



**COLLEGE OF NATURAL SCIENCES**

**DEPARTMENT OF SPORT SCIENCE**

**THE MAJOR CHALLENGES OF PHYSICAL EDUCATION THEORETICAL CLASS  
TEACHING LEARNING PROCESS IN GAMBELLA REGION SELECTED WOREDAS.**

**BY: DASSALE HAYILE**

**A THESIS SUBMITTED TO COLLAGE OF NATURAL SCIENCES DEPARTMENT OF  
SPORT SCIENCE OF JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OFF MSC IN SPORT SCIENCE**

**Jimma, Ethiopia**

**October 2018**

**JIMMA UNIVERSITY**  
**COLLAGE OF NATURAL SCIENCE**  
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**Jimma ,Ethiopa**

**October 2018**

**Declaration**

Research title: the major challenges of physical education theoretical class teaching learning process in Gambella region selected woredas. The undersigned, declare that this research thesis is my original work, not presented for any degree in any universities, and that all sources used for it are dully acknowledged.

_____	_____	_____
Name	signature	Date

Confirmation and approval

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

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## **Acronyms and Abbreviation**

CSA	Central Statically Agency
UNESCO	United Nation Economic Socio-Cultural Organization
PE	Physical Education
SR	Students Readiness
TP	Teachers Preparation
FB	Football
VB	Volleyball

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## Abstract

*In everyday activities human being make different thing in order to satisfy and themselves unintentionally human interests to physical education and sport for the purpose of the recreation and entertainment. UNESCO believes that physical education and sport should make more effective contribution to inculcation of fundamental human value under laying the full development of people. In Ethiopia in Gambella region, Agnuwa Zone there were still indigenous variable that define controlled space, time the nature of the game, publics events and entertainment that were conducted. In this study major problems related to teaching learning process of physical education in theoretical class at Agnuwa zone secondary school were investigated. A sample of 244 respondents from target population of 1,110 was obtained and descriptive survey research design was employed, qualitative and quantitative techniques were used to draw valid conclusion. The data were analyzed by using descriptive statistics, chi-square test of association and logistic regression model. The Pearson Chi-squared test of association showed that ready to learn physical education and study physical education subject, sex, and doing homework physical education, whether students had prior knowledge about physical education, whether students pay more attention for physical education subject, whether students had good intellectual knowledge on importance of physical education subject, year of service of teachers, whether the students study the physical education subject, whether students score good mark in physical education subject, and whether teachers use different assessment for students were significantly associated so the concerning body must consider these variables to enhance the students readiness in learning physical education. The logistic regression analysis result showed that availability of reference material, whether students study physical education subject and sex of the respondents were statistically significant factors for the readiness of the students to learn physical education in the class so stakeholders and the government should make available reference material and increase the students study time in order to increase their interest to learn physical education. Large class size had negative effect on readiness to learn physical education and when we compare very large class size with medium the readiness would decreased, so the government and stakeholders must be work hard to use minimum or medium class size so that they improve their students' interest to learn physical education as the result showed*

*in the study area*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background

In everyday activities human being make different thing in order to satisfy and themselves unintentionally human interests to physical education and sport for the purpose of the recreation and entertainment (Fairlough, and Stratton, G. 2005).

Education is a total process of learning in which knowledge, skill and habits of a group of people are transferred from one generation to next through teaching, training, and research or simply through experience that has a formative effect on the way one things feels or acts (<https://en.m.wikipedia.org/wiki>).

According to Nixon and Jewel (2008:50) physical education is an education which given mainly through physical activity to maintain and develop all aspects of personality such as physical, mental and social. It also integral component of total education and it creates an environment that stimulates that contribute to the optimal development of the individuals potentialities in life in general and sport in particular through the medium of human movement.

As UNESCO conference (1992, art.1) believing that physical education and sport should make more effective contribution to inculcation of fundamental human value under laying the full development of people, stressing the importance for peace and friendship among peoples of cooperation international governmental and nongovernmental organization responsible for physical education and sport.

In Africa in general and Ethiopia in particular, there were still indigenous variable that define and controlled space, time and the nature of the games, public events and entertainment that were conducted. For instance until 1974 revolution, Ethiopia were strictly obligated to honor the many saints and holy days of Ethiopia orthodox church which was highly influenced by Judaism and incorporated many Judaic practice. (Selemon Addis Getahun p-409).

Physical education play vital role in students development and growth. It is link to good healthy it promote academic learning, it is program for muscle strength and fitness, it build self-esteem



,it develops cooperation, team work and sport friend ship skill and it promote physically activities life style(ibidi;63).

Even though, it has their roles it has this roles, the teaching learning process are affected by the following such as teacher and heads attitudes, frequency of physical education less on observation and supervision teaching and reading materials, availability of equipment, sport specific playing facility and physical education syllabus interpretation and user friend lines(Beal 1997).

High school physical education program is the primary venue achieving active life style. Their potential to contribute to the health goals in enormous, and in some schools, physical education is regarded as integral components of comprehensive school health program (Macdonald, D.1990).

These programs can reach the mission of students; can help them to develop skills, understandings and habits for a healthy lifestyle. Health policy reports call for daily, high quality physical education for all students. High school physical education in addition to improvement in the student's physical skills and well-being, the critical condition that it can make to his/her development is becoming more widely recommended and accepted in school psychological health and academic areas is becoming more widely recognize and accepted in most countries. But currently, in Ethiopia, specifically in Gambella physical education is not considered that much a significant subject. Since most high schools in Ethiopia, the time allotment reduced to one period per week, the number of students participating in daily education is declining and some researchers show that, daily participation in physical education by high school students decreased.(Tadese Gizachew may 2012.page-2 AA University).

## **1.2 Statement Problem**

Educational program will be successful if the teaching learning process going on effectively and efficiently. But the teaching learning process is determined by different factors. As different empirical study reveals, for instance the research conducted by Muluneh Girma( 2012) entitled “ the major problem in the teaching learning process of physical education in Ethiopia” shows that physical education affected by teachers related problem, student related problem and working condition in the school. However teaching learning process of physical education does not only affected by this variable rather it also affected by variable such as; gender, religion, parents, curriculum, period allotment, environment(hotness) , facility and equipment.

In Gambella region, Agnuwa zone in three high schools such as Pungido, Gog and Dippa the challenges of teaching physical education theoretical class were observed as most of schools teachers, students family and the researcher confirmed. In the current study area the challenges facing physical education theoretical class was sophisticated and hard to know the basic causes of the problem since there was no previous study which was intended to know and solve the existing problem in the study area even it is the government and stakeholders concern to know and solve the challenges and the problem from its root. So the our study was intended to show and fill the existing gap so that stakeholders and government can interfere to come up to solve or minimize the challenges in learning and teaching process in the study area and other researchers can continue to study and find ultimate solution for the problem.

So, the aim of this study is to investigate the major problem of teaching learning process in physical education by including those variables in the element of the study to recommend possible policy option for identified gaps from previous research.

## **Research Question**

To conduct the research work the following research question are raised:

- To what extent students are read to learn physical education theoretical class.
- To what extent teachers preparation towards physical education theoretical class.

- To what extent student family support towards physical education theoretical class.
- To what extent attitude of school administration, students, students' parent and class size towards physical education theoretical class.
- To what extent availability of teaching aid and teacher teaching approach for physical education theoretical class.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objectives**

The main objective of this study is to investigate the major problem in the teaching learning process of physical education in theoretical class at Agnuwa zone secondary school.

#### **1.3.2 Specific Objectives**

- To identify student readiness to learn physical education theoretical class.
- To identify teacher preparation to teach physical education theoretical class.
- To identify student family support to ward physical education theoretical class.
- To identify the attitude of school administration, students, student's parent and class size towards physical education theoretical class.
- To identify the availability of teaching aid and teacher teaching approach for physical education theoretical class.

### **1.4 Significance of the Study**

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

power & material) resources. Therefore, the researcher believes that the results of the study were provide the following benefits.

- The research can help different stockholders should come up with solutions possible interventions and strategies.
- It may help policy makers and educational leaders to examine and evaluate the relevance of curriculum appropriateness to the grade level and review accordingly;
- And it may help in prioritizing the existing education problems so as to give emphasis and reduce problems and affect the quality of secondary physical education
- It will encourage other researchers to conduct research of the same topic.
- It greatly helps the school administrative bodies, physical education teachers, other subject teachers, parents, as well as others researchers to use this finding as stepping stone and to make further studies.
- It can add to literature.

### **1.5 Delimitation of the Study**

The research was carried out any research work important to delimit the scope of the study to manageable size in order to investigate the problem thoroughly. The study was delimit to search out major problems of the school in teaching learning physical education and tries point what major factors prevail in the school and whether they are internal moreover, the problem are teacher related, student related or other and what are the role of teachers; student and society to face the problems with. Geographically, the study conducted on Agnuwa zone (pungido, Gog and Dippa) high School.

### **1.6 Limitations of the Study**

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

## 1.7 Organization of the Study

The study were consist five chapters, chapter one is about the problems and its approach, statement of the problems, research questions, objective of the study, significance of the study, delimitation of the study, limitation of the study, and definition of operational key terms. Chapter two is about review of related literatures. Chapter three deals about research design and methodology of the study and chapter four discusses about data presentation, analysis and interpretation. The last chapter five includes summary, conclusions and recommendations.

## 1.8 Operational Definition

- Class size –the number of students per class (<https://en.m.wikipedia.org/wiki/>).
- Formative -having an important influence on the way someone or something develops. (<https://en.m.wikipedia.org/wiki/>).
- Integral- forming a necessary part of something (<https://en.m.wikipedia.org/wiki/>).
- Underlying- the cause of something but, not easily noticed (<https://en.m.wikipedia.org/wiki/>).
- Indigenous- people or thing has always been in the place where they are, rather than being brought there from somewhere else (<https://en.m.wikipedia.org/wiki/>).
- Obligated- thanks or acknowledge someone very politely (<https://en.m.wikipedia.org/wiki/>).
- Honor- respect (i.e. the respect that you, your family, your country etc. receive from other people which makes you feel proud (<https://en.m.wikipedia.org/wiki/>).
- Saint – informal someone who is extremely good, kind or patient (<https://en.m.wikipedia.org/wiki/>).
- Academic- Relating to education, especially at college or university level. concerning with studying books as opposed to practical work or good studying. (<https://en.m.wikipedia.org/wiki/>).

- Syllabus- plan that states exactly what students at school or college should learn in a particular subject. (<https://en.m.wikipedia.org/wiki/>).
- Ascertain- Check or to find someone. (<https://en.m.wikipedia.org/wiki/>).
- Prevail- If beliefs, customs, situation etc. win it exists among a group of people at a certain time. (<https://en.m.wikipedia.org/wiki/>).

