



JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCE

**FACTORS AFFECTING PHYSICAL EDUCATION TEACHING AND LEARNING
PROCESS OF, WITH REFERENCE TO SELECTED HIGH SCHOOL OF
SHASHAMENE TOWN, ETHIOPIA**

BY: - FIROMSA SHIFERAW DURESSA

OCTOBER, 2017
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**A RESEARCH PAPER SUBMITTED TO DEPARTMENT OF SPORT SCIENCE JIMMA
UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
MASTER OF EDUCATION IN PHYSICAL EDUCATION**

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OCTOBER, 2017

JIMMA, ETHIOPIA

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Title of the Thesis:

Factors affecting physical education teaching and learning process of, with reference to selected high school ofshashemene town, Ethiopia

Degree Awarded: MSc/PhD (Encircle one)

College of Natural Sciences, Jimma University

Thesis Approval from the Research in title as Factors affecting physical education teaching and learning process of, with reference to selected high school of shashemene town, Ethiopia is approved as the Original work of Firomsashiferaw has Sport Science for partial fulfilment of Masters of Education in teaching Physical Education

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ABSTRACT

Education is a process of learning which is aimed to change moral, cultural, social and intellectual attributes of the students in a general. The present study assessed the possible factors affecting physical education teaching and learning process of, with reference to selected high school of Shashamene Town, Ethiopia. Systematic random sampling technique was used to select the representative of the study among respondents; administrators, teachers, and students among the considered high schools for this study. Questionnaire, classroom observation; and interviews have been the main instruments of data collect both qualitative and quantitative analytical procedures were employed. Frequency counts, percentage, and descriptive statements were some of the statistical measures used to analysis the items data obtained through questionnaire for this particular study. The data collected through structured questionnaires were presented in tables and analyzed by one of statically tools listed above and descriptive statements. Qualitative data were analyzed by summarizing the words of open-ended items of questionnaire, interview and observation. Closed ended and open ended questionnaire were used to collect the suggestions of both teachers and students for this specific study. The result of this research indicated that, insufficiency of teaching-learning materials, shortage of period allotted for PE, field area, reference books, and class size in school were factors that influence learning and teaching process of PE in field and in class over the selected high school of Shashemene town for this study. Furthermore, the finding indicates that, there are no enough teaching and learning materials, inadequate space in the school, and facilities for teaching and learning process of PE in the schools. Providing sufficient materials and facilities for theoretical and practical teaching-learning process; integration among the school administration, teacher, and department heads and directors should to work jointly; revise the period allotment for Physical education subject.

Keywords: Physical Education, Statistical measures; Systematic Radom Sampling.

ACKNOWLEDGMENT

I thank both my main advisor Dagne Getachew (Assistant Professor) and Mr. Amanu Eba. Their instructive comments and ideas were of a great support to me. They also showed incredible patience in giving good appointments despite their tight schedules. I would like to thank both of you too much for your persistent guidance, critical follow-ups at each and every step of the thesis, encouraging words and advices in every communication with a very friendly approach.

I feel a deep sense of gratitude for my mother and father who formed part of my vision and taught me the good things that really matter in life and I would like to extend my acknowledgments to individuals who played essential roles in my advancements towards the completion of this achievement.

I would like extend my thank to the admistration, teachers and students of Millennium, Kuyara and Shashemene secondary high school for their cooperation in availing the necessary data. I would like to express my appreciation to all Sport Science department staffs of Jimma University and course mates for their support and enjoyable social atmosphere.

At last but not least, I would like to extend my deepest gratitude to all my friends. Letters and words limit me to list your names. You all were great. I learnt a lot from you.

Those of you I met at work place like Mekonen Merga and others, thank you for your suggestions and beautiful days we spent together.

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LIST OF ABBREVIATION AND ACRONYMS

APA:	American Psychological Association
ECP:	Education and curriculum policy
MDGs:	Millennium Development Goals
MOE:	Ministry of education
PE:	Physical education
SPSS:	Statistical package of social sciences
TPL:	Teaching Learning Process
UNESCO:	United Nation Education and Scientific Cultural Organization

CHAPTER ONE

1. Introduction

This chapter deals with the background of the study, statement of the problem, objective of the study, significance of the study, delimitation, limitation of the study, and definition of terms used in this research and organization of the study.

1.1. Background of the study

Education is a process of learning which is aimed to change moral, cultural, social and intellectual attributes of the students in a general. Further, it is important in the promotion for human right and democratic values, creating the condition for legality, mutual understanding and cooperation among people as detailed in Hasenkruger (1969). Hence, it is crucial aspect of life in the way of which life attempts to realize the noblest form of existence and a successful humanity.

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

James (1989) found the process of learning is looked through training in the filled of morals for individuals through which their potentialities are developed, the traits of the creator have been inculcated in them and the culture of the people is transmitted to the coming generations. The author also described as it is the process through which individuals, groups and nations endeavor to achieve their ideals and aspirations. In education, the ultimate purpose of teacher is to help student to learn, often in a school. The aim is a course of study, planning of lesson, including learning and thinking skills. Further, Education is one of the main instruments of development for any country. It is an interpersonal transaction that takes place among human being in exchange of knowledge, skill, and attitude James (1989).

The reflection of a school is dependent on the quality of its facilities. Since Physical education is a subject, it is very crucial to have someone who is equipped with all the knowledge and skill to teach this subject both practically and theoretically as well as the teaching learning process of Physical education is often seen differ from any way of assessing evaluating other subject.

However, inadequate allocation of necessary materials for education may impact teaching –learning process of PE in general. According to Naul, R. (2002) research the challenges for education include a decrease in the amount of time allocated to physical education, the number of trained staff, the amount of training provided for physical education teachers, and spending on resources required delivering physical education in schools. Fuller (1986) identified materials as an instructional store which may significantly influence the teaching and learning process and eventually the performance of students. From these, school environment such as classroom, time allotment, class size, text books and other necessary materials for PE teaching-learning process have a direct collision on good performance among the students.

There are inadequate facility and equipment, large class size, insufficient of time allotment, inappropriate assessment, and absence of examination. So such material is actually limited over the selected high school of the presented study area. Thus it is not an easy task to investigate the above factors. However, limited studies conducted over the study area concerning PE.

Thus an attempt was bee made to investigate the factors that influence teaching and learning processes of PE over the selected high school of Shashemene town in this study.

1.2. Statement of the problem

Teaching and learning process of physical education in high school influenced through in adequate facility and equipment, large class size, insufficient of time allotment, inappropriate assessment , and absence of examination factors in general. The equipment is an essential factor in the teaching and learning process physical education.

In this study, physical facilities, instructional equipments, class size and school location are some factors within the school environment that were found to have an influence on the process of teaching and learning hence the school environment remains an important area that should be studied and well managed to enhance students' teaching and learning performance (Ajayi, 2001).

The availability and adequacy of such equipment as, instructional materials have a direct bearing on availability of education as they determine how effectively the curriculum is implemented (Republic of Kenya, 1999). There is clear evidence that there is a relationship between adequate provision of books and achievement.

Fuller (1986) identified a material as an instructional store which may significantly influence the teaching and learning process and eventually the performance of students. So, such material is actually limited over the selected high school of the present study. However, the students have been well equipped if necessary teaching-learning materials with a supportive investigation taking in to account the problems in the schools undergone. But, limited studies conducted to assess the factors that influence teaching and learning process especially on physical education, over the present study high school.

This problem initiates the writer to assess the above factors that influence teaching and learning process of physical education over the selected high school in Shashemene town, Oromia regional state.

1.3. Objective of the Study

1.3.1 General Objectives

The general objective of this study was to analyze and describe the factors that influence teaching and learning process of physical education in case of the selected secondary high schools in Shashemene town, Oromia Region State.

1.3.2. Specific Objectives

- To examine the factors that influence teaching and learning process of physical education over the selected high school
- To assess the affect of large class size in physical education teaching and learning process of in the study schools.
- To evaluate the availability of equipments and facilities on teaching- learning process in subject of PE offering in the study schools.

1.4. Research Questions

To achieve the overall aim, the researcher develops the following questions.

1. What are the factors affecting teaching and learning process of Physical education over the selected high school?
2. How the large class size affect in physical education teaching and learning process of in the study schools?
3. How about the availability of equipments and facilities for teaching and learning process in subject of PE offering in the study schools?

1.5. Significance of the Study

The study was to investigate the factors that influence teaching and learning process of physical education in selected high school of Shashemene town. Therefore the finding provides important information by assessing the factors that influence teaching and learning process of PE, and then suggests to the concerned body and/or organization how the investigated problems is minimized. This study was its own contribution for the improvement of teaching and learning processes. Henceforward, it also used as a reference for further investigations concerning factors that influence teaching and learning processes of PE in high school.

1.6. Scope/ Delimitation of the study

The study was limited with the stated objectives above. That means to examine, find out, and to evaluate the factors that influence teaching and learning process of physical education over the selected high school. (i.e.: -Millennium, Kuyara and Shashemene secondary high school), to examine the factors that affecting teaching and learning process of physical education over the selected high school, assess the affect of physical education teaching and learning process over the selected high school, and evaluating the availability of equipment and facility on teaching and learning process in subject of PE offering in the study school was the main target of the study and were assessed accordingly.

1.7 .Limitation of the study

This study was limited and challenged by the following factors. Some respondents might not give their true opinion while filling the questionnaire or some might lose or misplace it. However, these limitations were not affecting the results significantly. In order to secure reliability and validity of collected data and to ensure balanced objective and unbiased data, constant supervision and monitoring was taken during the process of issuing and collecting the questionnaires.

1.8 Organization of the study

The study consists of five chapters ,chapter one incorporate the back ground , statement of the problem, significant , delimitation , limitation of the study and definition of key terms . Chapter two deals with relevant review of related literature, the methods are noted in chapter three; chapter four pertains to the discussion and analysis of data, chapter five embedded with conclusion and recommendation of the study. Furthermore, list of reference materials, questionnaires used for this study are attached at the end of the paper under appendix.

1.9 Operational definitions of term

Class size: - is related to the total number of student allocated to a teacher or number of students in a given class with a teacher.

Education: - is planed, organized, designed, directed &evaluated Process to be Bering a desired change on physical, mental, moral and emotional.

Learning:-is active - process of engaging and manipulating objects, experiences, and conversations in order to build mental models of the world (Dewey, 1938; Piaget, 1964; Vygotsky, 1986). Learners build knowledge as they explore the world around them, observe and interact with phenomena, converse and engage with others, and make connections

Principal: - headmaster /director or Administrator of the school

Physical education: - an education which is given mainly through physical activity to develop and maintain all aspect of personality such as physical, mental and social wellbeing between new ideas and prior understandings.

Teaching:-Teaching is shaping one's thought and action through giving instructions.

CHAPTER TWO

2. Review of Related Literature

2.1. Concepts of education and physical education

School environmental factors are those aspects within the students' surrounding at school that affect the process of teaching and learning. The school environment is an important aspect of educational planning. The quality of education not only depends on the teacher as reflected on performance of their duties, but also in the effective coordination of the school environment (Ajao, 2001) quoted in Chuma (2012) It is believed that a well-planned school will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of students. Everything within the school environment has an influence on the teaching and learning process physical education. In this study, physical facilities, instructional materials, class size and school location are some factors within the school environment that were found to have an influence on the process of teaching and learning hence the school environment remains an important area that should be studied and well managed to enhance students' academic performance (Ajayi, 2001 and Oluchukwu, 2000) quoted in Kilel (2012).

2.2. Importance of Teacher in the teaching of Physical education

The teaching profession demands full devotion towards continues learning. Teacher's importance in modern era has acquired new dimension. They not only have to impart subject matter to the pupil but also help him in use of knowledge for developing the abilities and talents with which he is born. A teacher is more than what is commonly talked about. His duties of profession have many other dimensions on quality of teaching which requires individuals who are academically able and who care about the well-being of children and youth (Highland Council Education, Culture and Sport Service year).

Teachers are the builders of our new generation. Unless we have the most dedicated, hardworking and trained teachers in our educational institution, we cannot educate good citizens for tomorrow.

This in turn depends on the effectiveness with which they have been taught by their own teachers in the classrooms .The success of any educational system depends upon good teachers. We cannot replace the teachers with any other type of instructional material. It has been well said that the teacher of a school are always better than the system of education, teacher is the basic factor for its success. A teacher is more than what is commonly talked about him. His duties of profession have many dimensions. He helps students to learn things. The teaching importance is vital element in enhancing acquisition of knowledge in the school. We cannot replace the teachers with any other type of instructional material. It has been well said that the teacher of a school are always better than the system of education, teacher is the basic factor for its success (Faucette, N. (1987).

