition of responses that were collected for 2 which were 490 responses and the responses that were collected for 1 which were 245, $735 / 2 = 367.5 / 245 = 1.5$ central tendencies was obtained. The 1.5 central tendencies had helped the researcher to provide conclusions. The mean scores above 1.5 were considered as yes and the mean scores below 1.5 was considered as no. This implies that there was no sufficient budget to fulfill the necessary instructional materials for teaching physical education and there were the factors that affect the availability of instructional

4.2. Analysis on the qualitative data that collected through Interviews and observations

4.2.1. Analysis on the Responses of Directors on their efforts that have been made for the supply of instructional materials for teaching physical educations.

The first interview question was asked to know the presences of adequate supply of physical education facilities and instructional materials interims of quantity required for teaching secondary students. The responses of the respondents have indicated as there were inadequate supplies of instruction materials in their schools.

The second interview question asked was to identify the presences of annual budget to buy equipment and material support for physical education. The annual budget that had been planned

for the schools were insufficient budget to buy equipment and material support for physical education.

The third interview question asked was to identify the presences of comfortable playing areas for sport activities in their school. The sport fields in the schools were not well organized and it was also not comfortable for the practical lessons.

The fourth interview question asked was to know the kind of comments they have about teacher's commitment and self-initiation in using instructional materials. Teachers have good teach since they have been teaching by managing the challenges of inadequate supply of materials.

The fifth interview question asked was to identify the factors that have affected the availability of physical education materials. The factors that had affected the availability of instructional materials were lack of enough budgets, absence of comfortable sport fields for practical lessons and absence of attentions from government and the community.

The last interview question asked was to know the types and practice of maintenance of instructional materials that have been used and the amount of budget that have been allocated for maintenance. The scarce instructional materials were maintained and have been used as the instructional materials to teach the practical class.

4.2.2. Analysis on the responses of librarians on the availability of instructional books of physical education

The first interview question asked was to identify the kind of physical education materials available in the school library. Very few books were available and they have been sometimes used by the teachers, the reference books were not enough for students since the numbers of books were very few.

The second interview question asked was to the students- book ratio in physical education subject. The student book ratio was 1:2 and students have used turn by turn to do exercises and to write their notes.

The third interview question asked was to identify their suggestion on conditions of budget allocation and material support that have been given for physical education. The budget allocation was inadequate and insufficient to buy necessary references for the library.

The fourth interview question asked was to identify the factors that have affected the availability of physical education instructional materials in the school library. The factors that had affected the availability of instructional materials were lack of enough budget and lack of allocating even the inadequate budget properly.

The last interview question asked was to know the effort that have made by the schools to full fill physical education instructional materials in their schools. The effort by the school to fulfill the reference books in the library was not done as required.

4.2.3. Analysis on the responses of the heads of school Pedagogical centers on the Utilizations of physical education materials from the pedagogical center.

The first interview questions asked was to identify the types of physical education materials that found in quantity and quality at school pedagogical center. There were not found as required in the pedagogical center of the schools.

The second interview question asked was the presences of the utilizations of equipment and instructional materials during sport activities by physical education teachers in the schools. The utilizations of instructional materials were very low since the materials that were found in the pedagogical center insufficient as required.

The third interview question asked was to know the presences of annual budget to buy equipment's and to maintain instructional materials in school pedagogical center. The budget was too much in adequate and sometimes even there no budget that allocated for pedagogical center.

The fourth interview question asked was to identify kind of comments they have about teacher's commitment and self-initiation in using physical education instructional materials. Although the instructional materials were inadequate teachers have commitment to use the available materials at hand.

The last interview question asked was to identify the factors that affect availability of physical education materials in school pedagogical center. Absence of enough instructional material in the pedagogical center, absence of enough budget that has been allocated for the pedagogical and the of raw materials to produce the teaching aid were the factors that had affected the availability of instructional materials in the pedagogical center.

4.2.4. Analysis on the observations

The observations were conducted in looking the availability of pedagogical center, presence of library, store room, instructional materials and equipment's. The pedagogical center, library and store room in the schools. However, there were no separate pedagogical center, library and store room in the schools.

PE Equipment's are carefully selected to enhance physical development, help children enjoy physical fitness and show them how to be active throughout their lifetime. In the schools very few reference books and very few balls, footballs, volleyballs, basketballs were available and they were inadequate when it was compared with the ratio of students. There were no jump ropes, and bags in the schools.