## **CHAPTER TWO**

### **2. REVIEW OF THE RELATED LITERATURE**

#### **2.1 Major Problems of Physical Education in School**

There are several factors that affect the teaching learning influential factors can be classified broadly in process of physical education in many then to internal and external factors. (Deboraa 1994:110).

##### **2.1.1. Internal Factors**

Internal factors are factors resulted from the school community and in the school compound. These factors can include teacher's related factors and methods of teaching experience, student related that interest to the subject their back ground and school facility that availability and scarcity of teaching materials and utilization are strongly influence the quality of teaching physical education in school.

##### **2.1.1.1 Teacher Related Factors**

##### **2.1.1. Challenges Related With the Teacher**

As far as teachers are concerned the international of education remarked, "no one is in any doubt that the chief agent in the process of educational reform is the teacher." Posner (1992) also stated the teachers' plays crucial role in determining the success failure of curriculum implementation and teaching effectiveness. Thus the teacher with his/her altitude, skill, and experience is the most important of all in determining the success or failure the process of curriculum implementation let's have a look at each dimension turn by turn.

##### **A. Teachers Attitude**

Is the basic ground to act in a positive or negative way towards persons, ideas or events happening in the environment? And most educators are convinced those teacher attitudes are very important dimensions. Those teacher attitudes are very important dimensions in the teaching process. A successful innovation depends substantially on teacher's attitude towards proposed curriculum alterations. Students with teachers of positive attitude towards teaching and

the curriculum are found to be high-level achieves in learning (Keynes 1986, cooper 1986 and Calhan 1988), consider the teacher's attitude as very important aspects in the teaching learning process.

The trust is the important ingredient, which the facilitator provides. The more effective teacher were related higher on every attitude measured by any inventory, they were seen as more real, as having higher level of regard for their students showed more empathies understanding. No matter how good the written curriculum is and the extent of back resource supplied, no matter how much incentive (through stick or carrot) is applied through the accountability of a national assessment scheme, no matter how much politicians exhort, unless teachers are with a goods enthusiasm for the subject and method with their students, teaching will never become better than adequate (Wool 1994).

Teacher attitude and performance are correspondence according to cooper (1986) teacher's attitudes are very important and have the direct effect on our behavior, they determine how we view ourselves and interact with the environment. Therefore, without the positive attitudes to the subject and approaches of teaching, not teachers to be effective in any way negative attitude may harm or injure the whole process of teaching, a teacher with positive attitude and the necessary theoretical and technical knowhow is the one who can demonstrate his/her ability to bring about the intended learning our comes.

## **B. Teacher's Skill**

One of the skills required by the teachers to resolve challenges effectively to promote effective teaching learning environment of physical education is his/her pedagogical belief. In relation to pedagogical belief (skill) O. Neil(1995) writes:"Given that s syllabus statement is text from which readers must construct meanings on which to plan actions, teachers interpret syllabus statements on the bases of their pre-constructed conceptualizations of the subject and their pedagogical theory of what it means to teach and learn."

The other challenges related to teachers is the knowledge they have in relation to this, McCormick, et al, (1995) mentioned that teachers will teach best in areas which they are knowledgeable, have effective materials and techniques, Waltey (1981), Posner (1992), Bennet and carre (1995) also claimed that teacher's knowledge and understanding of the subject matter



is a major challenges that influence teaching learning process of physical education an effective teacher has a quality to engaged different activities in education. Harrison (1989) regarding the quality of effective teacher writes.

- Aspiring high expectations for students
- Managing classes in ways that increase academic learning time and opportunities to learn
- Creating a supportive learning environment in which students are treated as individuals and in which they know that help is available.
- Selecting material at an appropriate level of difficulty for students moves then trough at a rapid face and accomplishes this is small.
- Teaching to mastery
- Employing active, direct instruction, including teacher controlled coverage of extensive content through structured learning activities and appropriate pacing monitoring of pupil performance immediate academically oriented feedback and a task oriented get relaxed environment.

According to Wuest and Lombarido (1994) beyond the pedagogical responsibilities teachers are expected to participate in instructional responsibilities.

“Health and physical education teacher must assume other responsibilities in addition to their pedagogical responsibilities some of these responsibilities are explicitly stated in teacher contacts, while others are unwritten expectations for teachers. These institutional responsibilities are wide ranging encompassing such tasks as supervision, advisement, counseling, parent conferencing, and participating on school wide committees, and professional responsibilities.”

In addition to this health and physical education teachers must be minded full of their professional obligation another important skill required by the teacher is the skill of lesson presentation this means the ability to transfer knowledge effectively to the learner a good questioner, demonstrator, good skill full to class room management etc are important skills.

### **C. Teacher experience**

Is another important challenge that contributes to the effective teaching learning process of P.E in this case usually, teachers experience is expected to have positive relationship with teaching effectiveness. A longitudinal study concocted for five years with one group of teachers showed

that there is a significant quality increase in teaching behavior. Such as, making instruction systematic and stimulating (Adams, 1982). Adams and others (1980), Adams and Martray (1981) have also found out that teachers' self concern decreased in magnitude from the time of student teaching practice through five year teaching, while task pattern related to instruction increased along with more years of service in underlining the importance of experience.

Feiman-Nasmer and Buchmann (1985) stated that firsthand experience is particularly evident in contributing to learn to teach. Similarly, Vare (1994) reorganized the positive side of experience arguing experienced school teachers work with college professors as partners to prepare perspective teacher and to facilitate the continual professional development of teachers furthermore, Borko and Butcher (1984) have indicated that lower level of teaching performance would be obtained with less experienced teachers (below 6 years of teaching) than those with more experience (minimum of 6years).

Gage and others (1960) also found that teaches with less than 5 years of service tend to be rated lower than teachers with more than 8 years of service. Erkyhun and other (1991) have spotted positive correlation between experience and performance of teaching there by including the higher the service year's teachers have the better performance they could have a teaching and lesson planning.

Other than experience and attitude, teachers' qualification, as indicator of the quality and quality of training received, has remained to have a telling effect on effective instructional performance. In line with this, UNESCO (1966) has stressed, "Advance in education depends largely on the qualification and ability of the staff..." and the major challenges is limiting teaches' awareness was found to be deficiency in training programs.

### **2.1.2 Challenges related with the administrator**

The organizational factor:-

- Instructional Facilities and Material
- Class Size
- Time Management Skill
- Effects of the school context on teacher- student relation

### **A. Instructional Facilities and Material**

According to Mitzal (in Azeb, 1998) any discussion of class room organization must begin with some attention to resources and facilities that the specific setup demands or effectiveness of PE teaching learning process.

Mitzel further describes that, when there is no lack of equipment and materials that appear geographically to the understanding of the pupil, teaching cannot be challenged indeed. In light of this statement Tirusew (1998) also describes that for effective teaching learning to take place, class room must be adequately organized and conducive enough.

The crux of educational quality among others heavily relies up on the environmental (both internal and external) conditions and materials of the class room whenever theoretical issues are presented in classrooms for students, it is practically proved that students get the most out of them when they are supported by teaching materials (Houlok, 1990). The writer further maintained that classroom should have furniture that are comfortable and easy to move from one point to another and can be arranged for different purposes. The same writer argued that a class room should encompass teaching materials like text books. Guides maps chart spin boards, play grounds etc.

There for, teaching materials and other classroom situations are pare amount importance in the process of teaching and learning where tack of appropriate materials appropriate material result in hampering effective transmission of knowledge.

### **B. Class Size**

It refers to the no of pupils require scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher (Manre, 1956) class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning.

According to Tirusew (1998), since teaching learning process depends almost entirely on communication between teachers and students, the no of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the large the size of the students' number in a class, the more difficult communication between the teacher and

students becomes, the more the effectiveness of teaching will be hindered, and the lower the quality of education will be.

There are arguments, which support the idea, that class size by itself has methods of teaching. But on the other side there are scholars who strongly favor the need for appropriate no of students in one class. The idea of class size is becoming a concern and an essential point of discussion among scholars.

Because it is assumed that as the class size increase, students face any or all of the following problems any Gibbs cited in Barneit (1995):

- Lack of clarity of purpose
- Lack of knowledge about progress
- Lack of advice on improvement
- In ability to support independent study
- Inability to support wide reading
- Lack of opportunity to discussions
- An ability to scope with variety of studies
- An ability to motivate students. In the same token smith (1961) has also mentioned the following disadvantages that come as the result of large class
- Individualization of instruction in limited
- Instruction tends to be lecture with out-group participation
- Oral communications with in the classroom from pupil to pupil and to teachers and minimized.
- Written work is assigned less frequently and when assigned, receives less teacher attention
- Pupils are less well known to teachers as individuals.

A universal complaint, even among teachers with usual success large section, was inability in such classes to find adequate time to treat individual difference in pupils (Monere, 1956), a study made in the united states of America as in the policy of 1960's indicated that 35 in the maximum limit for effective school classes. Harries (1960) also mentioned that the clan size in school as teacher taught 30 to 34 students each in 27% of the states; while in the other 18% of states fewer than 25% students, in 11% of them 40 or more students to be taught the average was 31 students in one class.

Smith (1961) supports the idea of having limited class size. He asserted that class room contains exceeding 25 pupils is becoming large and when the class size is increased to 30 or more, educator believe instruction suffers at the same time, it tended to encourage closer and more personnel staff, student relationship.

As to how many students to have in secondary school classrooms there is a general consensus among educators in the field that the number of students is to be, relatively smaller. Knapp (1968) noted that.

“Generally speaking, classes should be limited to 30 students and 40 should be regarded as a maximum it is true, of course, that type of program, teaching method and available facilities affect the number that can adequately be provided for in one class. An undesirable lock-step program, which pays little or no attention for individualization of instruction, can accommodate large numbers in small spaces. Command response teaching, in which all members of a group respond with a definite movement to a teacher command, puts little premium on small classes.”

Beside, Knapp (1968) in trying to answer the question, how class size affect effective teaching? He replied a teacher who approaches individual instruction by insisting upon guiding every detail of every student’s movement can provide individual instruction for only a very small group.

Therefore, instruction in limited class size requires more preparation before class begin. Space equipment and activities must be clearly determined to efficiently organize at least two groups working simultaneously with in the same area. Provision must be made for providing information to the group clearly, quickly, and efficiently to avoid student’s dependence on the teacher (as in the command style lesson) for direction, visual information, modeling, and explanations.

### **C. Time Management Skill**

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

Time wasters have an adverse effect on student learning in classroom. Those students who spend more time on pursuing the course contents are able to learn more and resultantly achieve better results. Teachers do make class room time schedules but it is not enough, what matters are as to how effectively the allocated time used. An effective use of class room time and schedule will have a positive effect on scholastic achievement of students.