2.2.1. Physical education in school system

A number of crucial components to the delivery of quality education have been identified by NASPE. These include sport and opportunities for play, consistent with the rights of the child to optimum development. Despite recognition of the positive impact sport has on education and child development, physical education is being increasingly challenged within education systems across the world.

According to Naul, R. (2002) Challenges include a decrease in: The amount of time allocated to physical education, the number of trained staff, the amount of training provided for physical education teachers, and spending on resources required delivering physical education in schools. Girls and young people with disabilities face additional barriers, which limit (and in many cases prevent) participation in physical education and sport in many countries. While physical education systems are vastly different across the world, a recent study conducted in 126 countries indicated that the marginalization of physical education is near universal. A large number of researchers are focusing on comparative studies in physical education and there have been examples of good practice, however his situation in developing countries and regions has changed little in the past decade.

This has serious implications for access to holistic and quality education for young people, particularly those living in developing countries.

2.3. The role of Physical Education in the school

To strengthen the scholars idea, the main importance /role of physical education in college (school) is to help the individuals to acquire the knowledge, attitudes, skills leading to exercise including recreation through physical activity and to ensure that these become an integrate part of one's life pattern. Shortly, the importance /role of physical education in higher institutions help us to produce a good citizens and shaping the youth physically and mentally as well. According Bucher (1999) the teaching-learning process implies a duality of effort between the student and the teacher.

The student learns for all the factors in his Environment but it is the school that is primarily responsible for formal learning through the educative process Bucher (1999).

Physical education is an integral part of our education system, one that is all too often overlooked or viewed as inconsequential. However, in an increasingly sedentary society, physical education should be valued more now than ever.

A major difficulty in present day physical education is then unwillingness of our teachers to adopt progressive teaching practices that relate to their students, and make physical education appealing and inclusive to all (Kasser, Susan L., (1995).

If physical education is to assist students to understand this complex world and to better adapt themselves to it and prepare themselves for an intelligent and constructive citizenship we must provide well-defined programs of physical education at all stages of education. There are many obstacles that a physical education teacher has to overcome on a regular basis. The first is the time constraint, trying to find the time each day to plan out the next, making sure to fit everything into the curriculum. Furthermore, the teacher is faced with the challenge of making sure the planning is inclusive of all students, including those students who may have disabilities (Auxter, David, 1996).

2.4. Adequacy of facilities and the teaching and learning process physical education

The reflection of a school is dependent on the quality of its facilities. The physical facilities of the school have a variety of effects on teachers, students and the teaching and learning process of PE subject. They include; administration attitude, gymnasium and textbook, classroom, guidance, examination, time allotments, and school ground.

Physical facilities in terms of adequacy and quality have been noted to have great influence of teaching and learning process of physical education performance. Heyneman and Loxley (1993) in their study on effect of accessibility of physical facilities on teaching and learning process of PE create out that presence of school gymnasium, class size, time allotment, and equipment related significantly to success in Brazil, China, Botswana and Uganda. The equipment is an essential factor in the teaching and learning process physical education. Fuller (1986) identified a material as an instructional store which may significantly influence the teaching and learning process and eventually the performance of students. Ayoo (2002) and Eshiwani (1993) agree that school environment such as; classrooms, playground and text books have a direct collision on good performance among the students in developing countries. Classrooms are a place that pupils spend the greatest part of their day. Wabuoba (2011) quoted in Chuma (2012)observed that overcrowding in classrooms make it difficult for students to write the teacher is also unable to move around the class to assist needy students and this influence the teaching and learning process. Crowded classroom conditions not only make it difficult for learners to concentrate but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work in case of practical and theoretical class of PE subject. The government of Kenya in Koech Report (1968) noted that overcrowding with in classrooms influence teaching and learning process. This is because the teacher may not be able move around to give individual attention to all the students in need due to the high number of students in class and also difficult to supervise and give correction during practical class of PE. Bernstein (2006) noted that in the United States of America, students who listen well maintained schools with good classrooms have a higher achievement than those who attend poorly maintained schools with poor classrooms. Schools with sufficient facilities set improved chance of providing education successfully.

Hines (1996) Schools with equipped gymnasium have their students performing better than their counterparts in schools without gymnasium or those with ill equipped gymnasium. Gymnasium work stimulates learners' interests as they are made to personally engage in useful scientific activities and practical training (Owoeye and Year, 2010)

2.5. Teaching and learning process and sufficiency of materials

Availability of instructional materials is a core determinant in the successful achievement of any curriculum. The head teacher should ensure there is proper selection and procurement of teaching and learning equipment. According to Agosiobo (2007) the use of teaching equipment's is important because they motivate learners to learn as they offer stimulus variation and assist in sustaining learners' attention throughout the lesson of practical and theoretical class of PE. Collin and Rosmiller (1987) state that even highly competent teachers find it difficult to teach effectively with inadequate facilities or if they are lacking the necessary instructional materials. Ashton (2001) observes that instructional materials are crucial in planning and implementing a successful life skill program. The availability of learning equipment is the most important factor which may make clear differing performance levels. It is generally assumed that the use of instructional materials leads to better performance. Kathuri (1986) in his study, found that the presence or absence of resources have an effect on teaching and learning. Performance of students in examinations is influenced by the availability of instructional materials and school facilities such as gymnasium, playground, textbooks, sport equipment among others (Eshiwani, 1993). The quality and adequacy of such equipment as, instructional materials have a direct bearing on quality of education as they determine how effectively the curriculum is implemented (Republic of Kenya, 1999). There is clear evidence that there is a relationship between adequate provision of books and achievement. Textbooks are often the most cost effective means of improving academic achievement and increasing the efficiency of schools (Psachropoulous & Wood hall, 1995). Avalos (1991) pointed out that the quality of education the learners receive bears direct relevance to the availability or lack of instructional materials. Schools with adequate facilities such as textbooks and other instructional materials stand a better chance of having better results than poorly equipped ones. Textbook ratio should be one book per three pupils in lower primary and one book per two pupils in upper primary (Republic of Kenya, 2003).

Sharing of these books may have an effect on the teaching and learning process since sometimes a student may be absent from school yet he/she had the book hence inconveniencing the colleague. Sufficient quality and quantity resources and facilities determine how effectively the process of teaching and learning takes place.

Fuller (1986) found that instructional materials such as textbooks, visual and audio materials not only enhance communication between teachers and learners but, also facilitate child centered learning through discovery. With the availability of textbooks pupils will be able to read on their own while at home and do their homework. Availability of good quality instructional materials is an important factor on pupils' achievement. Thus a well-produced and easily available reference material is an important asset. Lockheed et al, (1993) noted that no meaningful teaching-learning can take place without adequate instructional materials. Asikhia (2010) pointed that adequately well prepared instructional materials determine the amount of learning that can take place in a learning institution. Good quality instructional materials can motivate interest, maintain concentration and make learning more meaningful. The studies above reveal that there is a relationship between availability of instructional materials.

2.6. Large number of class size and teaching of PE

The influence of large class size has a great influence on the teaching and learning process. The smaller the class size, the easier it is for the teacher-learner interaction thus improving the teaching and learning process since the teacher will be able to give the learners individual supervision, correction and attention. Large class size influence negatively to the teaching and learning process since the teacher is not even able to move freely to assess the students work as they do their exercises. According to National Council for Teacher Education (NCTE) in India, small class size leads to engagement of the learner, increased participation, and attentiveness. Smaller class size allows educators to focus more on the students in their teaching coming to better understanding and adjust their methods to diverse individual needs. Large class size makes monitoring of students' attendance very difficult thus encouraging students' absenteeism, and the quality of feedback to students become very low thus making the teaching and learning process unsuccessful (Bascia, 2003). The small class size allows for individualized attention and this strengthens the cordial relationship between the teachers and learners.

Managing a large class is a serious problem in many schools as it creates stressful working conditions for the teachers and leads to higher teacher absenteeism (Corcoran, Walker and White, 1988). Wabuoba (2011) observed that overcrowding in classrooms make it difficult for the student to write, practice, and the teacher is also unable to move around to help the needy student .

Corcoran, Walker & White (1988) noted that crowded classroom conditions not only make it difficult for learners to concentrate but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work.

2.6.1. Class Size and Teaching

According to Wilson (2002), the concept of class size (CS) relates to "...the total number of pupils allocated to a teacher for all or some of his/her teaching timetable". In other words, class size is the number of students in a given class with a teacher. In the light of this definition, a number of studies have tried to determine the ideal number of students in small and large classrooms. For instance, in the USA, one of the most notable studies on class size was the STAR Project (Student-Teacher-Achievement-Ratios), carried out in 1985 in Tennessee.

This study aimed to examine the influence of class size on learners' achievement in regular class size (22-25 students) and small class size (13-17 students) (Hattie, 2005). Blatchford and Mort more (1994) state that an optimal small class size contains 20 or fewer learners. The present study adopts the following classification: small class has between 15 and 20 students and a large class has between 30 and 40 students. This investigation was not carried out in classes, which contain 21-29 students because such a size is not common in the country. The reason for this classification is that in Saudi Arabia, classes in private schools are typically up to 20 students while those in public schools typically contain more than 30. It is also important to emphasize that there is no difference between private and public schools in terms of the system of education, such as procedures and guidelines for the assessment of students' performance, textbooks set and provided by the Ministry of Education, and the standards and regulations that should be followed in both kinds of schools.

The only differences between these schools are class size and school facilities, such as better furniture and premises. There are differences between teaching qualifications required to work in any of them.

This study focuses on three secondary schools (Years 4, 5 and 6) in Alhafouf, Saudi Arabia. Two of them are state schools and the other two are private schools. The main reason for this is that in Saudi Arabia, teachers in private schools are very likely to teach small classes which consist of fewer than 20 students, whereas at state schools they could teach large classes which consist of more than 30 students. As a result, the research comprised the views of teachers who teach small and large classes in later primary education. A considerable number of studies have been carried out in order to investigate the influence of class size on students' achievement (Wilson, 2002). Although several countries are interested in this issue, many of these studies were conducted in the USA and a few of them in Britain, with differences regarding length and scale when conducting these experiments. One possible reason for this is that class size research might be difficult to conduct and could be costly (Wilson, 2002). The data of these studies is examined to consider whether any correlation has been found between class size and students' attainment and to determine what number of students with one teacher appears to be more beneficial. Project STAR (USA) is considered to be the most important experimental research in terms of scope and size and in terms of the number of researchers who have cited this www.ccsenet.org/ies International Education Studies Vol. 8, No. 12; 201535study.

According to Hattie (2005), this project consisted of approximately 6,500 learners in 329 classes in 79 schools. The study concluded that benefits of small classrooms were greater in Years 1, 2 and 3. As a result, in the early years of schooling, 15-17 students in the classroom are very likely to enhance students' performance in physical education and reading tests. However, a number of educators point out that it is difficult to have such an improvement in performance because it depends on having similar conditions and that having 15 learners in the classroom is not considered achievable in many education systems (Wilson, 2002). Another important study is SAGE (USA). According to Gross (2009), this study was a class reduction project, similar to STAR, which was designed as a 5-year programme. This project consisted of 30 schools within 21 school districts.

The objective of this programmed was to reduce the number of students in the class from 25 to 15 learners in kindergarten to Year 3. Its findings are in agreement with that of the STAR Project. The small classrooms had good results in reading, language, and math in comparison with other class sizes. In addition, the results of this research indicate that there were no differences between classes which contained 15 students with one teacher, and classes which contained 30 students with two teachers, in order to reduce the number of classrooms needed in the school building (Hattie, 2005). The CSPAR Project (UK) was another important study. According to Blatchford, Moriarty, Edmonds and Martin(2002), this study investigated a significant number of students aged 4 to 7 over a 3-year period and included 220 schools, with 368 classes and 9,330 learners in eight Local Education Authorities in the UK. The class sizes were different in reading, from 10 to 35 students, and in physical education from 15 to 33 learners. The results of this study, exploring various regressions and spine approaches, indicate that decreasing the number of students in the class led to increasing test scores, but there was little difference between classes which contained 18 students and classes of about 25 learners in reading and mathematics (Blatchford et al., 2002). On the other hand, a number of studies found that there is no relationship between class size and student progress. According to Galton and Patrick (1990), in the Curriculum Provision in Small Primary Schools (PRISMS) survey carried out in Leicester, the classes investigated ranged from 9 to 33 students and the results showed that the relationship between class size and student progress in language and mathematics was non-significant. Studies in Canada support Galton and Patrick's view by pointing out that: - in early years, in reading and mathematics, students' progress was only slightly affected by class size. In their study, students were randomly allocated to different class sizes between 16 and 37 in 62 schools (Galton, Hargreaves, & Pell, 1996). In addition, Galton et al. (1996, p.4) indicate that "...studies which fail to examine the classroom process associated with changing class size but only measure outcomes are flawed". The present study investigated the correlation between class size and effective teaching which could have a considerable impact on student attainment in Saudi primary schools. There are a number of essential elements that need to be taken into account regarding effective teaching, such as the assessment of student performance, methods of teaching, and classroom management in terms of student behavior and discipline.