4.3. Discussion of findings

The data were collected for the study that had been done on the factors that affecting the availability of instructional materials and resources in teaching learning process of physical education in selected secondary schools of Buno Bedele zone from students, physical education teachers, department heads and store keepers through questionnaire and pedagogical center heads, librarians and principals' interview and observations. The collected data were analyzed quantitatively, qualitatively and were discussed above. In the process of the practices of teaching physical education the challenges of teaching physical education were identified from the highly challenging points to the least challenging points as follows based on the data that were collected from students, teachers, and principals as well as through observations. The collected quantitative data and qualitative data were analyzed quantitatively and qualitatively. Based on the analysis that was made for this study the findings were identified.

The results that were obtained from students through questionnaire, from teachers and administrators through interview and through observations on the theoretical lessons in the classroom and practical lessons on the field observations were similar to each other in identifying the factors that had been affecting the availability of physical education in the teaching learning process of physical education.

Discussions were done on the basis of results that which were obtained through the previous studies that had been conducted by different researchers with the results that had been obtained through the study that been conducted currently side by side.

Previous studies had indicted by different researchers have established that physical and material resources in secondary schools were inadequate in the world all over. For example World Bank (2008) in a study on textbooks and school library provision in secondary education in Sub-Sahara Africa revealed that textbooks and libraries were not only inadequate but unevenly distributed among rural and urban schools in the area of study. Similarly Asiabaka (2008) on effective management of schools in Nigeria noted that the government's failure to establish policy directive on minimum standards in relation to schools facilities has led to disparities in acquisition. The result of the current study was similar with this previous study, in that it had indicated that there were no available physical education instructional materials that have been supplied for teachers in secondary schools to teach physical education.

The study that had done on the role of equipment and facilities had shown that adequate equipment and appropriate facilities are provided to implement the curriculum on the basis of the adequate budget that has been provided for physical education on a yearly basis apart from the athletic program, adequate number of indoor and outdoor teaching stations are available for the number of students, classroom space is available for school physical education programs, equipment and facilities are clean, safe and are inspected on a regular basis (Mary Thissen-Milder, 2006 Jokon Ro, Olso (19) also suggested about the budget for facilities and equipment as follows. "Annual budgeting and planning affects may be the most challenging tasks you will face each year. The finding of the current study had indicated that absence of enough annual budgets to buy and repair physical education facilities and equipment that affected the availability of instructional materials in the secondary schools.

The other previous study that had conducted by Maduabunmi (2003) reported that lack of adequate professional training as a major problem militating against the effective use of local resources for physical education teaching. (Oyediran, Isola, 2010) then stressed the need for a definite well planned training program of improvisation for teachers. He suggested regular meaningful workshop on improvisation technique for physical education teachers to improve and up-to-date in their knowledge to compete in teaching physical education. The result of this study had shown that the physical education teachers did not utilize the available materials to teach the physical education effectively due to the absence training on the knowledge on how to utilize the instructional the materials in teaching physical education.

CHAPTER FIVE

5. SUMMARY, CONCIUSIONS AND RECOMMENDATIONS

5.1. SUMMARY

The main objectives of the study was to assess the factors that affect availability of instructional materials and resources in teaching learning process of physical education in some selected high schools of Buno Bedele zone. Thus, descriptive survey design was chosen as it enabled the researcher to describe the current status of an area of study. In this descriptive survey method the quantitative and qualitative approaches were used. Quantitative approach was used for the data that were collected through questionnaire and qualitative approach was used for the data that were collected through interview and observations. Quantitative and qualitative data were collected through questionnaire from students and through interview from teachers and administrators as well as observations were conducted in the class room and field. The collected quantitative data and qualitative data were analyzed quantitatively and qualitatively for this study. Based on the analysis those were made for this study the findings of this study were identified and were presented side by side with the basic research questions of this study as follows.

The first research question asked was to identify the presence of available physical education instructional materials that have been supplied for teachers in secondary schools to teach physical education. The finding this study had indicated that there were no available physical education instructional materials that have been supplied for teachers in secondary schools to teach physical education.

The second research question asked was to assess the major factors that affect the availability and utilization of instructional materials at secondary school level to teach physical education. The finding of this study had indicated that absence of enough annual budget to buy and repair physical education facilities and equipment, absence of physical education reference book in the library, absence of suitable playing area for sport activities in the school and insufficiency of the condition of physical education facilities and instruction materials in the school were the factors that affected the availability of instructional materials in the secondary schools.