The positive results of effective time use have prompted researchers to study it in more detail and various terminologies have emerged as under;

- Allocated time
- Engaged time
- Academic learning time

A teacher who believes in effective class room time management will always make a proper plan for the time to be spent in the class. He will avoid late coming as this gives the student time to build noise level which takes time to subside and is thus a time waster. A good time management teacher would always tell the rules and regulations to the students to be followed in the class room along with the expected behavior (Sadker and Sadker, 1986).

### **2.1.3. Effects of the school context on teacher- student relation**

Teacher-student relations, as one aspect of school climate, can be expected to depend not only on the individual characteristics of the different actors within a school and on the school processes, but also on the external context. Therefore, this section examines the effects of different aspects of the school context on school climate at the school level.

The following context variables were considered: private versus public management of the school; whether the school is located in a city or in a town, hamlet, village or rural area; the social background of the students (the school average of teachers' estimation of the percentage of students whose parents have complete [upper secondary education] or higher in the target classes in a school); and teachers' estimation of the average ability of students compared with students of the same age at the school level. All effects were examined at the school level. At the same time teacher characteristics (gender, years of experience as a teacher, level of education and subject taught in the target class) were controlled for at the individual level.

### **A. Classroom Management**

When a teacher starts off on their first teaching job, there are going to be many situations that they feel they were not prepared to address. Whether it is dealing with misbehavior, establishing an effective classroom environment or keeping control of their students, researchers feel that classroom management is one of the most significant challenges experienced by first year teachers when it comes to planning and organizing within physical education. Simply stated, effective classroom management is one of the most difficult but important practices when teaching physical education (Sadkar&sadkar, 1986).

### **B. Issues When Dealing With Classroom Management**

With constant changes to the curriculum, the number of students per class, the type of activities, the amount of students with disabilities, the availability of resources, etc., developing strategies to run a successful class and/or program will always be a challenge for teachers. Specifically, I chose to focus on three key aspects of classroom management: safety issues, effective lesson planning and delivery, and motivational and behavioral problems among students. All of the aforementioned issues require the teacher to adjust plans to fit the specific circumstances of each class in order to maintain a level of organization that satisfies the learning environment.

### **C. Improvement of Student Attitudes**

Sadker and Sadker (1986) explain that changes in student's behavior take place in the following ways:

1. Dramatic increase in student response.
2. Statements supported by evidences.
3. Enhanced thinking process.
4. taking inattentive in discussion.
5. Problems regarding discipline minimized to measure complexity.
6. Enhanced achievements on written tests to measures complexity in thinking.

### **D. Development of Self-confidence in Students**

Teaching is one of the most challenging professions. Working with young people as they develop their personality is a rewarding experience. Teachers help to develop the minds of young people to the end that they can cope with problems affecting our country's future (Gilchrist et al., 1985).

To teach successfully, one must plan successfully. Successful planning means knowing how to facilitate a positive learning experience for all students. The teacher uses his/her best professional judgment to decide which method; strategy and technique will work best for a particular situation.

Teacher training is focused on methods, courses and areas of content specialty. It is as if we assume that once a person knows many facts about a particular subject, he or she can teach it to others; or in the case of elementary and secondary education, if teacher studies a subject in depth and learns methods of instruction, he or she will then be a good teacher.

## **2.2 Program objectives of curriculum design**

According to (Jessica L. Fraser-Thomas (2002), Program objectives of curriculum design included under listed points.

1. Articulate basic physical education knowledge, central physical education concepts, and pedagogical practices within the field of physical education. Articulate basic health knowledge, central health concepts, health tools of inquiry, and pedagogical practices within the field of health education.
2. Develop a professional philosophy consistent with current National Association for Sport and Physical Education (NASPE) and state physical education standards, developmentally appropriate curriculum and instructional design, assessment, and professional development. Develop a professional philosophy consistent with current research findings and best practices in health education, curriculum and instructional design, assessment and professional development.
3. Identify the role, function, and responsibility of a physical education teacher and physical education program coordinator as part of the grade physical education program. Identify the role, function, and responsibility of a health education teacher and health education program coordinator as part of the comprehensive school health program.
4. Assess informally student physical education and health education needs based on a student's prior physical education experiences, physical fitness level, interests and needs in order to implement quality physical education instruction. Assess informally student health needs based on a student's prior knowledge, interests and needs in order to implement quality health instruction.



5. Identify and articulate the concepts and skills contained in the current state and NASPE physical education standards in the development of curriculum and instruction. Identify and articulate current state and national health standards in the development of curriculum and instruction. Identify and articulate the concepts and skills contained in the current state and national health standards in the development of curriculum and instruction.
6. Design and deliver developmentally appropriate instructional programs based on stated goals and objectives contained in the current state and NASPE standards. Design and deliver developmentally appropriate instructional programs based on stated goals and objectives contained in the current state and national health standards, assessment data, utilizing the CDC guidelines for effective school health programs as the major health content organizer.
7. Analyze and articulate the social, cultural, economic and political factors that affect physical education engagement, home-school relations, and classroom strategies in physical and health education.
8. Evaluate commercial physical education programs as well as state, national, and international resources utilizing research-based principles in physical education curriculum, instruction and assessment. Critically evaluate developmentally appropriate commercial health education programs as well as state, national, and international resources utilizing research-based and best practices principles in health education curriculum, instruction, and assessment.
9. Implement effective developmentally appropriate instructional approaches including the use of media and technology, multiple intelligences, differentiated instruction and brain based learning that will create learning experiences that will meet the diverse needs of pupils, the community and curricular goals.
10. Apply formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of the pupil.
11. Reflect and evaluate the impact of his or her instructional capacity on others (e.g. learners, parents/guardians, and other professionals) as well as his/her class room management skills and seek opportunities to grow professionally (i.e. Wisconsin Family and Consumer Educators, and Wisconsin Association for Health, Physical Education, Recreation, and Dance).

### **2.2.1 Functional Curriculum**

Learning via a functional curriculum encompasses the student's life choices, his or her community, school, work and family; it is a process whereby the team engages, with the individual, in supported decision making and the selection of experiences to enhance independence.

Generally, students who access a functional curriculum are identified as having moderate, severe or profound impairments in cognition and severe deficits in adaptive functioning as evaluated through the comprehensive assessment process. These students have significant challenges learning, maintaining and generalizing new skills, and have not kept pace with same age peers in the acquisition of skills. Direct instruction is needed, at all levels of schooling, to address skill development in functional academics, decision making, problem solving and the facilitation, initiation or contribution of new or related ideas to new learning environments (Using Our Strengths, 1992).

A functional curriculum focuses on functional skill development necessary for enhanced participation in society as adults. It is a curriculum that starts early in the student's schooling, focuses on skills that are demanded in everyday life and incorporates the student's present and future strengths and needs.

### **2.2.2 Implementing a physical education curriculum**

The presage variable, the traits and characteristics of teachers and students as they interact in classes, guides teachers in their lesson preparations. The context variable, the school environment, includes the school's physical structure, equipment, and other resources. The program variable refers to the specific content and subject matter of the curriculum. The day-to-day routines and delivery systems are the process variable (the interacting processes). Finally, the product variable refers to students' learning and appreciation in classes, often considered the evaluation variable (Al-Afandi. M. A. and N. A. Baloch. (1980).

Because the Model of Intervention identifies the many variables that observers must consider when studying the teaching process in a PE setting, and also outlines the complex interplay among these variables, the model allowed examining in a structured manner the wide of factors that challenges on implementation. In sum, those cases obstacles to identify, understand, and organize school attitude about the implementation process.

## **2.3 Inclusive Physical Education**

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 the 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).

Teacher's instruction is focused on the needs and interests of the majority of students, but fails to account for those of all students. In classes where a majority of the students like to compete, how does a physical education teacher construct a lesson plan that addresses the needs of everyone? Some of students don't like to compete". What effect might a lesson plan that includes a great deal of competition have on the students who dislike competition? "Students like physical education when the curriculum has relevancy to their lives, reflects variety and choice". Due to the inability of the physical education instructor to adapt their lesson plan in a way that would appeal to all students, those students may have a negative view of physical education and be reluctant to adopt a life-long, physically active lifestyle. Due to the inability of this instructor to be creative and alter their program to include non-traditional activities. Generally the system must include adapted physical education.

### **2.3.1 Planning for Inclusion in Physical Education**

Every Physical Educator will be faced with the issue of inclusion and diversity in their classroom. These issues may include resolving gender differences and stereotypes, integrating students with physical and mental disabilities into activities and successfully including students of various skill levels in a physical education program. A physical education teacher must be prepared for the unexpected, and ready for the challenges that may arise frequently throughout the day.

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)).

The physical education teacher is also faced with the challenge of ensuring the lesson is adaptable to the situation for which the lesson is being taught in. This may be a change in location, or a difference in the number of students. The final issue is whether a physical education teacher feels prepared coming out of university.

#### **2.1.1.1 Teachers' and Learner' Attitudes towards Physical Education**

Factors that teacher related factors can be considered the major in fluencies factors. Thus include attends thinking of teachers as teachers professionals relationship, teachers student relationship teaching style and teaching experience. These factors by one way or another way affect the teaching leaning process in any subject in general physic education in particularity.

Mc Cullum et al. (2005), Decoby et al. (2005), and Dewyer et al. (2003), have reported of teacher-associated barriers in the primary schools curriculum. The obstacles include, Teachers lack of confidence or interest in handling PE activities; teachers not planning PE documents, having had personal negative knowledge in PE and absence of training, understanding, skill and prerequisites to provide PE as cited by Xiang et al. (2002).

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

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

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

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

A study carried out by Gitonga et al. (2011) of teacher-trainee attitude towards PE has been noted in Kenyan primary schools. Njoroge affirms that in all the teachers colleges, PE is mandatory for every teacher learner and must be taken in spite of 19 interests, gender, age or physical environment. Therefore, students and teachers appear to correlate the subject with little esteem. The negative attitude factors developed by the trainee-teachers are carried to schools they are posted to after training.

Sakwa et al. (2003) investigated secondary school learners' attitudes towards participation in physical education programs, and the students' attitudes and their performance. Sakwa et al. (2003) found that students have positive attitudes towards participation in physical education and that their performance is significantly above average. Practices of the precedent are also clear in the methodologies used in the delivery of PE lessons.

### **Teacher's experience**

As Deborah Aw very (1994:53) stated that becoming on effective teachers require commitment practice and the ability to reflect up on and learn one experience. The further explained about the behavior of teachers also conserved about the impact there teaching, that is effectiveness in promote student learning qualification of teachers is also can be considered a fact or for education it is first and four most problem of qualification.

Aureso magazine prospects (1994:107) put it as follows teachers prepare is the key to educational reform the best curriculum will be useless If component of teachers are not available it is obvious that the teachers is essential figure in school .setting so as to carry but teaching learning process . Efficiency- besides the aforementioned factors inefficiency of teachers resulted from poor facility, lowing come, large number of student and administrative influence contribute a lot of negatively on teaching learning process.