All the individual elements of the teaching process are very likely to have an influence on effective teaching (Harris, 1998). However, there is a possible relationship between the factors mentioned above and effective teaching and class size.

Bourke (1986), in a study conducted in Australia, observed 63 Year 5 physical education lessons in government high schools over a term, and considered a number of teaching practice variables and their correlation with class size and achievement. He found out that the teaching practices were directly affected by class size, which in turn could affect student achievement. Blatchford, Russell and Brown (2009) support Bourke's view by pointing out that class size has an impact on teaching, such as on classroom management and assessment. However, others have opposing views and argue that class size does not affect teaching and learning practices. Ehrenberg, Brewer, Gamoran, and Willms (2001) reviewed a number of studies on the topic, and argue that those studies present fundamental validity problems, and that the findings cannot be conclusive regarding the direct relationship between class size and teaching practice. According to Boyapati (2000), teachers' methods and approaches should focus on student-centered learning where students are given the opportunity to think critically and to practice, in order to achieve higher cognitive outcomes. Teachers should reduce using methods and approaches which lead to a teacher-centered lesson, where teachers deliver information and learners receive it passively. Jarvis (2009) supports this view by indicating that the definition of the learning process has changed from a traditional educator-led process to a modern process where much of the focus centers on the student. However, class size may be one of a number of the factors that affects teachers' choices in order to determine the approach used and which they consider feasible, depending on the number of students they have. If teachers believe that it is not possible to use student-centered approaches in large classes, it can lead the teacher adopting a teacher-centered approach (Blatchford and Kutnick, 2003). One approach or method which could be used by a teacher and lead to a student-centered lesson is group work in www.ccsenet.org/ies International Education Studies Vol. 8, No. 12; 2015 36classrooms. According to Blatchford and Kutnick (2003), group work is an instructional method where a small group of learners (from 3 to 4 students) work with each other to complete an academic task.

The discussion and interaction between teachers and learners and among students themselves are considered to be important in any method or approach used by a teacher. This has been emphasized by Vygotsky's and Piaget's theories in terms of improving student learning and development (Blatchford & Kutnick, 2003). Conversely, one approach or method which could be used by a teacher and would lead to teacher-centered lessons is the lecture method of instruction or teacher presentation or talk. Study on the lecture method indicates that after 10 to 20 minutes of continuous discourse, the learners' focus and attention decreases dramatically, and they are likely to think about things that are irrelevant to the lesson content (Crusoe, 2007). However, Bligh (1998) points out that when teachers use methods where learners are involved in active discussion of their opinions with their classmates, students are very likely to remain 'on task' in the classroom. Blatchford, Bassett and Brown (2005) conducted a systematic observation study of students aged 10 and 11 years in small classes (25 students or under) and large classes (31 students and over) and found out that educators in large classes are likely to use whole class teaching, and ask students to work individually, while teachers in small classes are likely to use group work and are able to give attention and support to each student individually. Crusoe (2007) supports Blatchford et al.'s (2005) findings by pointing out that there is a strong relationship between class size and method. As a result, 'lecture methods' may be used by teachers in large classes, and they might not use 'discussion', while in small classes the situation could be different. This indicates that small classes can provide teachers with the opportunity to use a range of methods of teaching. Individual attention to each student is considered to be the most essential classroom process (Blatchford et al., 2009). In other words, in small classes, teachers are very likely to spend more time with each student than they do in large classes.

Findings from the CSPAR Project support this point. However, some studies, such as that of Rice (1999), claim that teachers are not likely to change their teaching strategies when they teach their students in small or large classes. In addition, in a 1992 report from the Schreyer Institute for Teaching Excellence "...a lesson presented to 20 students is probably not much different from a lesson presented to 100 students" (Nakabugo, Opolot-Okurut, Ssebbunga, Mani, and Byamugisha, 2008, p. 87). In terms of teachers' questioning techniques, generally two kinds of questions are used by teachers. Firstly, there are questions that are seeking to obtain only 'one brief correct answer'.

This approach is called 'closed question 'or initiation-response-feedback (IRF). This approach might not support students' discussion process with their teachers or with other students (Rojas-Drummond & Mercerb, 2003). Another kind of question is the open-ended question, which may lead to more interaction between teachers and their students. In addition, these kinds of questions are very likely to help to provide students with more feedback and impact on students 'progress (Galton et al., 1996). Class size is also very likely to influence the kinds of questions asked by teachers. Recent study conducted by Harfitt (2012) in Hong Kong secondary schools showed that teachers in small classes are likely to ask open-ended questions, which may lead to more interaction between teachers and their students, whereas in large classes, teachers are likely to ask their students closed questions. Time can be considered an important aspect related to teaching methods. For example, Saudi teachers in secondary schools are free to choose what they want from the methods mentioned above (group working, class discussion, and lecture style). In addition, they can choose any kind of questions during their lessons. However, they are expected to cover the whole textbook, and therefore the time available may determine their choice of method. Different size of classes could play an essential role in the management of teachers' lesson time. Betts and Shkolnik (1999) carried out a study to investigate how a difference in class size leads teachers to change their teaching methods by examining 2,170 physical education classes. According to the study, teachers in small classes do not spend a considerable amount of time introducing new material and content, which provides teachers with the opportunity to spend more time on reviewing material already studied.

2.7. Assessment of teaching-learning process

The process of teaching and learning can only be effective if assessment is done to determine how much teaching and learning has taken place. SACMEQII study (2000) in Kenya discovered that the provision of quality basic education should be supported with efficient systems of delivery, and that teaching and learning process and students' achievement can be influenced by inputs such as availability of physical facilities, instructional materials and a beneficial school environment. The process of teaching and learning can be measured through performance of students in standardized examinations.

Kellaghan the problem of poor performance is costly for any country since education is the major contributor to economic growth (Atkinson, 1987) the school administrator is also charged with the duty of performing the basic supervisory skills to assess his teachers to ascertain that there is effective teaching and learning and that the correct methodologies are used.

Supervision by the head teacher can be carried out on the teachers as they teach in class or even by check their professional records (Okumbe, 2001). Pupils' books can also be used to check if there is teaching and learning taking place.

2.8. School location and teaching-learning process

The school location has variables such as schools in rural or urban areas, economic status of the neighborhood, claims, and schools built near market centers among other variables that influence the teaching and learning process (Ahmen, 2003). The extent to which students learning could be enhanced depends on the location of the school. When a school is built near market center, the noise from the market will distract the learners from concentrating thus influencing the process of teaching and learning. Economic status of the school neighborhood also has an impact on the teaching and learning process. Aikens and Barbarin (2008) noted that schools located in low economic status communities are often under resourced and influence the teaching and learning process. Parents from low economic status are unable to afford resources such as books, built playing field, equipment to create attractive learning and teaching environment. Woolfolk (2007) noted that when the communities' economic status is low, they may not be able to support the school financially. Economic status of the community will make the community have the ability to support or not support the schools within their communities. The urban or rural location of the school has an effect on the teaching learning process. Most schools in the urban areas are negatively influenced distracted by noise as compared to those in rural areas since free from distract of noise and also it is suitable for practicing sport activities. This causes urban areas thus influencing the teaching and learning process.

CHAPTER THREE

3. Research Methodology

3.1. The Research Design

The study attempts to describe the factors that affecting teaching and learning process of physical education in selected high schools Shashemene town, Oromia Region. Thus descriptive survey was chosen as it enables the researcher to describe the current status of an area of study.

3.2. Description of the study area

The study area was located in the southern part of Ethiopia and it is found from Addis Ababa in about 250km. The accessibility of the road is asphalt which makes it accessible throughout the season. The study area also located with about 346 km from Jimma and found in Eastern part of Ethiopia. Generally, the study area found in about 596km from Jimma in which all the road is asphalt road and accessible in all seasons.

3.3. Source of Data

The major sources of data for this study were both primary and secondary sources. Primary data were collected form Physical Education teachers, school principals, other teachers and students. In addition to this, an observation regarding the high school playground, library or total facilities of the department of physical education and related matters over the school was made. Secondary data were collected from relevant books, journals and relevant documents.

3.4. Sampling techniques and process

Due to different constraints such as time, large size of target population and up to date materials and others the researcher enforced to take representatives of the population to use for this specific study. Since the target population is heterogeneous, systematic random sampling technique were used to select the representative of the study among respondents. This method was used for this research because each unit of the population has an equal chance of being a representative for this research. Hence, the researcher was used systematic random sampling technique because the number of population is finite.

This can be computed using the proceeding equation:

$$K = \frac{N}{n} \dots\dots\dots (3.1)$$

Where, **N** is the total student for each the selected high school; **n** is the sample size, and **K** is every random interval to be considered for this research. For all the selected high school for this specific study, the researcher was used these sampling techniques. That means, researcher was already arranged the total target population and identify the sample size of each selected high school. Then based on the above equation, number one was the first selected respondents and number fifteenth was the second selected respondents. This equation particularly stands for each selected high school of investigation.

3. 5. Population size and sampling techniques

The population of this study includes students of selected high schools, PE subject teachers and high school Administration of Shashemene town, Oromia Region. The total numbers of students in the Shashemene town in the three selected high schools are 5000. However, due to its large number, the total population was unmanageable to collect information from all students for this particular study. Accordingly, the researcher was selected nearly 7% sample size from the population of 5000 which were 370 students from the selected school. And a non-probability method typically purposive technique was used for the teachers and administration because of convenience and their direct relation with the problem. Therefore, eight physical education teachers and nine principals of the high schools were chosen as a sample size.

The following formulas were used to determine the total sample size.

$$n = \frac{N}{1 + N(e)^2} \dots \dots \dots (3.2)$$

Where, n is the sample size; N is total population, and e represents error or perception

Therefore, the sample frame of the students from each school is depicted as follows:

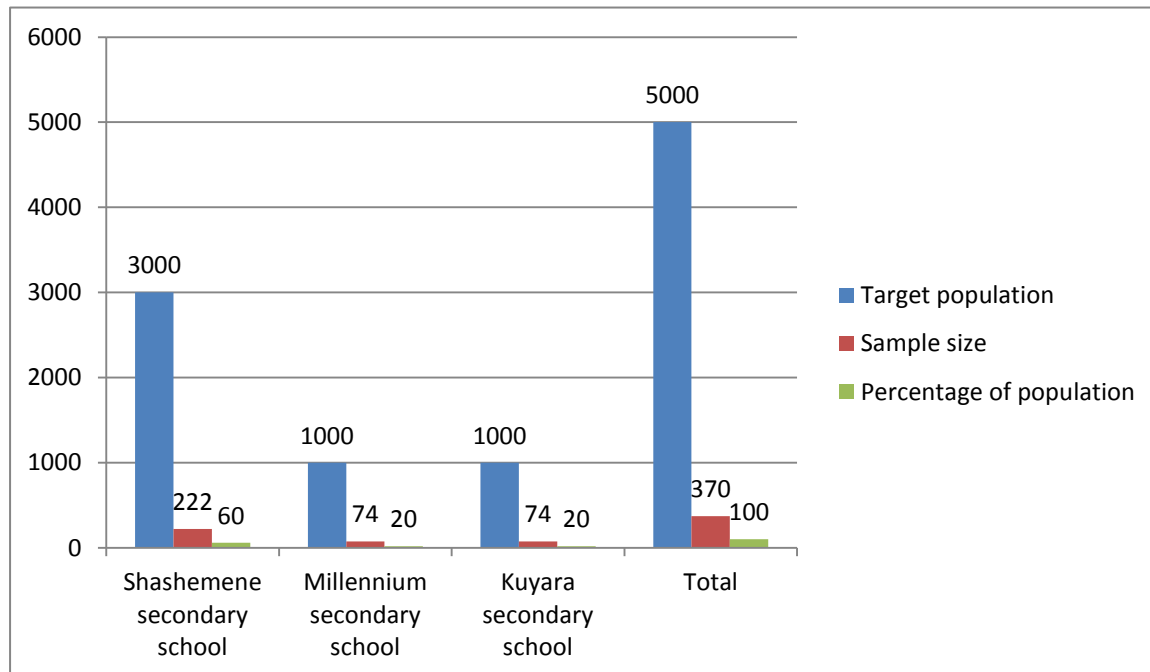


Figure 3. 1 sample frame of the students from each school

3.6. Procedures of Data Collection or Instruments

Three main instruments of data collection used for this study includes:

- (1) Questionnaire, (2) Classroom observation; and (3) Interviews are used in the study.