The last research question asked was to identify whether the physical education teachers trained and educated at the required level or not to utilize the available materials to teach the physical education effectively. The result of this study had shown that the physical education teachers did not utilize the available materials to teach the physical education effectively due to the absence of training on the knowledge on how to utilize the instructional materials in teaching physical education.

5.2. Conclusion

Based on the result of this study, the researcher concluded that the issue of availability of instructional materials for secondary schools.

- ❖ To ensure the adequate material and facility available for utilization in schools was planning and the role the concerned body participation in process of planning is very important.
- ❖ The absence of PE instructional materials and equipment could contributed a lot for the failure of practicability of the content of the subject, in this regard the study pointed out there was shortage of teaching materials in sport activities for students to practice. .
- ❖ The educational material and facility are the determinants factors in education. However, it has been found that in adequately found and unutilized in the Buno Bedele Zone secondary schools.
- ❖ The store of the mentioned schools not well arranged, the material was also not identified by its type, use and coded.

5.3. Recommendations

Based on the findings and conclusion of the study, the following recommendations were made:

1. Government and the school management should endeavor to provide enough instructional materials to the secondary schools. Conducive learning environment would have been provided for both teachers and students, and teaching and learning will more effective if this is done.
2. PE teachers should endeavor to assist the effort of the school by improving the little ones as much as they can. .
3. Educational policies that are formulated should be implemented for effective teaching and learning of PE. This could ensure smooth running of academic calendar with less or no agitations from both teachers and students.
4. The PE teachers should utilize the available instructional materials to teach PE effectively.
5. Department heads and principals have to encourage PE teachers to produce and utilize Instructional materials which are locally made to promote and solve the problem of teaching and learning processes of PE.
6. The shortage of sport materials and sport fields discourage students. Therefore school should be allocate budget to purchase sport materials.

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Appendix A
JIMMA UNIVERSITY
SCHOOL OF GRDUATE STUDIES
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaire for students

This questionnaire is formulated to collect necessary information about the availability of instructional materials, physical education facilities and factors affecting the availability of instructional materials in secondary school (9-10) grade of Buno Bedele zone. The success of the study depends up on your genuine information so that your cooperation in honestly and frankly answering the question will contribute significantly for the effectiveness of the study.

Part one: personal information

1/ Woreda -----

2 / Name of the school-----

3/ Sex-----

4/ Age-----

5/ Grade-----

Part two: Questions

1/ What is the rate of availability that you give in the supply of physical education instructional equipment and facilities in your school for teaching physical education?

A/ Very high available B/ highly available C/ moderately available D/ not available

2/ How do the available instructional materials used by teachers in teaching the subject in secondary school?

A/ they are properly used B/ are not properly use C/moderately used D/ rarely used

3/ How do you rank the role of using sport equipment and facilities that have been implemented for teaching learning process in your school? A/ high B/ average c/fair d/ low

4/ Is there pedagogical center in your school? A/ yes B/no

5/ If your answer is yes for question 4 at what extent are the physical education instructional materials are available?

A/ Sufficiently available B/, scarcely available C/ not available as required

6/ what is the student's book ratio for physical education subject?

A/ 1:1 b/ 1:2 c/ 1:3 d/ if other specify

7/ Do you use physical education reference book in school library? A/ yes B/ no

8/ If your answer is yes for question 7 how often do you use? A/ always B/ sometimes

C/ very rarely

9/Are there any factors that affect the availability of instructional materials and sport facilities?

A/ yes B/ no

10/ If your answer to question number 9 is yes what are the factors that affects the availability of physical education materials and sport equipment?.....

.....

11. What are the challenges that have limited the availability of physical education instructional materials? -----

12. What do feel about the availability of physical educations instructional materials? -----

13. What types of instructional materials have been available to teach physical education on the field?

.....
14. Can you List down the physical education instructional material that have been used during the class room and field education?-----

15. To what extent have these physical education instructional materials helped you to get practical and theoretical knowledge?-----

16. Which factors affect more the teaching learning process of physical education in your school? -----

Appendix B
JIMMA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaire for physical education teachers, department heads, store keepers

This questionnaire is formulated to collect necessary information about the availability of instructional materials, physical education facilities and factors affecting the availability of instructional materials in secondary school (9-10) grade of Buno Bedele zone. The success of the study depends up on your genuine information so that your cooperation in honestly and frankly answering the question will contribute significantly for the effectiveness of the study.

Part one: personal information

1/ Name of the school

2 / Sex.....

3/ Age

4/ Year of service.....