According to unpublished(2005:103) there are some factors that affect teacher's moral or create dissatisfaction in their job this include, unpleasant and unset is factory working condition many instance low salaries lack of permanent tenure insufficient and poor quality of equipment in many schools lack of percentage of teacher's and poor administrative leadership in many schools. In general these and other factors affect the effective teaching learning situation in school particularly in physical education. Professional relationship teacher's it is the other important factor for the effectiveness of teaching with other member the school staff and administration. According to Deborah AW (1994:105) professional situation serious problem it. If hinders professional development because it deprives of opportunity to exchange ideas pertaining circular instructs and matters. Teachers student relation is also one aspect of teaching learning process Deborah A (1994) P.49 stated that "good port with students and a collaborative productive relationship contributed."

### **2.1.12 Student Related Problem**

Student related factors are factors that are associated with student backgrounds knowledge, skill and motivation or interest.

#### **Background of student**

Student in school comes from different social groups with different background either from the society or from their primary school.

Thus students vary in their fallen, participation and knowledge having such mixed groups in Case creates problems to teach and participate the student in physical exercise. Student motivation -the other and basic factors in student interest to the subject (physical education). Deborah (199:155 ) stated as stated as "student is a critical issue in physical education"

Morgan (1986) was also explained motivation as force that leads to certain target or aim moreover as force that leads to certain target or aim who is not more over Burton (1962) wrote.

The motivated of student learns more rapidly than one who is not motivated. These and other imply that there is direct relationship between motivation and learning.

In general motivation is concerned as a corner stone for success in any field (learning) to us successful physical education experience. As the stated above positive relationship between teachers and student is essential for the successful and effective transmission of physical education.

### **2.1.1.3 Working condition in the school**

As part of internal factors that is factors influenced the teaching of physical education in the school working condition play great role weather positively or negatively. These include school facilities, materials supply numbers of students in a class and management as well as teachers, relation with staff and principal since physical education is dominated by activity.

On the different facilities should full filled to perform very well some of the required facilities are food ball field, library volleyball field, basketball field water supply Light and power supply etc. the absence and availability of such facilities determines the qualities of physical education in any school.

The other critical factors is abundance of teaching material and aides, alike other subjects physical education require more materials and their proper utilization obscure effective implementation of physical education in the schools. The other factors that has negative effect on teaching physical education is number of in class. Successful implementation on the teaching the learning process determined (in influenced by number of student) that means, if there is large number of student it is difficult to manage, fallow there activates and group and give physical exercise with a period, therefore optimum and manage because class size is necessary for effective teaching physical education.

To put it is another school environment or working condition are determinate for the teaching learning process of physical education address needed content and to achieve the intended objective education.

### **2.1.2 External Factor**

According to the researchers external factors are factors that affect the teaching learning process of physical in the school. They are created environmentally and outside society. External face factors include:

- School society relationship in terms of supporting
- The school in materials and lore co- operation

Environmental condition

#### **2.1.2.1 Environmental condition**

Environmental condition such as a climate distractive situation etc can affect the teaching process in any field of study climate is one of the influential environmental factors for teaching education inside of the classroom or outside of the classroom.

Robert (1986:4) stated that if there is distribution around the classroom or the field, there will have difficulty on something therefore organizing area coping with destruction and or avoiding destruction is required for effective teaching and learning process of physicals education.

#### **2.1.2.2 Public relation**

“Public relation is the establishment and maintenance of effective two way communication given an organization and it public relation involves ongoing commensuration between the school and its public specially student parents, school personnel community menders and decision maters” Deborah (1994:206) it simply the relationship between the school and society. Gaining and maintaining support for the physical education program is an important responsibility of each



physical education teacher, therefore physical education public relations efforts must be specifically directed toward achieving public understanding and support for its program

There are many methods and technique for public relation well going communication between public and school are important to initiate parents in supporting the school in materials as well as finance. There technique includes: Newspaper, radio, television, magazine, student grade reports, festivals, and the participation of the student in physical education.

According to Deborah (1994:26) involving members of publics creates opportunity for the well-being of the two way commutation this can be done through investing parent and community members with special experience to serve as guest instructors in the direction

According to the researchers the availability and use of campus filets contributes all of create positive public relations and effective implementation of physical education programs. Generally the establishment and maintenance of effective to way communication between an organization and its publics is one of the major factors for implementation.

### **2.3 The role of teacher and student**

Although several factors affect school activities different group of community have their own role to reduce or ovoid the influence of these factors

#### **2.3.1 The role of teacher**

Effective and efficient teachers have a capacity organize facilitate and mobile the pure and school community for the implementation of physical education program. It is not teachers can affect physical education and negatively. Therefore, as part of professional and conceded body teachers play great roles in terms of improving their students besides teachers must select appropriate method of teaching for each and every lesson.

#### **2.3.2 The role of student**

Students are one of the major groups of individuals at the school in teaching process. The student as the school should be interested, motivated and participated on the activities of physicals education are most important. Thus for fulfillment of physical education performing the student are taken contra part. Therefore, the role of student is very great in the school activities

specifically in physical education increasing problem or in reducing or avoiding problem to totally.

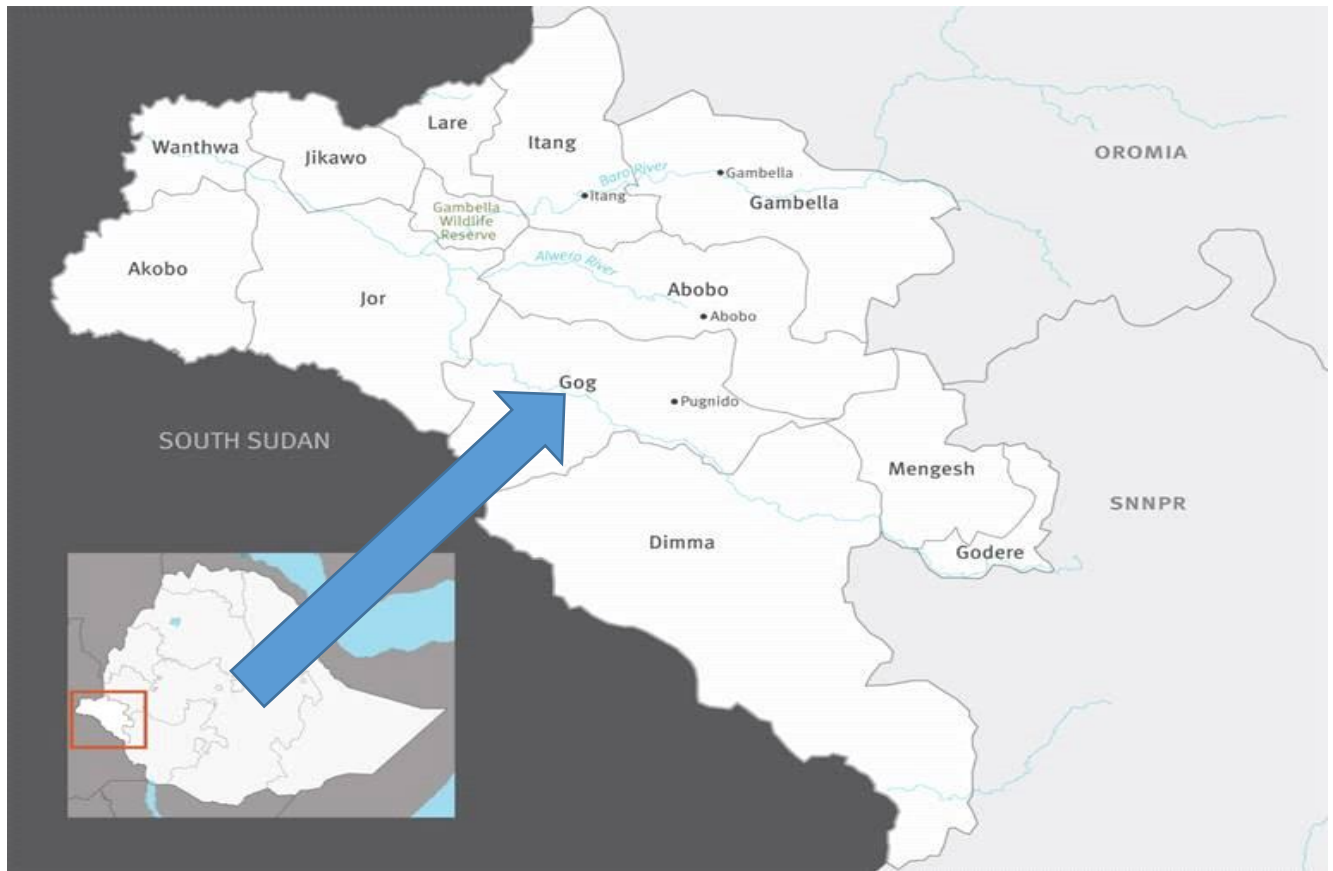
## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY**

#### **3.1 Study Area**

This study was conducted three high schools of Goge district (pungido, Gog and Dippa) of Agnuwa zone, Gambella Regional state, located western part of Ethiopia. The Woreda is located 90km away from Regional city, Gambella which is 870km far from Addis Ababa. Accordingly

Agnuwa zone is the three zones of Gambella regional states. Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), the Gambella Region has total population of 306,916, consisting of 159,679 men and 147,237 women; urban inhabitants number 77,878 or 25.37% of the population. With an estimated area of 25,802.01 square kilometres, this region has an estimated density of 9.57 people per square kilometre.



**Figure 3:1 a Map of Gambella Regional State**

### **3.2 Research Design**

In this research descriptive survey research design was employed to get information concerning the status of the major challenges of teaching learning physical education process in theoretical class in Gambella region Agnuwa zone some selected woreda. Qualitative and quantitative techniques were used the researcher to draw valid conclusions.

### **3.3 Sampling Method**

Sampling method is a system of taking small ratio of observation from large population with the aim of getting information of those large populations from the sampled observation by using some statistical techniques. There are different kinds of sampling designs depending on the type of study being conducted. The kind of conclusions the researcher would like to draw from the study results.

Generally, there are two broad categories of sampling: probabilistic and non-probabilistic sampling. The probability sampling is also known as random sampling. Probability sampling is based on the concept of random selection. In this type of sampling, the unit of the population is chosen by means of certain procedure which insure that; every member of population as one fixed probability of being included in sample. Probability sampling is the most preferred type of sampling because of the following characteristics. The units of the populations are not selected based on the dictation of the researcher. Each unit in the population has some known probability of entering sample. Weights appropriate to the probabilities are used in the analysis of the sample. The process of sampling is automatic in one or more steps of selection of units in the sample.