1. Questionnaire

Three sets of questionnaire are developed in English, Afan Oromo, and Amharic for only students and for teacher's English languages, so as to obtain information from students, teachers, and school administrations. In order to elicit the necessary data, the questionnaires reconstructed based on the review of related literature concerning with factors that influence teaching and learning process of physical education. This was constructed in keeping the main themes of research guiding as well.

The questionnaires was prepared and completed by the researcher. The questionnaire has two parts; both open and close ended. The need for both questionnaires and interview were that research requires not only factual information but also opinion, attitudes another views of respondents.

The questionnaire of students include eleven closed ended and four open ended questions and of physical education teachers include eleven closed ended and four open ended questions in addition to interview and observations is a part of the researcher data collecting instruments.

2. Interview

Interview is a type of survey where questionnaires are delivered in a face to face means in countered by and interviewer. The interviews like a conversation and have the purpose obtaining information relevant to a particular a thesis topic

3.7. Procedure of data collection

The researcher adopted three steps in collecting the data for the study. First, relevant literature was reviewed to get adequate information on the researchable topic. Second, objectives and research question were formulated to show the direction of the study. Third, data gathering tools were developed and piloted. After the questionnaire was distributed and collected, classroom observations have taken place. Finally the interview with administration and students was conducted. So as to have a valuable and reliable data for research purpose there is a need to follow predetermined procedures.

In doing so, the researcher arrange the desire tools for the sake of gathering information from the respondents.

The researcher endeavored to create conducive environment with the school community. As a result, a permission to access the required information was earned from the students and administration. As a preliminary step of data collection, the student researcher contacted with the head masters and instructors in the school and explained the purpose of the study. As it was dealt in the sampling techniques subsection, the process of selecting participants of the study, which was one of the most difficult steps to conduct descriptive survey research, was conducted with the very willingness of the record officer and permission of the headmaster and the school administrator.

3.8. Data analysis

The study was describing the factors affecting teaching and learning process PE over the selected high school in shashemene town. In this study, both qualitative and quantitative analytical procedures were employed. Hence, Frequency counts, percentage, and descriptive statements were used to analysis the items of the questionnaire.

The data collected through structured questionnaires were presented in tables, figures and analyzed by one of statically tools listed above and descriptive statements. In addition, qualitative data were analyzed by summarizing the words of open-ended items of questionnaire, interview and observation. Finally, the data were analyzed and discussed to reach at certain findings which in turn were used to give conclusion and possible recommendation.

Closed ended and open ended questionnaire were used to collect the suggestions of both teachers and students for this specific study. Hence, the data was collected through questionnaire, interview and observational view of the researcher.

The collected data was analyzed and interpreted based on the objective of this study accordingly.

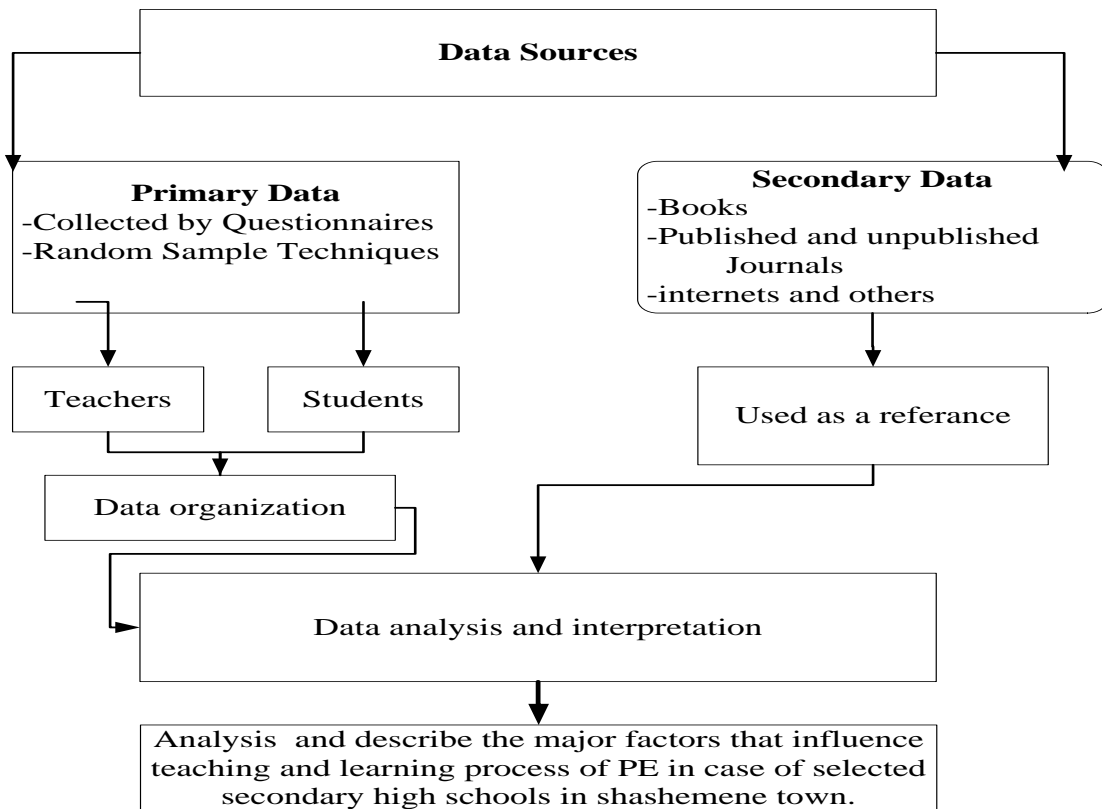


Figure 3. 2: Flow chart describing the overall procedures of the study

3.9. Ethical considerations

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality and or other related values. The researcher promised to the participants of the study that the information which was collected from the respondents shall not be transferred to third party in candid or it will not be exploited for undertaking other than the purpose of this research study.

Besides this, the process of data collection was done anonymously without writing their name, identification number, telephone number, so that the threat of being disclosed was very much minimized.

CHAPTER FOUR

4. Result and Discussion

This chapter deals with presentation, analysis, and interpretation of the data gathered from the respondents through questionnaire, interview, and observation. Thus, both quantitative and qualitative analysis of data was employed to discuss the finding under this chapter. The qualitative part was supposed to be complementary to the qualitative analysis. Hence, the qualitative data includes the data gathered through open-end and observation. The data was gathered from a total of about 387 respondents. Consequently, a total of copies of questionnaires were distributed to 9 school directors, 8 teachers, and 370 student respondents.

4.1. Characteristics of Respondents

The background of the respondents information was indicated in a three groups of respondents (i.e., administrator's school, teachers and students) as presented in Figure

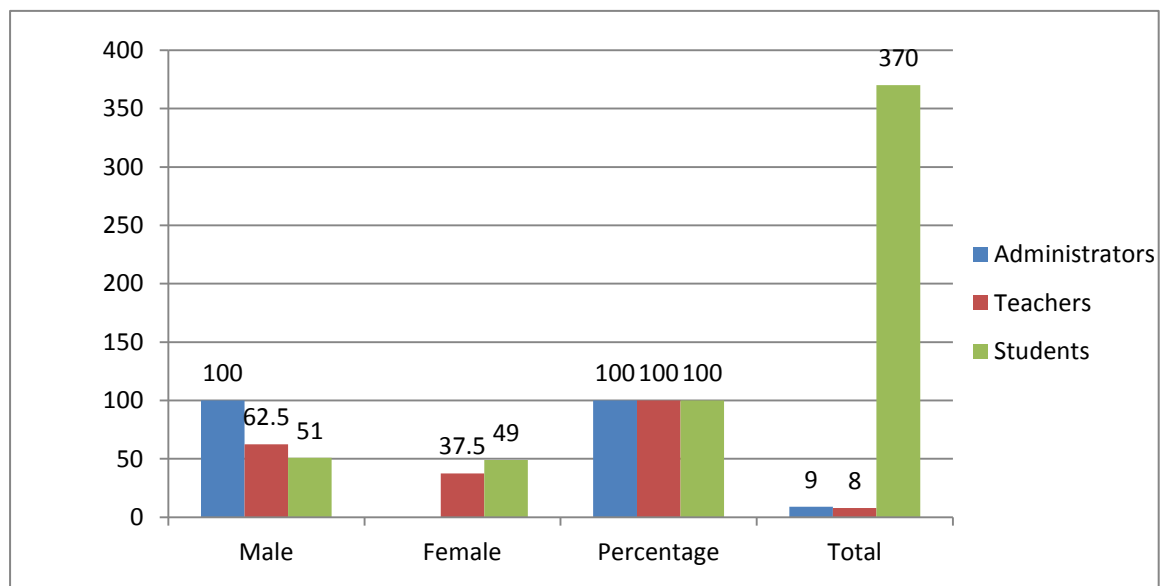


Figure 3. 3:- Characteristics of the respondents in sex wise

As presented in Figure 3; about 9 administrators were interviewed. The questionnaires also distributed for about 370 students and 8 teachers to obtain their information for this analysis.

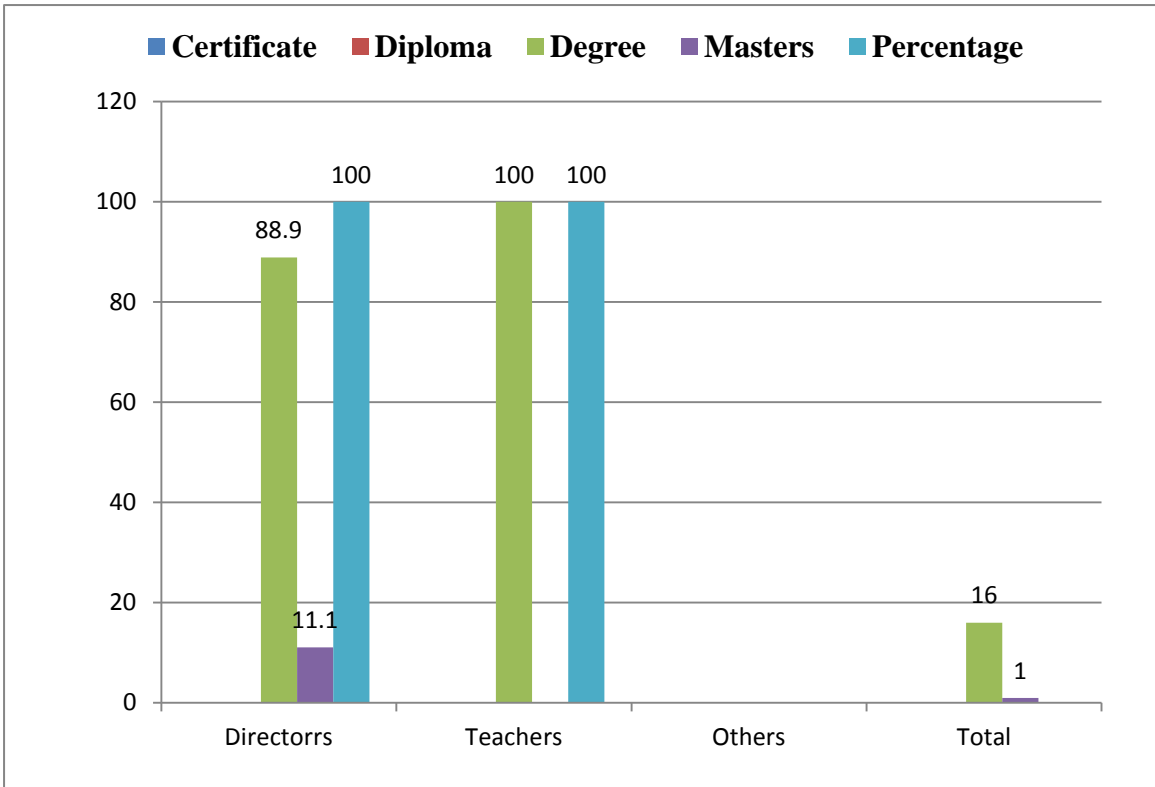


Figure 4. 4:- Educational status of sample school directors and teachers

Figure 4 presents the educational status of schools directors and teachers. This implies that, about 88.9% of the directors were degree while 11.1% of them were masters holders have been interviewed for this research. With respect to teachers over the school surveyed, 100% of them were degree holders. From this, one can easily understand that the educational status was almost similar in general.