5/ Educational Qualification

Part two: Questions

1/ What do you say about the condition of physical education facilities and instruction materials in your school? A/enough b/ moderate c/ not enough

2/ If your answer for question number one is c what is the reason for scarcity?

A/ Lack of budget b/ lack of recognition c/ giving less importance d/un known

3 / What is the role of facilities and equipment to implement physical education class?

A/ make the lessons effective b/ motivate the students to learn c/ d/ help the teach to present the lesson clearly

4/ Is there any annual budget to buy and repair physical education facilities and equipment?

A/ yes B/ no

5/ If your answer is yes for question 4 is it sufficient to fulfill the necessary materials?

A/ yes B/ no

6/ Is there physical education reference book in your library? A/ yes B/ no

7/ Your answer is yes for question 6 at what extent they are available in the library.

A/ sufficiently B/ scarcely C/ very scarcely

8/ How suitable is playing area for sport activities in your school?

A/ very suitable B/ suitable C/ not as required D/ difficult to decide

9/ Are there any factors that affects the availability of instructional?

A/ yes B/ no

10/ If your answer for question number 9 is yes what are the factors that affects the availability of physical education instructional materials?-----

11 / what methods used to overcome the shortage of equipment and facilities in your school?

A/ using local materials B/borrowing C/maintain and using D/wait until the school proves

Appendix C

JIMMA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Interview for Directors, librarians, and school pedagogical center heads

This interview is formulated to collect necessary information about the availability of instructional materials, physical education facilities and factors affecting the availability of instructional materials in high schools (9-10) grade of Buno Bedele zone. The success of the study depends up on your genuine information so that your cooperation in honestly and frankly answering the question will contribute significantly for the effectiveness of the study.

Part one: personal information

- 1-Name of the school-----
- 2-Sex-----
- 3-Age-----
- 4-year of service-----
- 5-Educational qualification-----

Part two: Interview for Directors

- 1/ how adequate supply of physical education facilities and instructional materials interims of quantity required for teaching secondary students?
- 2/ is there any annual budget to buy equipment and material support for physical education?
- 3/ is there comfortable playing areas for sport activities in your school?
- 4/ what kind of comments do you have about teacher's commitment and self-initiation in using instructional materials?
- 5/ what are the factors that affect the availability of physical education materials?

6/ what is the practice of maintenance of instructional materials and budget allocation for maintenance?

Part one: personal information

1-Name of the school-----

2-Sex-----

3-Age-----

4-yearof service -----

5-Educational qualification-----

Part two: Interviews for librarians

1/ what kind of physical education materials are available in your library?

2/ what is the students' book ratio in physical education subject?

3/ what are your suggestion about budget allocation and material support for physical education?

4/ what are the factors that affect the availability of physical education instructional materials in library?

5/ what effort made to full fill physical education instructional materials?

Part one: personal information

1/ Name of school.....

2/Sex-----

3/Age-----

4/ Year of service

5/Educational qualification-----

Part two: Interviews for pedagogical center heads

1- What types of physical education materials are in quantity and quality at school pedagogical center?

2 do physical education teachers utilize equipment and instructional materials during sport activities?

3- Is there annual budget to buy equipment's and to maintain instructional materials in school pedagogical center?

4- What kind of comments do you have about teacher's commitment and self-initiation in using physical education instructional materials?

5- What are the factors that affect availability of physical education materials in school pedagogical center?

Appendix D

Observation check list

Observation at pedagogical center, library, and store room

1/ presence of school pedagogical center A/ yes B/ no

2/ presence of library A/ yes B/no

3/ presence of store room A/yes B/no

4/ Type of instructional materials in school pedagogical center, store room and library for physical education subject

no	Types of instructional material	Produced by	School pedagogical Center	Store room	library	quantity	quality		
							new	old	

5/ Most of educational instructional materials?

A/ Produced by teachers B/purchased C/donated D/borrowed E/other

Appendix E

Table1. Respondents by sex, age, years of service and educational back ground

No		Item	Director s		teachers		students		Pedagogica l center		Library	
			No	%	N o	%	No	%	no	%	no	%
1	Sex	Male										
		Female										
		Total										
2	Age	15-25										
		26-35										
		36-45										
		46-50										
		51-60										
3	Education	5-8										
		9-10										
		11-12										
		12+3										
		Diploma										
		Degree										
		M.A										
4	Service	1-5										
		6-10										
		11-15										
		16-20										
		21-25										
		26-30										
31-35												