There are four common methods of selecting probability sample. These are: simple random sampling, cluster random sampling, stratified random sampling and systematic random sampling. Among those four types of sampling method the researcher used simple random sampling method.

Simple random sampling is random sample in which each unit of the population is given an equal chance of being selected. In this method, the selected unit does not affecting the selection of any other. Each member in population has equal chance of being selected.

### **3.4 Sample size determinations**

One of the most common question will have to ask to survey methodology is sample size determination as it is known and appropriate, sample size is one of the mean of going higher precision. It is determined by using sample survey. The sample size determination formula adopted for this study is Cochran formula.

$$n = \frac{\left(\frac{z\alpha}{2}\right)^2 p(1 - p)}{d^2}$$

Normally the sample size determination requires three factors such as; Level of precision, Margin of error, and Level of significance.

Select some questions which contain almost all the remaining question. The selected question as the response is used to form total response in categorical form.

According to the above formula the overall sample size is as follows:

$$n = \frac{(z\alpha/2)^2 p(1-p)}{d^2}$$

Where

p=proportion of students who were ready to learn physical education=0.5

q= proportion of students who were not ready to learn physical education =0.5

Since we had no previous study results or parameters

n= sample size

N= Total population=1100

$\alpha$ = level of significance (0.05)

d= margin of error = 0.0395, small number which can reduce the difference between population parameter and sample data result.

Confidence level was 95% that is  $\alpha=0.05$ ,  $n = \frac{(1.96)^2 0.5(0.5)}{0.00395} = 244$ , therefore the sample size of this study was 244.

BACK GROUND OF RESPONDANT				
N0	Variable	Alternatives	Frequency	Percent
	Sex	Male	151	63.1
		Female	90	36.9
		Total	241	100
	School	Pungido	83	34.0
		Gog	67	27.5
		Dippa	94	38.5
		Total	238	100

	Teacher	Male	4	66.7
		Female	2	33.3
		Total	6	100
	School administration	Male	3	100
		Female	-	-
		Total	3	100
			244	100

### 3.5 Source of Data

Goge woreda high school. The researcher was select three purposefully schools were selected which was found in the Goge woreda. So pungido ,Gog and Dipa schools selected to investigate the study area. The data source were be students, teachers and schools administrators and document analysis.

#### 3.5.1 Primary Data

In order collect information about teaching learning process of PE the primary data was used through questionnaire, focus group discussion and observation checklist.

### 3.6 Data Collection Methods

The data for the research was collect through questionnaires, observation and interview by using tape recorder.

Questionnaires: Having both close ended and open-ended are prepare to collect data which relevant to the study. The basic rational reason on behind using questionnaires as methods of data to collect data is that, the shortage of time to collect data. It enables to collect data quickly and to gain clear and short in formation we will use questionnaires method of data collection for student, and physical education teachers.

Interview: the information valuable to the study was collect better through this method face to face from the key information and by using mobile recorded.

The reason why interview use it is better to generate extra information and generate detailed information to conduct with school administration.

Observation: The researchers also was use observation method to triangulate the data can collect information and plot the data in the check list.

### 3.7 Data Collecting Procedure

In time of collecting data first interview was employed as learn physical education in theoretical class. Then to assess the actual theoretical class. Observation was employed. Finally the data was collected from teachers and students through questionnaire and discussions. In order to maintain the reliability and validity of questionnaire, a pilot study was done before the main study with different sample and it was done when students are free in from class then the researcher was make some modification if it is necessary to check.

### 3.8 Pilot study

The instrument which is initially prepared is given to my advisor in order to comment the extent to which the items are appropriate in securing the relevant information for the research. Based on the feedback obtained from my advisor, amendments are made. Yet again the questionnaire is examined by high school English teacher, to avoid errors relate to language, idea and contents and to validity the frame items. Beside this, the items are also examined by cooperation of a friend of me who is m.sc teachers to see if he suggest to any modification and demine whether they lead to certain conclusion for significance propose of the study.

In order to get important and preliminary information about the study population characteristics and to calculate the sample size pilot study was done by taking 20 students.

The questionnaire was tested and the appropriate study area was identified

NO	ITEMS	CRONBACH'S ALPHA	CRONBACH'S ALPHA BASED ON STANDARD ITEMS	No OF ITEMS

1	student's readiness	0.752	0.763	5
2	teacher preparation	0.798	0.811	4
3	Students family support	0.852	0.873	3
4	Attitude of school administration, students and students parent	0.715	0.736	3
5	Availability of teaching aid in theoretical Class.	0.752	0.763	2
6	teachers teaching approach	0.863	0.883	4
7	Class size	0.692	0.712	2

### **3.9 Methods of Data Analysis**

The data which were gathered from teacher, students and schools administrators through interview, classroom observation and questionnaires were analyzed by using percentage chi-square test association and logistic regression model with the detail description. The descriptive statistics was used to describe the overall sample data situation, the chi-square test of association was used to test the association between ready to learn and other factors and logistic regression model was used to see the direction of relation between dependent and independent variables.

## **CHAPTER FOUR**

### **4. RESULT AND DISCUSSION**

This chapter comprises two major parts. Part one presents the characteristics of the sample population involved in the study; which includes demographic characteristics and perception of respondents regarding to different factors related to the major challenges of physical education theoretical class in teaching learning process in Gambella region some selected woredas of three high schools and chi-square test of association and logistic regression analysis were used.



#### 4.1 Characteristics of the Study Sample

Target populations of the study were physical education teacher, high school students of three high schools (pungido, Gog and Dippa) and school administrators of those three high schools. The target population of the study was one thousand one hundred ten.

In order to fully understand challenges on how to identify major challenges of physical education theoretical class teaching learning process in Gambella region three schools were considered and the data were collected from a total of 244 respondents, 83 (34%) from Pugnido, 67 (27.5%) from Gog and 94 (38.5%) were from Dippa. The selection was made based on the relevance of respondent to the subject under study. Accordingly, 244 copies of questionnaire were prepared and distributed to the respondents to be filled and returned. Almost all the two hundred forty four respondents filled and returned the questionnaires.

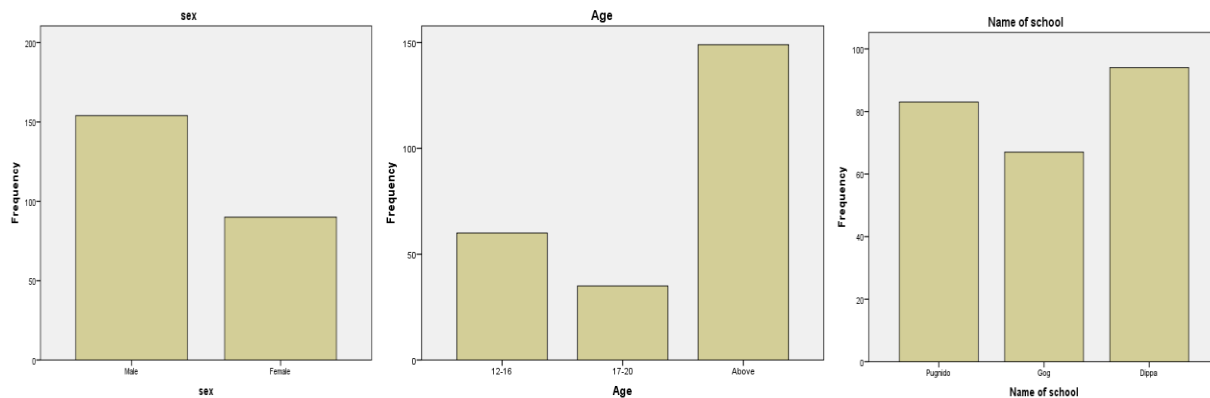
The respondents or the subjects of this study were from grade nine and ten high students. 112 (45.9%) of them were from grade nine and 132 (54.1%) were from grade ten. 154 (63.1%) of the respondents were male and 90 (36.9%) of them were female. Regarding to the age of the respondents, 60 (24.6%) of them found in the age interval from 12-16 years, 35 (14.3%) of them found in the age interval 17-20 years and the rest 149 were above 20 years old.

**Table 4:1** Demographic Characteristic of Respondents

Variable & category		Frequency	Percent	Valid Percent
Age	12-16	60	24.6	24.6
	17-20	35	14.3	14.3
	Above	149	61.1	61.1
Sex	Male	154	63.1	63.1
	Female	90	36.9	36.9
Schools	Pugnido	83	34.0	34.0

	Gog	67	27.5	27.5
	Dippa	94	38.5	38.5
Grade	Ten	112	45.9	45.9
	Nine	132	54.1	54.1

The following bar charts showed the sex, age, and schools of the respondents



**Fig.4:1** Bar charts of sex, age and schools of respondents

The target populations of the study were teachers, students and school administrators of those three high schools which had size of 1110.

**Table 4:2** Factor related with students readiness

When we see the interest of students to learn physical education or their readiness to learn physical education, 126 (51.6%) were ready to learn physical education and the rest 118 (48.4%) of the were not ready to learn physical education in the class room and concerning the interest of students to study physical education subject, 71 (29.1%) said they had interest to study the subject whereas, 173 (70.9%) of them said they hadn't interest to study the subject as shown in table 4:2 below. In the last row of table 4:2 the interest of respondents in doing physical education also given.

Variable & category		Frequency	Percent	Valid Percent
Ready to learn PE	Yes	126	51.6	51.6
	No	118	48.4	48.4
Study PE Subject	Yes	71	29.1	29.1
	No	173	70.9	70.9
Doing home work	Yes	92	37.7	37.7
	No	152	62.3	62.3

#### 4.2 Factors Related to teacher Preparation to teach in theoretical class

The following table showed the rating of respondents on preparation of physical education teacher such as; whether physical education teacher give reading assignment or whether physical education teacher used good note or not and whether physical education teacher happy to teach physical education subject or not. Accordingly 59 (24.2%) of the respondents were strongly agreed on preparation of physical education teacher themselves, 39 (16.0%) of them were agreed and 37 (15.2%) of them were strongly disagreed, 101 (41.1%) were disagree and 8 (3.3%) of them couldn't undecided.

Concerning on physical education teacher provide reading assignment to their students, 45 (18.4%) of the respondents were strongly agreed, 36 (14.8%) of them were agreed on physical education teacher provide reading assignment for their students both class work and homework assignment whereas 34 (13.9%) of them strongly disagreed. The other 111(45.5%) and 18 (7.4%) were disagreed and undecided on whether physical education teacher provide reading assignment or not to their students.