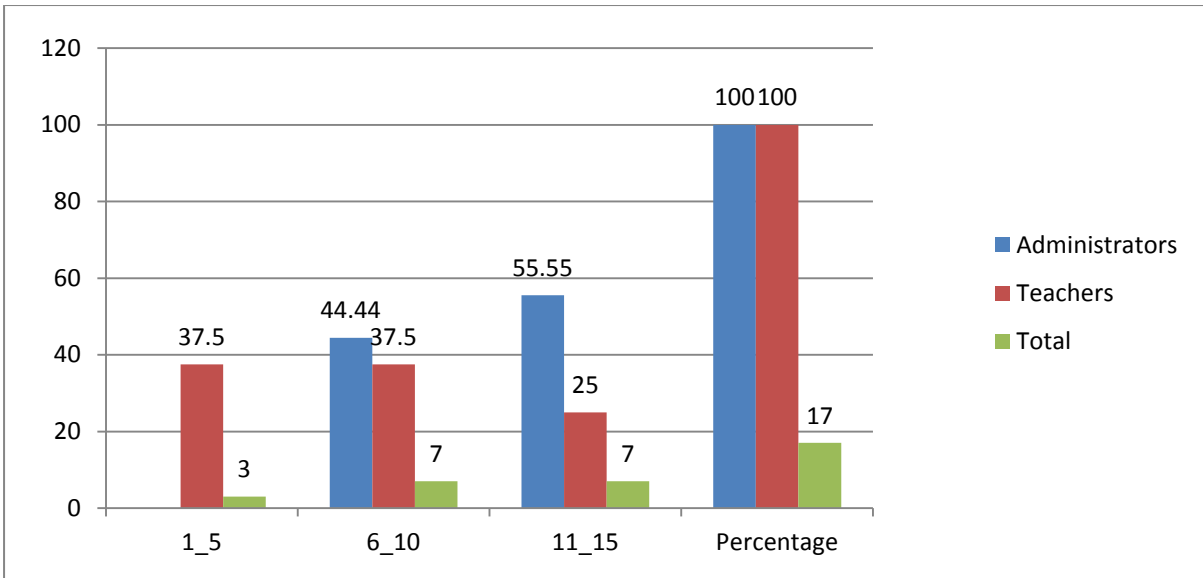


Figure 4.5 :- Service year of both school administrators and teacher respondents

Figure 5 indicates that about 55.55% of school administrators and 25% teachers of the school respondents' year of service have been in between 11 to 15. The respondent year of services also indicates that about 44.44% school administrators and 37.5% teachers have been in between 6 to 10 as indicated in figure 5. Furthermore, about 37.5% of the respondent years of services were in between 1 to 5 teachers. Generally, the respondents year of service 41.17% for both 6 to 10 and 11 to 15 with respect to school administrators and teachers. Whereas, about 17.64% of teacher's respondent's services found between 1-5years.

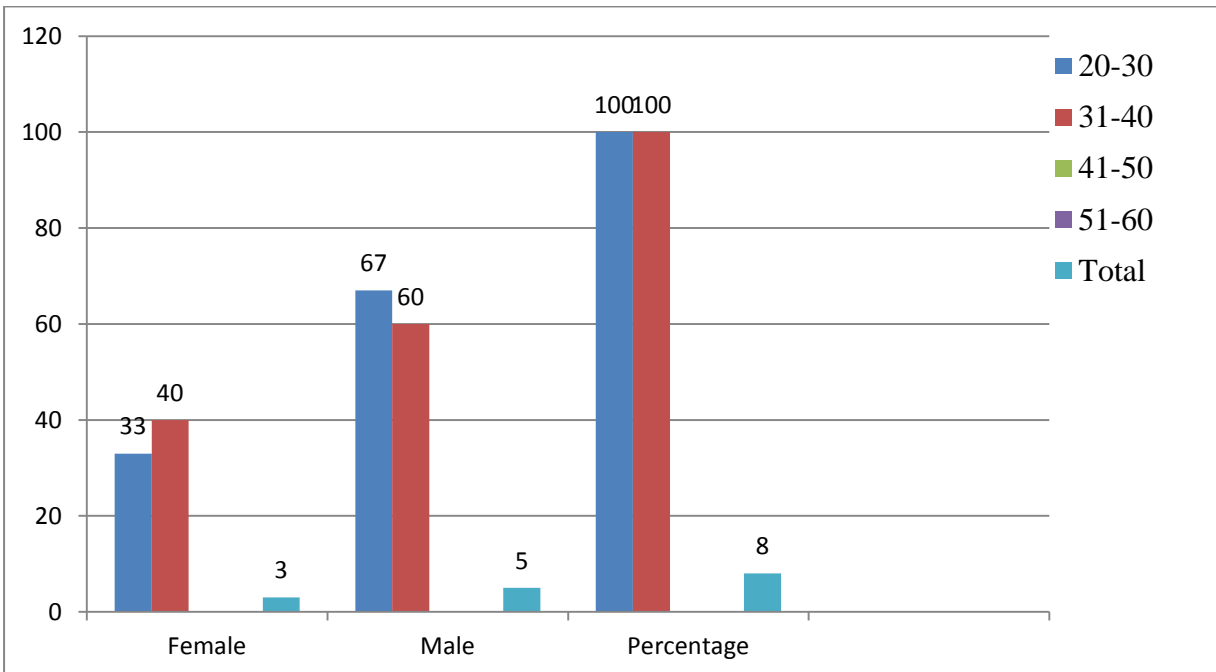


Figure 4. 6:- Background information of physical education teachers with their age

According to Figure 6; the age composition of about 37 percent all teachers' was found in between 20-30 years, and the remaining 63% of respondents is between 31-40 years. But, there is no respondent in between 41-50 and 51-60 years.

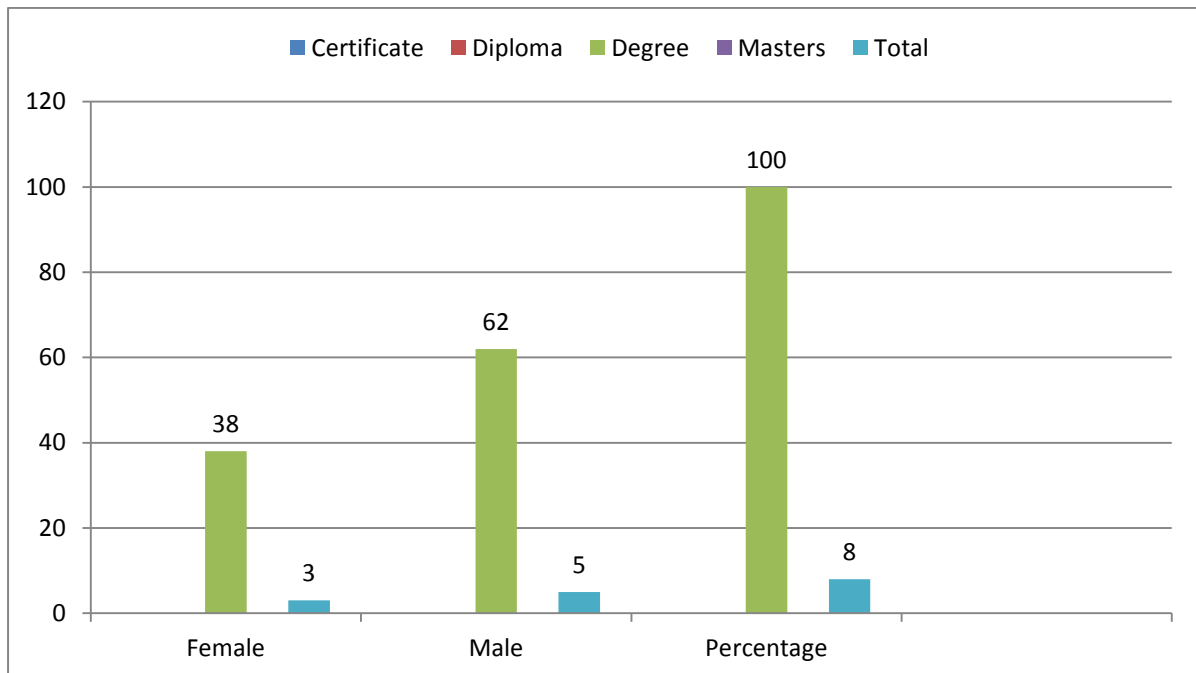


Figure 4. 7:- Educational background of physical education teachers

As presented in Figure 7, the educational background of all physical education teachers respondents are degree holders (i.e., 100%). Of which 38 percent are female and 62 percent are male.

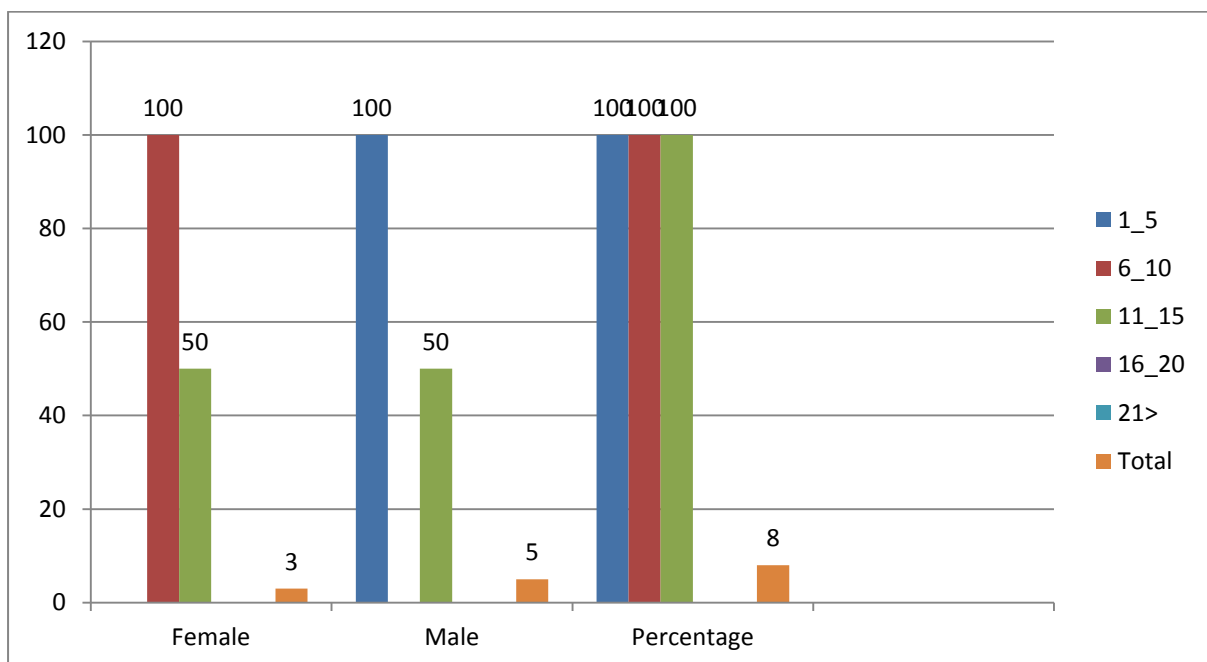


Figure 4. 8:- Distribution of sampled teachers' respondents by years of service

As shows in Figure 8, from the total numbers of teachers, no female have between 1-5 years of services and (3) 100% Male respondent have between 1-5 year services. Whereas 1(100%) female respondent have between 6-10 year service and no male have between 6-10 years services. Furthermore, (2) 50% female respondent have between 11-15 year service and (2) 50% male respondent have between 11-15 year service. Beyond 11-15 year of service, no female and male respondents were there.

4.2. The factors that influence learning and teaching process of PE

Table 4.1:- Responses from teachers on challenge to teaching and learning process of physical education, culture and enough materials

Are there any influences that challenge you to teaching and learning process of physical education?	Choice	Frequency	Percent
	Yes	6	75.0
	No	2	25.0
	Total	8	100.0
Do you think that the society's culture influences PE participation in teaching and learning process in sports activities?	Yes	7	87.5
	No	1	12.5
	Total	8	100.0
Does your school have enough teaching materials?	Yes	2	25.0
	No	6	75.0
	Total	8	100.0

Table 1 item 1 presents the teacher's response with respect to the questions. Hence, about 6(75%) of the respondent explains there is a challenges that influence teaching and learning process of physical education while the remaining 2 (25%) reflects no. Shows that 75 % of them answered yes and the rest 25% say no.

Items 2 indicated that, regarding the society's cultures, about 7(87.5%) provided that the society's culture influences PE participation in teaching and learning process in sports activities over the study schools. Only 1(12.5%) of the respondent suggests that the society's culture cannot influences PE participation in teaching and learning process in sports activities.

Item 3 indicated that, 6(75%) of the respondent suggests that there are no enough materials for teaching and learning process of PE over the selected high school for this study. From this one can deduce that, teaching materials are the main factors affecting teaching and learning process in each selected schools for this specific study. Furthermore, the researcher observed that there are little or no materials for teaching and learning process of PE particularly text book, reference book, volleyball, gymnastics and athletics field area is not enough in most school as assessed for this study.

The main reasons investigated for such problem are inadequate space in the school, careless among the concerned bodies with respect to PE; they cannot give equal weights for PE with the other subjects, inappropriate of period allotment, lack of baht room, dressing room, and large class size were some of them.