Concerning on whether physical education teacher had used very good note for their students, 39 (16.0%) of the respondents were strongly agreed, 49 (20.1%) of them were agreed on physical education teacher had used very good note for their students whereas 32 (13.1%) of them strongly disagreed. The other 110(45.1%) and 14 (5.7%) were disagreed and undecided on whether physical education teacher use very good note or not to that can upgrade the knowledge and experiences of their students. As the analysis result showed about 65% of the students were not agreed on whether physical education teacher use very good note or not for their students so

the concerning body must hard work in teaching material preparation in order to help their students.

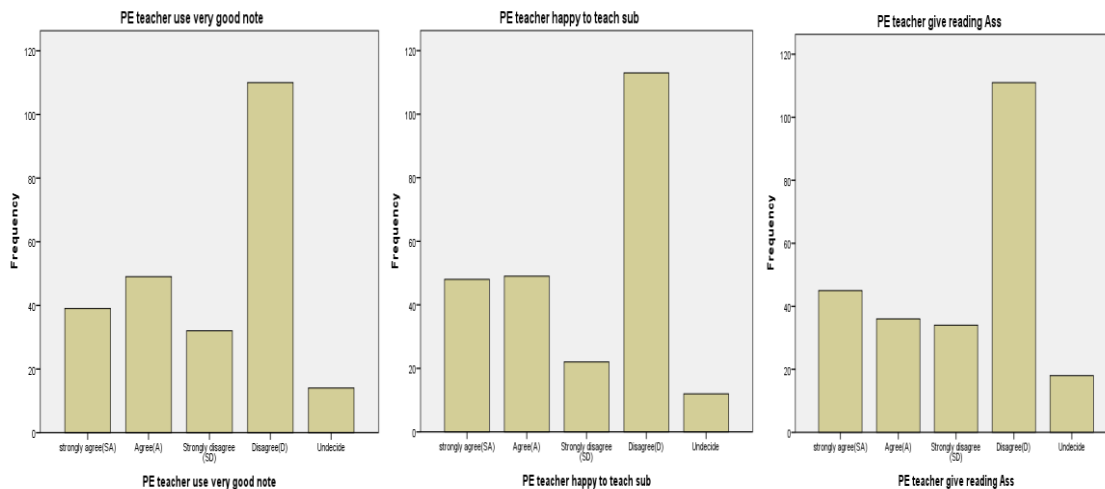
As we see the perception of students on whether physical education teachers were happy to teach physical education subject for their students, 48 (19.7%) of the respondents were strongly agreed that the teachers were happy to teach physical education in the class, 49 (20.1%) of them were agreed on physical education teacher were happy to teach subject for their students whereas 22 (9.0%) of them strongly disagreed that the teachers were not happy to teach the subject. The other 113 (46.3%) and 12 (4.9%) were disagreed and undecided on whether physical education teacher were happy to teach subject or not. From the analysis result one can see that about 60% of the students were not agreed on whether physical education teachers were happy to teach subject or not for their students so the concerning body must hard work in making happy the teachers who were teaching the subject by facilitated the condition, see in table 4:3 below.

**Table 4:3**The Rating of Respondents on Factors Related to teacher Preparation to teach PE in theoretical class.

n o	Item	Scale											
		SA		A		SD		D		UD		Total	
		N	%	N	%	N	%	N	%	N	%	n	%

1	Preparation of PE Teacher themselves	59	24.2	39	16.0	37	15.2	101	41.4	8	3.3	244	100
2	PE teacher give reading Assignment	45	18.4	36	14.8	34	13.9	111	45.5	18	7.4	244	100
3	PE teacher use very good note	39	16.0	49	20.1	32	13.1	110	45.1	14	5.7	244	100
4	PE teacher happy to teach subject	48	19.7	49	20.1	22	9.0	113	46.3	12	4.9	244	100

The following bar charts showed teachers happiness in teaching physical education, physical education teachers give assignment and the use of very good note in teaching physical education.



**Fig.4:2** Bar charts of teachers' happiness in teaching physical education, physical education teachers give assignment and the use very good note in teaching physical education.

### 4.3 The Attitude of School Communities towards PE in theoretical class

Under this topic the attitude of school communities towards physical education subject and availability of reference material for teaching physical education and availability of teaching aid

in physical education were discussed. Specially the extent to which family support for the subject physical education, the extent to which family believe in the benefit of learning physical education, the attitude of school administration towards physical education, attitude of clever students towards learning physical education and availability of teaching aid for physical education, and availability of reference in physical education were discussed in detail in table 4:4 below.

The table below showed the rating of respondents on, the extent the family supports for their children, to what extent family benefited from physical education, what is attitude of school administration towards physical education, attitude of clever students towards physical education and availability of teaching aid for physical education. Accordingly 137 (56.1%) of the respondents were said the extent of the family supports for their children was poor, 61 (25%) of them were said medium and 22 (9%) of them were said family supports was high, 24 (11%) were said family supports was very high.

Concerning the extent of family benefited from physical education, 123 (50.4%) of the respondents were said the extent of family benefited from physical education was poor, 66 (12%) of them were said extent family benefited from physical education was medium, 30 (9%) of them were said extent of family benefited from physical education was high, and 25 (10%) were said extent of family benefited from physical education was very high. As we can see from the analysis result about 50.4% of the respondents were said the extent of family rating of physical education benefit for their children was poor which showed that students' family didn't believe in their children whether they were getting advantage from learning physical education.

Regarding the attitude of school administration to physical education, 75 (30.7%) of the respondents the attitude of school administration to physical education was positive, 147 (60.2%) of them said the attitude of school administration to physical education was negative and the rest 22 (9%) were said school administration were neutral on whether physical education had or had not good perception on physical education in the schools. As we can see from the analysis result about 60.2% of the respondents were said the attitude of school administration to physical education was negative so it may be big challenge for the subject to be successfully managed in the schools in the study area.

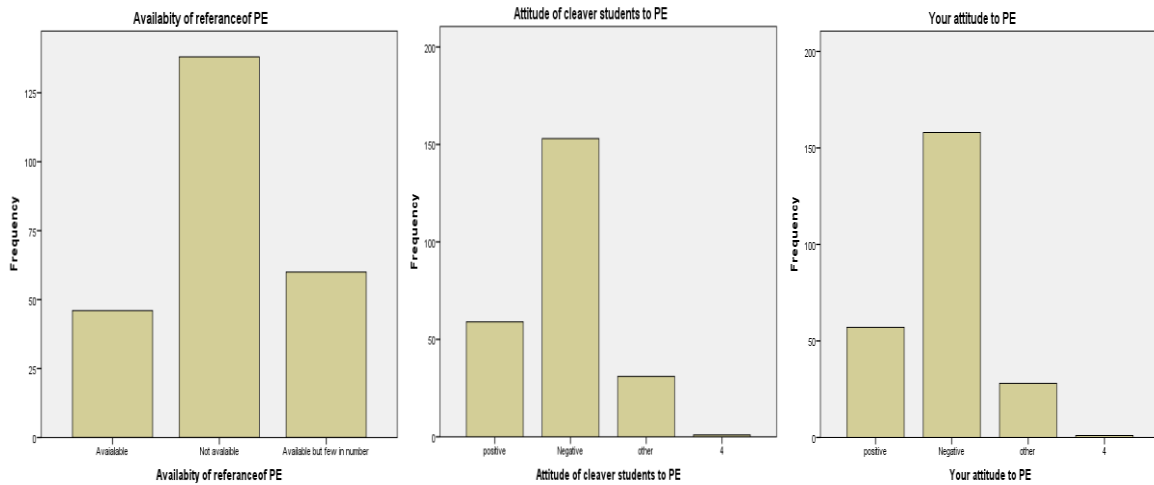
Regarding the attitude of clever students to physical education, 59 (24.2%) of the respondents said attitude of clever students to physical education was positive, 153 (62.7%) of them said the it was negative and the rest 32 (13%) of couldn't decide whether the attitude of clever students to physical education was positive or negative in the schools. As we can see from the analysis result about 62.7% of the respondents said the attitude of clever students to physical education was negative so it may be big challenge for the subject to be successfully managed in the schools in the study area since customers of the subject were not cooperate.

The analysis result obtained from availability of teaching aid in physical education, availability of reference in physical education and other were presented in the following bar charts, shown below.

**Table 4:4**the Attitude of School Communities towards Physical Education Subject

No	Item	Poor		medium		High		Very high		Total	
		N	%	N	%	N	%	N	%	N	%
1	extent of your family supports PE	137	56.1	61	25	2	9	24	11	244	100
2	extent family benefit from PE	123	50.4	66	27	3	12	25	10	244	100
3	attitude of school administration to PE	Positive		Negative		Other		Total			
		75	30.7	14	60.2	2	9	24	10		
4	Your attitude to PE	Positive		Negative		Other		Total			
		57	23.4	15	64.8	2	11.5	24	10		
5	Attitude of clever students to PE	Positive		Negative		Other		Total			
		59	24.2	15	62.7	3	13	24	10		
6	Availability of teaching aid PE	Available		Not available		Availabl e but few		Total			
		56	23	14	61.1	3	16	24	10		

7	Availability of reference in PE	Available		Not available		Available but few		Total			
		46	18.9	138	56.6	60	24.6	244	100		



**Fig.4:3** Bar charts of availability of reference of physical education, attitude of clever students of physical education and students attitude towards physical education.

#### 4.5 Teaching Approaches and Class Management

In this topic teaching approaches and class managements of physical education such as, flow of idea and presentation in class, class management approach, academic potential of physical education teacher, ideal class size of physical education class, and suitability of class size were discussed in detail.

The table below showed the rating of respondents on, teaching approach in physical education teacher, flow of idea and presentation of teachers in the class, class management approach,



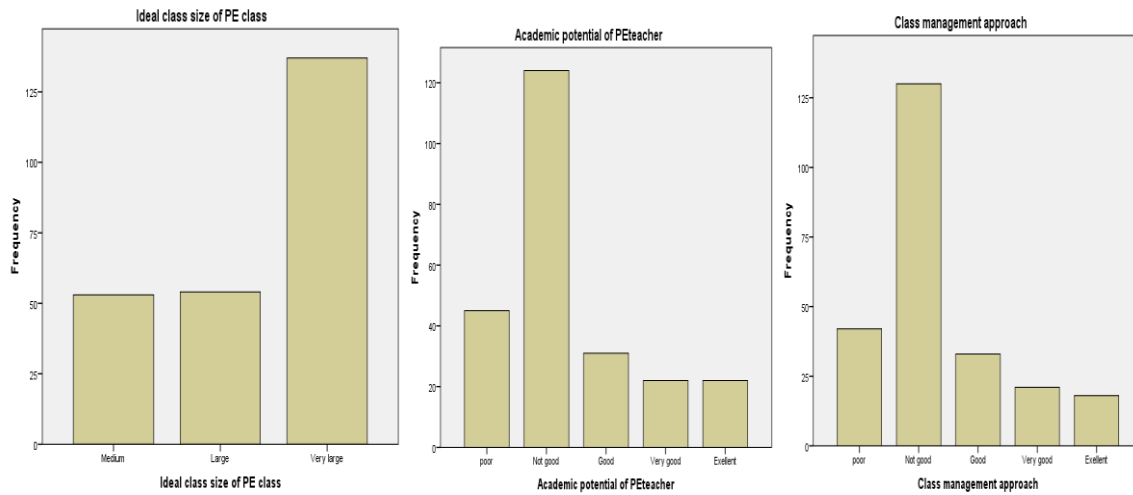
academic potential of physical education teacher, ideal class size of physical education class and suitable class size. Accordingly 40 (16.4%) of the respondents were said teachers' teaching approach in physical education class was poor, 132 (54.1%) of them were said medium and 42 (17.2%) of them were said teaching approach in physical education teacher was good, 19 (7.8%) were said teaching approach in physical education teacher was very good and the rest 11 (4.5%) of them said teaching approach was excellent.

Concerning academic potential of physical education teachers, 45 (18.4%) of the respondents were said the academic potential of physical education teacher in the class was poor, 124 (50.8%) of them were said the academic potential of physical education teacher in the class was not good, 31 (12.7%) of them were said the academic potential of physical education teacher in the class was very good, 22 (9%) were said very good and the rest 22 (9%) of them said was excellent. Regarding ideal class size of physical education class, 53 (21.7%) of the respondents were said the ideal class size of physical education class was medium, 54 (22.1%) of them were said the ideal class size of physical class was large, and 137 (56.1%) of them were said the ideal class size of physical education class was very large. Regarding suitability of the class size, 156 (63.9%) of the respondents were said the classes were medium and somehow suitable size for the students, 54 (22.1%) of them were said the class were suitable in size, and 34(13.9%) of them were said the class were suitable in size. The following bar charts showed the ideal class size of physical education students, academic potential of physical education teachers and class management approaches students.

**Table 4.5** Teaching Approaches and Class Management

n	o	Item	Poor		Not good		Good		Very good		Excellent		Total	
			N	%	N	%	n	%	n	%	N	%		
1		Teaching Approach in PE teacher	40	16.4	132	54.1	42	17.2	19	7.8	11	4.5	244	100

2	Flow of Idea and Presentation	32	13.1	137	56.1	43	17.6	25	10.2	7	2.9	244	100
3	Class Management Approach	42	17.2	130	53.3	33	13.5	21	8.6	18	7.4	244	100
4	Academic Potential of PE Teacher	45	18.4	124	50.8	31	12.7	22	9	22	9	244	100
4	Ideal class size of PE class	Medium		Large		Very large		Total					
		53	21.7	54	22.1	137	56.1	244	100				
5	Suitable class size	Medium		Large		Very large		Total					
		156	64	54	22	34	13.9	244	100				



**Fig.4:4** Bar charts of availability the ideal class size of physical education students, academic potential of physical education teachers and class management approaches students.

#### 4.6 Chi-square Test of Association

The main objective of the study was to investigate the major problem in the teaching learning process of physical education in theoretical class at Agnuwa zone secondary school to assess and identify the perception of school communities regarding physical education theoretical class and to identify student readiness to learn physical education theoretical class, teacher preparation to teach physical education theoretical class, student family support and school administration to ward physical education theoretical class.

Since almost all the variables considered as factors in the study were qualitative or non-numeric in nature so it is impossible to apply statistical method like t-test, ANOVA, Regression analysis and any other statistical method that need to fulfill the assumptions of normality, constant variance, and so on as a result descriptive, the chi-square test of association and logistic regression are appropriate statistical methods can be used to identify the significant factors that the response variable.

The result in the following tables showed the Chi-Square Tests of association of ready to learn physical education with sex of respondents, age, name of school, grades of students, study physical education subject, happy with learning physical education, doing homework of physical education subject, receive physical education textbook, teacher preparation to teach physical education and so on.

**Table 4.7** Chi-square Test of Association of Ready to Learn and Study physical PE

Count		Study PE Subject		Total	Pearson Chi- Square		
		Yes	No		Value	df	p-value
Ready to learn physical education	Yes	51	75	126	16.348	1	0.000
		36.7	89.3	126.0			
	No	20	98	118			
		34.3	83.7	118.0			
Total		71	173	244			
		71.0	173.0	244.0			

As Pearson Chi-squared test of association showed in the above cross tabulation table ready to learn physical education and study physical education subject significantly associated, the P-value ( $P=0.000$  in the last column of table 4:6) is less than the level of significance ( $\alpha=0.05$ ) which implies that there was significant association between ready to learn physical education and study physical education subject since the null hypothesis is rejected based on the rejection rule of the null hypothesis. Based the result obtained the government and stakeholders must work hard on these two factors since ready to learn physical education and study physical education subject had significant association and the integration of these two factors may contribute a lot in enhancing the interest of students to be ready in physical education class.

**Table 4.8** Chi-square Test of Association of Ready to Learn and Sex of Respondents

		Sex		Total	Pearson Chi- Square		
		Male	Female		Value	df	p-value
Ready to learn physical education	Yes	88	38	126	5.064	1	0.024
		79.5	46.5	126.0			
	No	66	52	118			
		74.5	43.5	118.0			
Total		154	90	244			
		154.0	90.0	244.0			

The above Pearson Chi-squared test of association showed the cross tabulation table of ready to learn physical education and sex were significantly associated, the P-value ( $P=0.024$ , in the last column of table 4:8) is less than the level of significance ( $\alpha=0.05$ ) which implies that there was

significant association between ready to learn physical education and sex since the null hypothesis is rejected. Based on the result obtained the researcher suggested that the stakeholders must consider the impact of the interaction between ready to learn physical education and sex since the test result was significant and the integration of these two factors may contribute a lot increase the interest of students to learn physical education according to our data analysis result.

**Table 4:9:** Chi-square Test of Association of Ready to Learn PE and Grade of Respondents

		Ready to learn PE		Total	Pearson Chi- Square		
		Yes	No		Value	Df	P-value
Grade	Nine	64	48	112	2.511	1	0.113
		57.8	54.2	112.0			
	Ten	62	70	132			
		68.2	63.8	132.0			
Total		126	118	244			
		126.0	118.0	244.0			

In table 4:9 above Pearson Chi-squared test of association showed that the cross tabulation table of ready to learn PE and grade were insignificantly associated, the P-value (P=0.113) is greater than the level of significance ( $\alpha=0.05$ ) at 95% confidence level, which implied that there was insignificant association between ready to learn physical education and students' grade. Based on the result obtained the researcher suggested that impact of the interaction between ready to learn physical education and grade were insignificant to increase students in learning interest.

**Table 4:10:** Chi-square Test of Association of Ready to learn PE and Doing Homework of PE

		Doing homework of PE		Total	Pearson Chi- Square		
		Yes	No		Value	Df	P-value
Ready to learn PE	Yes	76	50	126			

		47.5	78.5	126.0	56.71 9	1	0.000
	No	16	102	118			
		44.5	73.5	118.0			
Total		92	152	244			
		92.0	152.0	244.0			

Table 4:10 above showed that the cross tabulation table of ready to learn physical education and doing homework of physical education. Since P-value (P=0.000) was less than the level of significance ( $\alpha=0.05$ ) at 95% which implied that there was significant association between ready to learn physical education and doing homework since the null hypothesis is rejected. Based on the result obtained the researcher suggested that the stakeholders must consider the impact of the interaction between ready to learn physical education and doing homework of physical education.

**Table 4:11:** Chi-square Test of Association of ready to learn PE \* PE teacher give Assignment

		PE teacher give reading Ass					Total	Pearson Chi- Square		
		(SA)	(A)	(SD)	(D)	UD		value	df	P-value
Ready to learn PE	Yes	36	26	20	35	9	126	39.3	4	0.000
		23.2	18.6	17.6	57.3	9.3	126			
	No	9	10	14	76	9	118			
		21.8	17.4	16.4	53.7	8.7	118.0			
Total		45	36	34	111	18	244			
		45.0	36.0	34.0	111. 0	18.0	244.0			

In table 4:11 above Pearson Chi-squared test of association showed that the cross tabulation table of ready to learn physical education and physical education teacher giving assignment were significantly associated, the P-value ( $P=0.000$ ) is less than the level of significance ( $\alpha=0.05$ ) at 95% confidence level, which implied that there was significant association between ready to learn physical education and whether teachers give assignment to their students as the null hypothesis which was stated as there was no association between ready to learn physical education and teacher giving assignment was rejected.

**Table 4:12:** Chi-square Test of Association of Ready to Learn PE and PE Teacher prepare themselves

		PE teacher prepare themselves					Total	Pearson Chi- Square		
		(SA)	(A)	(SD)	(D)	UD		value	df	p-value
Ready to learn PE	Yes	44	32	20	28	2	126	52.4	4	0.000
		30.5	20.1	19.1	52.2	4.1	126.			
	No	15	7	17	73	6	118			
		28.5	18.9	17.9	48.8	3.9	118			
Total		59	39	37	101	8	244			
		59.0	39.0	37.0	101	8.0	244			

In table 4:12 above Pearson Chi-squared test of association showed that the cross tabulation table of ready to learn physical education and whether physical education teachers prepare themselves were significantly associated, the P-value (P=0.000) is less than the level of significance ( $\alpha=0.05$ ) at 95% confidence level, which implied that there was significant association between ready to learn physical education and whether physical education teacher prepare themselves as the null hypothesis which was stated as there was no association between ready to learn physical education and physical education teacher prepare themselves was rejected.

**Table 4.13** Chi-square Test of Association of Ready to Learn and PE teacher use very good note

		PE teacher use very good note					Total	Pearson Chi-Square		
		SA	A	SD	D	UD		value	df	p-value
Ready to learn PE	Yes	29	33	23	34	7	126			
		20.1	25.3	16.5	56.8	7.2	126.0			
	No	10	16	9	76	7	118	37.1	4	0.000
		18.9	23.7	15.5	53.2	6.8	118.0			
Total		39	49	32	110	14	244			
		39.0	49.0	32.0	110.0	14.0	244.0			

#### 4.6 Chi-square Test Association of Ready to Learn and others Factors

In the following Pearson chi-square tests of association presented association ready to learn physical education and other factors such as whether physical education teachers were happy to teach the subject, to what extent your family support, to what extent family understand merit of physical education, to what extent family believe benefit learning physical education, attitude of school administration towards physical education, Attitude of clever students towards physical education, availability of teaching aid for physical education, availability of reference physical education, teaching approach of physical education, teachers flow of idea and presentation during class, class management approach, academic potential of physical education teacher, ideal class size of physical education class.