Table 4. 2:- Responses from teachers on motivation and participation

Do you motivate students during teaching of PE?	Choice	Frequency	Percent
	Yes	7	87.5
	No	1	12.5
	Total	8	100.0
Do you think students actively participate during PE class?	Yes	2	25.0
	No	6	75.0
	Total	8	100.0

From shown in Table 2 item1 results With respect to motivating their students in teaching class, about 7(87.5%) of teachers response that, the participation of the student on Physical education in a class show that positive and the rest 1(12.5%) negative. This means more teachers motivate their student as they participate during teaching and learning process of PE to equip them well.

Items 2 indicated that, 2(25%) of respondents responses were students actively participate during PE class whereas, 6(75%) of them replied students were not actively participate during PE class. From this result researcher conclude that most of respondents replied students actively not participate during PE class.

Table 4. 3:- Responses from teachers on credit hours and interest

Is the credit is enough to finish PE text book?	Choice	Frequency	Percent
	Yes	2	25.0
	No	6	75.0
	Total	8	100.0
How your interest in teaching physical education?	Higher	3	37.5
	Mediu m	5	62.5
	Total	8	100.0

From Table 3 item1 results indicated that, More than half of the respondent 6(75%) suggested that the credit hour given for teaching and learning process of PE is not enough to cover the portion of PE textbook , and only 2(25%) of the respondent said enough. It can be concluded as, the given credit hour for PE subject is not enough and it is one of the factors affecting teaching and learning processes of the subject. Consequently, the student may not equip well with this subject for both theoretical and practical class of PE.

Items 2 indicates teachers response on their own individual interest towards teaching physical education 5(62.5%) of the respondents has showed medium interest on teaching physical education, 3(37.5%) of those are high. Based on the answer in open ended question as explained why their interest is medium , the reason in most school there is no good condition for teaching physical education, such as there is no appropriate playground, available material, shower, store house, lack of baht room, and dressing room. Similarly, the researcher observed those conditions over the present school study. In the interview with the school administration, most of the school teachers not have an interest to do their work properly, and they can't be model for their student.

The interview made regarding above case with the directors and department head revealed that the actual situation did reflect this reality. Thus, it can be concluded that the teacher, department heads and directors are not properly accomplishing their duties and responsibly.

Table 4. 4:- Responses from teachers on participation in sport and curriculum

How about your participation in sport activities to enhance for the efficiency of teaching and learning PE materials?	Choice	Frequency	Percent
	Higher	1	12.5
	Medium	4	50.0
	Low	1	12.5
	very low	2	25.0
	Total	8	100.0
How much the PE curriculum is appropriate?	Higher	1	12.5
	Medium	7	87.5
	Total	8	100.0

As described in Table 4 item 1 concerning the participation in sport activities to enhance efficiency of materials 1(12.5%) of teachers response is High, 4(50%) are medium, 1(12.5%) are low and the remain 2(25%) of respondents are suggested very low. participation in sport activities to enhance for the efficiency of teaching and learning PE materials. Results indicated that, most of respondents' responses were teachers have medium participation in sport activities to enhance for the efficiency of teaching and learning PE materials.

Items 2 indicated that, In addition to the response on appropriateness' of curriculum on PE (Physical Education) shows that 1 (12.5%) of teachers responds are High, 7(87.5%) are Medium.

In reality it is very difficult, even impossible to achieve the educational objectives with such situation. Parallel to this point teachers were asked about their perception of the designed syllabus in terms of the period allotted. In addition to this the researcher included open ended question for teachers concerning with about PE curriculum effectiveness, the response of the teacher is, there is no curriculum in our school and regarding to physical education subject.

Accordingly most of the teachers believe that the designed syllabus with its versatile method of teaching learning process. But what is very problematic for them to implement the syllabus is that the number of periods allotted is very small. That is, let alone one period even two periods per week are not enough to implement the syllabus as designed. Due to this fact the teacher are not interested even to think of the practical sessions, let alone properly covering it. Being reluctant and allowing students to play ball games could be taken as problems emerged from period allotment.

Furthermore, it is believed that the period distribution (be it one per week) must be conducive for practical lessons. That is, it should be before break and it should not coincide with the time of the greatest solar isolation of the day. It is found that in most of the schools, the period distribution is not good for theoretical and practical teaching and learning process of physical education.

Table 4. 5:- Responses from teachers on class size and periods per week

How the class size during teaching physical education?	Choice	Frequency	Percent
	41-60	1	12.5
	Above 61	7	87.5
	Total	8	100.0
How many periods do you have in a week?	Below 20	2	25.0
	21-25	5	62.5
	Above 30	1	12.5
	Total	8	100.0

Table 5 item 1 clearly shows that, about 7(87.5%) of the respondent suggested that more than 61 in a class are sitting during learning and teaching process in a class. only 1(12%) of the respondent showed in between 41-60. This has its own problem for teaching and learning, as the principle suggests that 20-30 in a class during learning-teaching is good for teaching. The researcher also observed more 60 students are there in class over the study schools and it is one of the factors that influence teaching-learning process as compared with the availability of teaching materials.

Item 2 presents the allotment of periods for teaching physical education in a week. Hence, the assessment indicates about 5 (62.5%) suggested the period given for a teacher in a week for teaching and learning process of PE class in study school ranges from 21-25 periods. About 2 (25%) of the respondent said that below 15 periods while 1 (12.5%) of them suggested above 30 is given in a week for PE teaching. The researcher found that, the period allotment for PE teachers depends on the number of students enrolled in selected high schools for this specific study. For instance, the number of students in Shashemene secondary school enrolled in 2016/2017 is about 3000. Considering this 21-25 periods is given in the undersigned high school for PE teachers. The researcher found that the given periods for teaching and learning processes of PE is not sufficient to equip the student with respect to theoretical and practical class. Such insufficiency of period allotment for the specified subject is one of the factors that influence the skill of student in the subject matter; because it is impossible to cover each and every thing in depth teaching within a given period of time in a week.

Table 4. 6:- Responses from students on interested to learn physical education, influences and teacher motivations

Are you interested to learn physical education?	Choice	Frequency	Percent
	Yes	325	87.8
	No	45	12.2
	Total	370	100.0
Are there any influences that make you not freely to participate during learning PE in	Yes	231	62.4
	No	139	37.6
	Total	370	100.0
Do you think your PE teacher motivate you during learning-teaching process?	Yes	170	45.9
	No	200	54.1
	Total	370	100.0

We can seen from Table 6 item 1, 325(87.8%) students indicate as they had an interested to learning physical education while 45(12.2%) are not. In connection to this, information obtained through open ended question why those students respond no is lack of awareness, reputation of lesson, they assume the subject is only for refreshment, the subject is not include in entrance exam, and lack of model qualified professionals

according to their income and their work. The investigator also observed that the main reason for lack of interest to learn PE among student is insufficiencies of materials to deliver teaching-learning process, lack of awareness about the subject, insufficiency of period allotment and so on. For the second questions indicated in item 2, 231(62.4%) of the students said that there is an factor which influence their participation during learning and teaching PE while more than half, that means about 139(37.6%) of the respondent suggested no.

From this analysis we can easily understand, the majority of the student replied there is no factors that influence as they freely participate in learning-teaching of PE. The collected opinion among students through open ended question indicates there have been lacks of interest to learn PE among student's in nature, there is no sport wears and health allocated for student particularly for those who have no support to purchase the clothes for practical learning-teaching of the subject. In addition to this, in every grade there is reputation of lesson with this reason the subject is to be unchangeable and boring, lack of available material, lack of teacher that should be model for students and lack of available playground.

In item 3, the majority 200(54.1%) of the student suggested as teachers do not motivate them during learning-teaching processes of PE while 170(45.9%) percent of them replied the converse. From this result researcher conclude that most of respondents replied PE teachers do not motivate during learning-teaching process. Table 4. 7:- Responses from students on enough teaching material, society's culture and sufficient materials.

Does your school have enough teaching material?	Choice	Frequency	Percent
	Yes	138	37.3
	No	232	62.7
	Total	370	100.0
Do you think that the society's culture influences learning activities of PE?	Yes	203	54.9
	No	167	45.1
	Total	370	100.0
Are the existing learning materials sufficient for PE such as books in library, ball and field area in your school?	Yes	148	40.0
	No	222	60.0
	Total	370	100.0

From the above Table 7 item1 results indicated that, With respect to the availability of teaching-learning materials, about 232(62.7%) suggested there is no sufficient materials whereas 138(37.3%) indicated the essence of materials.

Items 2 indicated that About 203(54.9%) of the respondent agreed the society's culture influences learning activities of PE while 167(45.1%) of them have been disagree.

Items 3 indicated that, the majority of the respondent222(60%)also suggested there is lack of enough teaching material for teaching and learning process of physical education class and the rest one respondent 148(40%) suggested there is enough teaching –learning materials. Generally, the researcher also observed that teaching-learning materials, interest of the student to learn PE, more or less the cultures of the society for the subject for the selected high school is found to be the main factors that influence the learning-teaching processes of the subject.

Table 4. 8:- Responses from students on period per week, value for physical education and the societies attitude

Is the period per week enough?	Choice	Frequency	Percent
	Yes	142	38.4
	No	228	61.6
	Total	370	100.0
Do you give equal value for physical education with other subject, in learning and teaching of the discipline in both class and field	Higher	53	14.3
	medium	166	44.9
	Low	94	25.4
	very low	57	15.4
	Total	370	100.0
What is the societies or communities attitude towards teaching-learning physical education?	Higher	57	15.4
	Medium	150	40.5
	Low	116	31.4
	very low	47	12.7
	Total	370	100.0

Based on Table 8 item 1 their response, about 142(38.4%) of the student said that there are enough periods per week for the subject but about 228(61.6%) were disagree.

Item 2 indicated that 53(14.3%) of the students give high attention and equally participated on Physical education class as other subject, and 166(44.9%) of them have medium attention, However, 94(25.4%) of the respondent replied low and 57(15.4%) very low attention for Physical education during learning-teaching processes.

Furthermore, the obtained information through open ended question among students regarding the reason why their attention is low and/or very low for this subject is because of lack awareness and available playground, naturally lack of student's interest, in every grade there is reputation of lesson to this reason the subject have been unchangeable, shortages of material and awareness of teacher that should be model for students.

Parallel to this, the information obtained through interview and observation of the researcher implied the similar response with those listed in the above.

Item 3 the student's response on the society attitude on physical education presents about 57(15.4%) of the respond is high, 150(40.5%) reflected medium whereas about 116(31.4%) suggested low and about 47(12.5%) are very low, respectively.

Table 4. 9:- Responses from students on teachers used method of teaching and like

What do you say the method of teaching of your PE teacher?	Choice	Frequency	Percent
	Higher	55	14.9
	Medium	72	19.5
	Low	180	48.6
	very low	63	17.0
	Total	370	100.0
Which one do you like?	practical class	134	36.2
	theoretical class	104	28.1
	Both	132	35.7
	Total	370	100.0

From the above Table 9 item1 results indicated that, With respect to their interest on the engagement of field activities in physical education; about 55(14.9%) of participant replied high, 72(19.5%) medium whereas about 180(48.6%) suggested low and 63(17%) provided very low concerning the teaching methods used by their teacher.

Items 2 indicated that, majority of the student infers about 134(36.2%) of the student likes to learn practical based of PE whereas 104(28.1%) and 132(35.7%) of the likes to learn it practical and theoretical class, respectively. The researcher observed that, even though the majority of the student likes to learn both practical and theoretical based class of the subject there is no sufficient teaching-learning aids according to their interest.

4.3. Evaluation of teaching-learning materials of PE in the study high school

Based on the information collected from teachers, directors, students and observation of the researcher; the quality of teaching-learning processes of PE is affected in different factors over the selected high schools of Shashemene town. Those factor includes insufficiency of teaching-learning materials, shortage of allotted period for PE, lack of up-to-date curriculum, field area, gymnasium, reference books including text book, teachers guide, limited availability of constructed class in school; as a resulted more than 60 students have been in a class during teaching and learning PE. This has its own factors during field actives and theoretical based class learning with insufficient materials with a number of students.

The researcher suggested that allotment of enough periods, updating curriculum, providing sufficient materials for both theoretical and practical teaching-learning process, minimizing the number of students in a class through the provision of enough class are some of the main idea to minimize the factors affecting teaching and learning process over the selected high school.

4.4. Discussion

The result of the finding for this study indicated that they were categorized the hindering problems that affect student's participation in physical education accordingly:-

- Lack of students understanding and attitude towards physical education activities.
- Low attitudes of teachers and students participation of students in physical education and sport competitions activities.
- Lack of educational back ground knowledge understanding about students' participation in physical education activities.
- Lack of encouragement and understanding of directions and administration employees towards student's participation in physical education activities.
- Negative attitude of the community.

The result of this study also shows, some of the variables that affect student's participation in PE over the selected high school for this analysis include: low attitude, perception and understanding towards physical education activities; lack of ability to perform physical activity; lack of awareness and previous knowledge about physical education; lack of interest on the subject; absence of sufficient materials; large class size and shortage of teaching materials; lack of administrative support; physical, psychological and biological factors; lack of educational back ground knowledge and understanding about students' participation in physical education activities; negative attitude of the community. Because of participating in physical activities is difficult and boring them saying; lack of encouragement and understanding of directions and administration employees towards students' participation in physical education; shortage of skilled man power; lack of play grounds were in the schools; socio-cultural and economic status, and lack of time to participate in physical education activity .Similar to this finding, (Mooretal. 2005; Earle 2002; Arends 1997; Betz 2000) reported that the nature of the teaching tasks (i.e. the amount of school subject taught, the number of students in the class the constrain during planning, and weekly teaching load is also cited as a major factor influencing much of what teachers do in their class rooms due to this fact, students and teachers were asked whether the above mentioned necessities were-fulfilled they have encountered problem due to insufficiently of these preconditions it is difficult for the application of effective physical education instruction in the schools.

One objective of school physical education is to develop a positive attitude of participants towards physical activity. Such a positive attitude would preferably last for the entire life span. But lack of these positive attitude and ability to affect variables of students' participation in physical education and sport competitions.

Accordingly, due to the mentioned fact that, students and teacher were asked whether the above mentioned necessities were they have encountered problems due to insufficiency of these preconditions it is difficult for the application of effective physical education teaching learning process lack of sport equipment like balls, gymnastic equipment's, suitable playground without availability of water, dressing room etc. teaching physical education practical lesson is so difficult implementation of active learning methods without enough equipment and facilities are influencing students' participation in sport and physical education practical activities.

In connected way during the interview held with the responsible persons for questioned raised to them to describe possible factors to implement effective physical education class teaching learning in their schools, they reported that availability of equipment's and facilities, large class size, shortage of time, teachers teaching experience, attitude of students and teachers workload, students incomplete perception, additional influencing factors of students participation in physical education.

The commonly mentioned problems lack of equipment's and facilities, large class size teachers work lack of interests of students and other factors were in line with the international research findings of Mike, Schmidt and Santhe, E (2003), and national research findings of Birhanu Moges (2004) which indicated the major problems to implement effective teaching and learning as large class size lack of materials particularly because lack of previous knowledge, and previous experiences are a common influencing factors of students participation in physical education and sport activities.

For this study, the participant suggestion was asked to suggest measure to improve factors that affect students' participation in physical education by them. Accordingly based on the problems they encountered and reported by them, they suggested the following recommendation for the further improvement of the problem they faced as follows:

- The responsible body and school administrators should give attention for the subject and then they should facilitate sport equipment's and make suitable play grounds to change positive attitude forwards the subject.
- Improve the knowledge of teachers by giving service training, workshops about the effective teaching learning methods.
- Concerned bodies motivate teachers by providing different incentives.
- Time table arranged in most schools is not suitable for physical education class. Because physical education periods mostly coincide with time of the highest solar insolation this situation affect participation of students so department and principles should give attention for period distribution.
- Be enthusiastic and provide encouragement
- Teachers ensure that activities and facilities used enable all students to participate
- Finally the respondents suggest that there are many factors that influence participation levels of students in physical education and they also related to participation.

From the study to increase participation were competence between students in different activities in physical education class, facilitate learning environment, developing teacher's qualification, and physical activity is enjoyable and fun, and reducing family influence.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1. Summary of the Study

The general objective of this study is to investigate the factors that influence teaching and learning process of physical education in selected high school of Shashemene town. In order to discuss briefly with respect to each objective in detail for this study, the following research questions were raised.

1. What are the factors that influencing teaching and learning process of Physical education over the selected high school?
2. How the large class size affect in physical education teaching and learning process of in the study schools?
3. How about the availability of materials for teaching and learning process in subject of PE offering in the study schools?

In order to answer these questions, the descriptive survey method was employed. The relevant data to the study was gathered through the questionnaire, interview and observation. In general, 387 participants were involved in the study. These are 370 students, 9 school directors and 8 teachers to give genuine information for the successful completion of the research for this study.

The data have been analyzed using frequency and descriptive statements for each questionnaire.

Both qualitative and quantitative methods were used for data interpretation. Based on this, the following findings have been obtained for this particular study.

- ☞ The study discovered that, students respond lack of awareness, lacks of interest, insufficiency of period allotment, and reputation of lesson. They also assume the subject is only for refreshment, the subject is not including in entrance exam, and lack of model qualified professionals according to their income and their work. They cannot give equal weights for PE with the other subjects.
- ☞ The study also identified that, students replied PE teacher do not motivate students and not freely participate during learning-teaching process.
- ☞ From PE teachers' and students response, the study indicates that, the society's culture influences teaching and learning sports activities of PE class; there is no enough teaching material and it is the main factors that influence teaching and learning process in each selected schools. Inadequate space in the school, careless among the concerned bodies with respect to PE; lack of bath room, dressing room, and large class size were some of them. .
- ☞ Furthermore, School administration replied, most of the school teachers not have an interest to do their work properly, and they can't be model for their student. Teacher, department heads and directors are not properly accomplishing their duties and responsibly. In addition to this, PE teachers replied PE curriculum is low appropriateness; PE curriculum is no effectiveness in school and 21-25 periods they have in a week, low participation in sport activities.

5.2. Conclusions

1. It is founded that, insufficiency of teaching-learning materials, student's lack of motivation and interest, culture, shortage of period allotted for PE, lack of up-to-date curriculum, field area, gymnasium, reference books and limited availability of constructed class size in school were factors that affect learning and teaching process of physical education class in selected high school of Shashemene town for this study.
2. The result of the finding indicates that, there are no enough teaching and learning materials, inadequate space in the school, lack of bath room, dressing room and facilities for teaching and learning process of PE in the schools.
3. Period allotment for physical education teaching and learning process is not enough and insufficient to cover the portion both theoretical and practical class.
4. The result also infers that, more than 60 students /class size and one period or two periods per week are not enough to implement the syllabus as designed. The job integration among the school administration, teacher, and department heads and directors are not working jointly for the same goal; and affect teaching and learning process negatively.

5.3. Recommendation

Based on the finding of this research the following important point is recommended:

- ❖ Providing sufficient materials and facilities for both theoretical and practical teaching-learning process minimize or avoid the negative teaching-learning processes over the indicated high schools for this study.
- ❖ Minimizing the number of students in a class through the provision of enough class is necessary for teaching-learning of PE both in field and class lectures.
- ❖ Providing fair distribution of period for PE teaching and learning taking in accounts both theoretical and practical lessons of the subject.
- ❖ The job integration among the school administration, teacher, and department heads and directors should be worked jointly to minimized factors that influence learning and teaching process of physical education class.
- ❖ The concerned body should be revise the period allotment for PE, and the add it to equip well the student in field and class with respect to the subject
- ❖ The curriculum of must be updated for Physical education subject through experienced scholars of the subject personnel.
- ❖ Finally, further studies have been recommended who willing investigate in detail taking in to the quality assessment of PE over the undersigned high schools for this study.

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APPENDIX I
JIMMA UNIVERSITY
POST GRADUATE PROGRAM;
DEPARTMENT OF SPORT SCIENCE STUDIES

1. Questionnaire prepare for teachers

A. Introduction

These questions are prepared to collect the teacher's suggestions about the factors that influence teaching and learning process of PE as well as to undertake survey study over the selected high school in shashamane town. The suggestions you provide are solely for academic purpose and it is very important to forward constructive suggestions in the teaching and learning process in PE class and to encourage student's attitude to physical education profession. Writing your name on this question paper is not required. Read attentively the provided questions and respond accordingly. Thank you for your co-operation in advance.

B. Personal information

- Sex: Male ___ Female _____ Age: 20-30 _____ 31-40 _____ 41-50 _____ 51-60 _____
- Qualification: Certificate: ___ Diploma ___ Degree _____ Masters _____
- Year of service in teaching: 1-5 ___ 6-10 ___ 11-15 ___ 16-20 _____ 21 > _____
- Your major subject: _____ Subject you are teaching: _____

C. Direction: writing your name is not required, circle letter of your choice and use only the provided blank space to give your suggestions herein the questions.

Provided questions to collect teacher's suggestions:

1. How is your interest in teaching physical education?

- A. High
- B. Medium
- C. Low
- D. Very low

2. If your answer for question 1 above is 'C' or 'D', give your own suggestions?

3. How about your participation in sport activities to enhance for the efficiency of teaching and learning PE material?

- A. High
- B. Medium
- C. Low
- D. Very low

4. How much the PE assessment is appropriate?

- A. High
- B. Medium
- C. Low
- D. Very low

5. If your answer for question 4 above is 'C' or 'D' give your own suggestions?

6. Are there any influences that challenge you to teaching and learning process of physical education?

- A. Yes
- B. No

7. If your answer for question 6 above is 'Yes' mention them.

8. Do you think that the society's culture influences PE participation in teaching and learning process in sports activities?

- A. Yes
- B. No

9. If your answer is "Yes" in question 8 above, provide your suggestions.

10: Do your school have adequate teaching facility and equipment?

- A. Yes
- B. No

11. Do you motivate students during teaching of PE?

- A. Yes
- B. No

12. Do you think students actively participate during PE class?

A. Yes

B. No

13. How is the class size during teaching physical education?

A. Below 20

B. 21-40

C.41-60

D.61 and above

14. How many periods do you have in a week?

A. Less than 15 Period

B.16-20 periods

C.21-30 periods

D. above 30 period

15. Is the credit is enough to finish PE text book? A. Yes

B. No.

APPENDIX II
JIMMA UNIVERSITY
POST GRADUATE PROGRAM;
DEPARTMENT OF SPORT SCIENCE STUDIES

2. Questionnaire prepared for students

A. Introduction

These questions are prepared to collect the student's suggestions about the factors that influence teaching and learning process of PE as well as to undertake survey study over the selected high school in shashamane town. The suggestions you provide are solely for academic purpose and it is very important to forward constructive suggestions in the teaching and learning process in PE class and to encourage student's attitude to physical education profession. Writing your name on this question paper is not required. Read attentively the provided questions and respond accordingly. Thank you for your co-operation in advance.

B. Personal information

Sex-Male _____ Female _____ Age: 12-16 _____ 17-20 _____ 21 above _____

Grade _____

B. Direction: writing your name is not required, circle letter of your choice and use only the provided blank space to give your suggestions herein the questions.

Provided questions to collect student’s suggestions:

1. Are you interested to learn physical education?

- A. Yes B. No

2. If your answer for question 1 above is ‘B’ give your own evidence.

3. Are there any influences that make you not freely to participate during learning PE in class?

- A. Yes B. No

4. If your answer for question 3 above, is ‘Yes’ describe to the point as much as possible.

5. Do you think your PE teacher motivate you during learning and teaching process?

- A. Yes B. No

6. Do your school have adequate teaching facility and equipment?

- A. Yes B. No

7. If your answer in question 6 above is “B”, give your own suggestion clearly.

8. Do you think that the society’s culture influences learning activities of PE ?

- A. Yes B. No

9. What are your attitudes for physical education with other subject, in learning and teaching of the discipline in both class and field?

- A. Higher B. Medium C. Low D. Very low

10. What is the societies or communities attitude towards teaching-learning physical education? A. Higher B. Medium C. Low D. Very low

11. Are the existing learning materials sufficient for PE such as books in library, ball , facility and equipment in your school? A. Yes B. No
12. Is the period per week enough? A. Yes B. No
13. Which one do you like? A. Practical class B. Theoretical class C. Both
14. What do you say the method of teaching of your PE teacher? A. Excellent B. Very good C. Good D. Poor
15. If your answer in question 16 above is “C”or “D”, describe clearly your own suggestions do you have.
-

APPENDIX-II

University Jimmaa

Sagantaa Digirii Lammaffaa

Muummee Saayinsii Spoortii

Damee Saayinsii Uumamaa

2. Gaafilee Baratootaa qopaa'ani

A. Ibsa

Gaafileen armaan gaditti qophaa'an yaada baratoonnidhimabaruufibarsiisuuGudinaa fi JabeenyaQamaa (GJQ) ilaalchiseerakkina /hanqina isaan mudachaa jiran manneen barnootaa sadarkaa^{ffaa}Shaashamannee,kuyyaaraa fi Milliniyeemii Bulchiinsa magaala Shaashamannee hubachuuf kan qophaa'edha. Yaadini isin gumaachitan dhima baruu fi barsiisuu qofaaf ykn qorannoof waanta'eef ,shakkii tokko malee yaada keessan akka nuuf gumaachitan isin gaafana. Kanaanwal-qabatee, yaadini keessan galmaan ga'insa qorannoo kanaaf bu'uura ta'uusaa beekuudhaan yeroo keessan itti kennitanii xiinxalla gaddi faggoodhaan yaddaa qabatamaan haala baruuf barsiisuuGudinaa fi JabeenyaQamaa manneen barnootaa keessan keessatti mul'achaa jiran ilaalchisee waan dhugaa qapheessa akka nuuf kenitannii abdana.

Yeroo keessan kenuudhaan waan nuu deegartaniif galanni keessan guddaadha.

B. Yaadadhuunfaa

- Saala-Dhiira _____ Dubara _____ Umurii: 12-16 _____ 17-20 _____ 21 ol _____
- Kutaa _____

B.Hubachiisa:Maqaakeessankatabuunhinbarbaachisu.

Kanneenfilannoota'anqubeedebebiisirriiqabateejiirajetaniiyaadanittimaruundeebisaa.Kanne enbakkaduwwaata'animmooyaadakeessanakkasirritidubifamuudanda'uunkatabdaniideeb iiakkaittikeenitanisinhubachiifna.

Gafileeya adabarootaafunaaachuudhaafqaphaa'an:

1. Barnoota Guddinaafi Jabeenya Qaamaa (GJQ) barachuudhaafittigammaddannii jirtuu?

- A. Eeyyee B. Lakki

2. Yoodeebiinkeessangaafii 1^{ffaa} armaanolii 'B' ta'e, sababaisaahaalaanibsa.

3. Waantiakkaisin barnoota GJQ irrattiof kennitani manabarumsaakeessatti hinirmaanne kanisindhorkannii jiruu?

- A. Eeyyee B. Lakki

4. Yoodeebiinkeessangaafii 3^{ffaa} armaanolii 'B' ta'e, ammaisiniidanda'ameibsa ijooitti kenna.

5. Haalabaru fi barsiisuulaalchisee, barnootni GJQ kaka'umsaisinkeessattiumeeraa?

- A. Eeyyee B. Lakki

6. Meeshalee baruufi barsiisuu GJQ gahaata'emanneen barnootaakeessatti isinii dhiyaatuu?

- A. Eeyyee B. Lakki

7. Yoodeebiinkeessangaafii 6^{ffaa} armaan olii 'B' ta'e, yaadakeessanifagaleessaan ibsa.

8. Duudhaaleen hawaasanaannoobaru fi barsiisuu GJQ irrattirakkooqabaa?

- A. Eeyyee B. Lakki

9. Baruu fi barsiisu barnoota GJQ dirree irrattista'ekuta barnootaakeessatti, muummee barnootakaan waliin wal-madaltanii yeroowal-qixata'ekennituu?

- A. Ol-aanaa B. Giddugaleessa
C. Gad-aanaa D. Daran gad-aanaa

10. Ilaalchihawaasninaannoodhimmabaru fi barsiisuu GJQ irrattiqabuakkamiin madaaltuu?
- A. Ol-aanaa B. Giddu-galeessa C. Gadi-aanaa D. Daran gad-aanaa
11. Meeshaleen baru fi barsiisuuf GIQ ta'an kanneen akka kitaabolee, kubbaa miillaa, kubbasaaphanaafikkfmanneen barnootaakeessaankeessatti argamangaadhaa?
- A. Eeyyee B. Lakki
12. Sagantaan baru fi barsiisuuf torbeenisinii qabameejiru, kitaababarnootaa GJQ yeroongoolabuuf gahaadhaa?
- A. Eeyyee B. Lakki
13. Isa kamirrabarachuujjaallatuu?
- A. Barnootadirree B. Saayinsiiisaa (Tiyoorii) C. Lamaanuu
14. Haallibaru fi barsiisuu, barsiisaa GJQ keesani akkamii?
- A. Daranol-aanaa B. Ol-aanaa
- C. Gaarii D. Darangadi-aanaa
15. Yoodeebiinkeessangaafii $16^{\text{ffaa}^{\text{C}}}$ fi 'D'ykntokkooisaaniita'e, sababaisaa sirriitti ibsuundeebisaa.
-
-

APPENDIX II

በጅማ የኒሽርስቲ የድህረ ምረቃ ፕሮግራም የስፖርት ሃይንስ ጥናት ትምህርት ክፍል

ለተማሪዎች የቀረበ ቃለ መጠይቅ

ሀ. መግለጫ

- ከዚህ በታች የቀረቡት መጠይቆች በመማር ማስተማር ሥራ ውስጥ የሰውነት ማጎልመሻ ትምህርት አስመልክቶ በሻሻመኔ 2ኛ ደረጃ ት/ቤት በሚሊኒየም 2ኛ ደረጃ ት/ቤት የሻሻመኔ ከተማ መስተዳድር ውስጥ የታዩ ችግሮች እንዲሁም ሊሟሉ የሚገቡ ነገሮችን (ግብአቶችን) አስመልክቶ የቀረበ ነው ።
- እርሶ የሚሰጡን ሀሳብ ለመማር ሥራን ለማሳካት ስለሆነ ያለምንም ጥርጥርና ፍርሃት ያሉትን ሀሳብ እንዲሠጡት በአክብሮት እንጠይቃለን ።

ከዚህ ጋር ተያይዞ እርሶ የሚሰጡትን ሀሳብ በትምህርት ቤታችንና በከተማችን ባሉት ሌሎች ትምህርት ቤቶች በአካል ብቃት ማጎልመሻ ትምህርት ዙሪያ ያሉትን ችግሮች ለመፍታት ጉልህ ድርሻ አለው ። ስለዚህ ይህን ከግንዛቤ በማስገባት ሊሰጡን የሚገባውን መልስ እንዳይነፍጉን በአክብሮት እንጠይቃለን ።

ጊዜዎን ሰውተው ላበረከቱልን አስተዋፅኦ ከልብ እናመሰግናለን ።

የግል መረጃ

የታ ወንድ ቤት ድምፅ 12-16 ----- 17-20---- 20-01-----
ኪ.ፊ.ል-----

ለ. ማሳሰቢያ --- ስምዎን መፃፍ አይጠበቅብዎትም

ለተጠየቁት ጥያቄዎች በምርጫ ለቀረቡት መልሱን በማክበብ እንዲመልሱልን ለባዶ ቦታ ለሚሰጡት መልስ በግልፅ እንዲነበብ እንዲፅፉልን እንጠይቃለን ።

በተማሪዎች የሚመለስ መጠይቅ

- 1. የሰውነት ማጎልመሻ ትምህርት ለመማር ደስተኛ ናችሁ ?
ሀ. አዎ ለ/ አይደለም
 - 2. ለተራ ቁጥር 1 ጥያቄ መልስዎ አይደለም ከሆነ ምክንያቱ ምንድነው?
-

- 3 በት/ት ቤታችሁ የሰውነት ማጎልመሻ ትምህርት ላይ እንዳይሳተፍ እንቅፋት ወይም ምክንያት የሆነ ነገር አለ?
ሀ. አዎ ለ/ የለም
 - 4. በተራ ቁጥር መጠይቅ መልስ አዎ ከሆነ እባክዎ አጠር ያለ መልስ መግለጫ ይስጡ
-

- 5. በመማር ማስተማር ሂደት ውስጥ የሰውነት ማጎልመሻ ትምህርት ለመማር መነሳሳትን ፈጥሮላችዋል? ሀ.አዎን ለ. አይደለም
 - 6. ለሰውነት ማጎልመሻ ትምህርት አሰጣጥ የመረጃ ወይም የማስተማሪያ መሣሪያ በቂ አቅርቦት አለ ሀ. አለ ለ. የለም
 - 7. ለተራ ቁጥር 6 መልስዎ የለም ከሆነ መፍትሔ ሊሆን የሚችለው ሀሳብ ይስጡን
-

- 8. የአካባቢያችሁ ማህበረሰብ ለሰውነት ማጎልመሻ ትምህርት ያለው አመለካከትና ችግር አለ? ሀ. አዎን ለ. የላቸውም
 - 9. በመማርና ማስተማር ሂደት የሰውነት ማጎልመሻ ትምህርትና ከሌሎች የትምህርት ክፍል ጋር በሜዳም ይሁን በክፍል ውስጥ ምን ያህል በእኩልነት ያዩታል?
ሀ/ በጣም ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ መ/ በጣም ዝቅተኛ
 - 10. ለፀኛ ተራ ቁጥር መልስ መ. ወይም በጣም ዝቅተኛ ከሆነ ምክንያቱን ይግለጹ
-

- 11. ህብረተሰቡ ለአካል ብቃት ማጎልመሻ ትምህርት ያለውን አመለካከት እንዴት ይመዘኑታል(ይገመግሙታል)?
ሀ/ በጣም ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ መ/ በጣም ዝቅተኛ

12. ለ11ኛ ተራ ቁጥር የሰጡት መልስ ሐ ወይም መ ከሆነ ምክንያት ይሆናል

ብለው ያሰቡትን ይግለፁ

13. በት/ት ቤታችሁ ውስጥ ለአካል ብቃት ማጎልመሻ ትምህርት የሚያገለግሉ እንደ

መፅሐፍት የእግር ኳስ ፤ የመረብ ኳስ ሌሎችም መሣሪያዎች በበቂ ይገኛሉ?

ሀ/ አዎ ለ/አይደለም

14. የአካል ብቃት ማጎልበቻ ትምህርትን ለመስጠት በሳምንት የተሰጠው ክ/ግዜ

መማሪያ መፅሐፍት አንጻር በቂ ነው ይላሉ ; ሀ/ አዎ ለ/ አይደለም

15. ከሚከተሉት የትኛውን መማር ትወዳለህ/ትወጃለሽ ?

ሀ/ ተግባራዊ የሜዳ ትምህርት ለ/ ሳይንስን (ታሪካዊውን) ሐ/ሁለቱንም

16. የሰውነት ማጎልመሻ ትምህርት መምህራችሁን የማስተማር ብቃቱን እንዴት ትገለፁታላችሁ?

ሀ/ በጣም ከፍተኛ ለ/ ከፍተኛ ሐ/ጥሩ መ/ በጣም ዝቅተኛ

17. የጥያቄ 16ኛ መልሳችሁ ሐ ና መ ከሆነ ወይም ከሁለት አንዱ ከሆነ ምክንያቱን ቢገልፁ

APPENDIX III
JIMMA UNIVERSITY
POST GRADUATE PROGRAM;
DEPARTMENT OF SPORT SCIENCE STUDIES

3. Interview questions for school administrators

These interviews are prepared to gather school administrator's suggestion about the factors that influence teaching and learning process of physical education and as well as to undertake survey study over the selected high school in shashamane town.

1. What is yours attitude around teaching and learning process of physical education subject?
2. Do you participate in sport activities?
3. How do you facilitate the situation of teaching and learning process of develop physical education?
4. How much do you cooperate to solve factors that influence teaching and learning process of physical education in your high school?
5. How much the schools appreciate teaching and learning process of PE?
6. Does your school have adequate teaching and learning process of PE materials?
7. What are the factors you think can influence the teaching and learning process of PE?
8. What are the solutions for those factors influence teaching and learning process of PE?

APPENDIX IV
JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Observation Checklist for Teaching and Learning Process of Physical Education

General Information

1. Date of Visit _____ Grade and Section Observed _____

2. Topic of the Lesson _____ Length of the Observation Period _____

3. Number of Periods Allotted Per/week _____

4. Number of Students in the Class _____

Bio Data of Teaching and Learning Process Being Observed

Sex _____ Age _____ Qualification _____ Major _____ Minor _____ Total experience _____

Instruction: Put Check Mark (√) in the Column Which Tells "Yes"

To Some Extent "No"

No	Variables to be observed	Yes	To some Extent	No
1	Teachers ability of explain the objective of the lesson			
2	Method of assessment and evaluation teacher use			
3	Way of time management			
4	Appropriateness of the teaching method and class organization			
5	Appropriate use of teaching aid			
6	Teachers ability to motivate student actively			
7	The knowledge of teachers in PE subject			
8	Students interest to learn PE subject			
9	Teachers ability to construct facility and equipment from local materials and utilize effectively			
10	Ability of the teacher to practicing the skill , supervise, and give feedback to enhance students skill in PE class			
11	The session of PE class per week adequate			

Declaration

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

Student Name: Firomsa Shiferaw

Signature: _____

Date: October, 2017

Place: Department of Sport science

Jimma University

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

Advisor Name: DagneGetachew(Asst.Prof)

Signature: _____

Submission Date: _____

Co- Advisor Name: AmanuEba(MS.c)

Signature: _____

Submission Date: _____

Place: Department of Sport science

Jimma University