**Table 4.14** Chi-Square Tests of Ready to Learn Physical Education with other Different Factors



Variable	Chi-square test	Value	df	P-value
PE teacher happy to teach sub	Pearson Chi-Square	43.506	4	0.000
To what extent your family support	Pearson Chi-Square	9.529	4	0.049
To what extent family understand merit of PE	Pearson Chi-Square	14.352	3	0.002
To what extent family benefit of PE	Pearson Chi-Square	12.024	3	0.007
what is attitude of school administration to PE	Pearson Chi-Square	38.727	2	0.000
Availability of teaching aid PE	Pearson Chi-Square	28.555	3	0.000
Availability of reference PE	Pearson Chi-Square	22.292	2	0.000
Teaching approach of PE of teacher	Pearson Chi-Square	33.855	4	0.000
Flow of idea and presentation	Pearson Chi-Square	27.189	4	0.000
Class management approach	Pearson Chi-Square	28.150	4	0.000

As already mentioned the variables in the above were variables which had relation with ready to learn physical education, in the last column of the table, all of the variables had p-value less than  $\alpha=0.05$  at 95% level of significance which implied all the variables had significant association with ready to learn physical education in the study area. So the factors such as whether teacher were happy to teach subject physical education, the extent of family support to their children, the attitude of school administration towards physical education and so on had their own effect on students readiness to learn physical education.

#### 4.7 Chi-square Test of Association of Teachers Preparation and others Factors

**Table 4:15:** Chi-square Test of Association of Teacher Prepare themselves and their Sex

			Sex		Total	Pearson Chi-Square		
			Male	Female		Value	df	p-value
PE teacher prepare themselves	SA		39	20	59	8.86	4	0.07
			37.2	21.8	59.0			
	A		23	16	39			
			24.6	14.4	39.0			

	SD	30	7	37			
		23.4	13.6	37.0			
	D	56	45	101			
		63.7	37.3	101.0			
	UD	6	2	8			
		5.0	3.0	8.0			
Total		154	90	244			
		154.0	90.0	244.0			

The above Chi-squared test of association showed teachers' preparation themselves for physical education class and sex of respondents, which were statistically insignificantly since  $P=0.07$  is greater than the level of significance,  $\alpha=0.05$  at 95% confidence level, which implied that there was insignificant association between teacher preparation themselves for physical education class and sex so being male or female had no effect for the teachers to prepare themselves to teach the subject physical education.

**Table 4:16:** Chi-square Test of Association of Teacher Prepare themselves and their Age

		Age			Total			
		12-16	17-20	Above				
PE teacher prepare themselves	SA	17	6	36	59	5.102	8	0.747
		14.5	8.5	36.0	59.0			
	A	8	8	23	39			
		9.6	5.6	23.8	39.0			
	SD	6	5	26	37			
		9.1	5.3	22.6	37.0			
D	27	14	60	101				

		24.8	14.5	61.7	101.0			
	UD	2	2	4	8			
		2.0	1.1	4.9	8.0			
Total		60	35	149	244			
		60.0	35.0	149.0	244.0			

The above table showed preparation of teachers themselves to teach physical education subject and their age had no association.

**Table 4.17** Chi-Square Tests of Teachers Preparation themselves with other Different Factors

Variable	Test	Value	df	P-value
Name of school	Pearson Chi-Square	33.348	4	0.000
Grade	Pearson Chi-Square	13.223	4	0.010
Study PE Subject	Pearson Chi-Square	41.062	4	0.000
happy with learning PE	Pearson Chi-Square	49.000	4	0.000
doing homework of PE	Pearson Chi-Square	52.763	4	0.000
Receive PE Textbook	Pearson Chi-Square	57.249	8	0.000
PE teacher give reading Ass	Pearson Chi-Square	186.449	16	0.000
PE teacher happy to teach	Pearson Chi-Square	142.057	16	0.000
To what extent your family support	Pearson Chi-Square	84.823	16	0.000
Extent family understand merit of PE	Pearson Chi-Square	68.424	12	0.000

Availability of reference for PE	Pearson Chi-Square	37.257	8	0.000
attitude of school administration	Pearson Chi-Square	87.356	8	0.000
Your attitude to PE	Pearson Chi-Square	51.071	12	0.000
Attitude of clever students to PE	Pearson Chi-Square	60.355	12	0.000
Academic potential of PE teacher	Pearson Chi-Square	70.580	16	0.000
Ideal class size of PE class	Pearson Chi-Square	34.498	8	0.000
Which class size suit	Pearson Chi-Square	47.092	8	0.000

In the above Pearson chi-square tests of association presented association between teachers preparation themselves for the subject physical education and other factors such as name or of schools, grade, study physical education subject, happy with learning physical education, doing homework, receive physical education textbook, physical education teacher give reading assignment to their students, the extent your family support for their children, the extent family understand merit of physical education, availability of references for physical education, attitude of school administration towards physical education, class size suitability, ideal class size of physical education class, academic potential of physical education teachers, attitude of clever students towards physical education, and whether physical education teacher happy to teach the theoretical of physical education.

As mentioned the variables in the above were variables which had relation with teachers preparation themselves, in the last column of the table, all of the variables had p-value less than  $\alpha=0.05$  at 95% level of significance except the grades of students which implied the variables had significant association with teachers preparation themselves in the study area. So the factors such as ideal class size of physical education class, academic potential of physical education teacher and so on had their own effect on teachers' preparation interest to teach the subjects physical education, in theoretical class.

#### **4.8 Descriptive Statistics and Chi- square Test of Association on Teachers and other School Communities Perception**

The following table showed descriptive statistics and chi-square test of association concerning data obtained from teachers and other communities of schools in the study area. In this analysis only six respondents were included to respond about the problems related to physical education theoretical class in the study area.

As one can observe from the table below four male and two female teachers were interviewed and the Chi-square test of association of sex of teachers and students readiness was insignificant since p-value is less than the level of significance, at  $\alpha=0.05$  level of significance or at 95% confidence level so according to teachers perception on students readiness to learn physical education theoretical sex of teachers who teach physical education subject had no association. In the same way the age of the teachers who teach the course had no association with the readiness of the students to learn physical education theoretical class, look at the table below. The table also showed years of experience of the teachers had no association with the readiness of students in the physical education theoretical class as observed below.

The other variables which were included in the following were; whether students had prior knowledge about physical education, whether students pay more attention for physical education subject, whether students had good intellectual knowledge on importance of physical education subject, year of service of teachers, whether the students study the physical education subject, whether students score good mark in physical education subject, whether the teaches follow their students effectively using instruction and whether teachers use different assessment for students learning the subject. As can be seen in the result obtained below all the factors were insignificant since the p-value is large so there was no association between students readiness to learn the physical education theoretical and the mentioned variables or factors even if it is difficult to judge the significance or relation of these variables using only six observation.

When we see the descriptive statistics of some variables such as; students have prior knowledge about physical education subject, whether students pay more attention for physical education subject or not, and whether students had good intellectual knowledge on importance of physical education subject most of them were responded that they hadn't prior knowledge about the

importance of learning physical education i.e about 5(83.3%) them said that they hadn't know how about the subject's importance and they were also insignificant.

**Table 4:18** Teachers and School Community Related Variables

Variable	Category	Frequency	Percent	Chi-square test of student readiness to Learn PE with variables		
				Value	Df	P-value
Sex of Teachers	Male	4	66.7	0.6	1	0.439
	Female	2	33.3			
Age of Teacher	20-30	4	66.7	0.6	1	0.439
	31-40	2	33.3			
Year of Service of teachers	1-5	4	66.7	0.6	1	0.439
	6-10	2	33.3			
Students have good intellectual	Yes	1	16.7	0.24	1	0.624
	No	5	83.3			
Students pay more attention	Yes	1	16.7	0.24	1	0.624
	No	5	83.3			
Students have prior knowledge about PE	Yes	1	16.7	0.24	1	0.624
	No	5	83.3			
Students ready learn PE	Yes	1	16.7			
	No	5	83.3			
Student study the PE	Yes	1	16.7	0.24	1	0.624
	No	5	83.3			
Students score good mark	Yes	2	33.3	0.6	1	0.439
	No	4	66.7			
Your follow effective instruction	A	2	33.3	2.4	2	0.31
	SD	1	16.7			
	D	3	50.0			
Use assessment for students learning	A	2	33.3	2.4	2	0.31
	SD	1	16.7			
	D	3	50.0			

The table below showed descriptive statistics and chi-square test of association concerning on teachers respondents from the study area. In this analysis only six respondents were included to respond about physical education theoretical class in Gambella region three high schools.

As we can see from the table below the result obtained from preparation of teachers themselves to teach the subject physical education in the class from six respondents 2 (33.3%) agreed on they prepare themselves to teach physical education and the rest 4 (66.7%) of them said that they were not agreed and the Chi-square test of association of preparation of teachers themselves to teach the subject physical education and students readiness was insignificant since p-value is less than the level of significance, at  $\alpha=0.05$  level of significance or at 95% confidence level so according to teachers perception on students readiness to learn physical education theoretical preparation of teachers themselves to teach the subject physical education had no association. In the same way the age of the teachers who teach the course had no association with the readiness of the students to learn physical education theoretical class. The other variables which were included in the following were; attitude of school community to physical education, attitude of school administration to physical education, the extent family set time to read, the extent family practice on what their children learn in school, the extent students family act as a role model, happy to teach physical education, and extent whether family understand merit of physical education. As we can see in the analysis result below all the factors were insignificant except the extent family understand merit of physical education since the p-value is large so there was no association between students readiness to learn physical education theoretical and the mentioned variables or factors extent family understand merit of physical education so if the family understand the merit of learning physical education it can contribute to make the students ready to learn physical education, look at the following table.

**Table 4:19** Teachers and School Community Related Variables

Variable	Category	Frequency	Percent	Chi-square test of student readiness to Learn PE with variables		
				Value	df	P-value
Prepare yourself to teach	A	2	33.3	2.4	2	0.31
	SD	1	16.7			
	D	3	50.0			

Happy to teach PE	A	2	33.3	2.4	2	0.31
	SD	1	16.7			
	D	3	50.0			
Extent family understand merit of PE	Poor	3	50.0	6.00	2	0.049
	Not good	2	33.3			
	Good	1	16.7			
extent their family a role model	Poor	3	50.0	1.20	2	0.549
	Not good	2	33.3			
	Good	1	16.7			
Extent family practice on what they learn in school	Poor	3	50.0	1.20	3	0.754
	Not good	1	16.7			
	Good	1	16.7			
	Very good	1	16.7			
extent their family set time to read	Poor	3	50.0	6.0	3	0.112
	Not good	1	16.7			
	Good	1	16.7			
	Very good	1	16.7			
Attitude of School administration to PE	Positive	2	33.3	2.4	1	0.121
	Negative	4	66.7			
attitude of school community to PE	Positive	2	33.3	2.4	1	0.121
	Negative	4	66.7			

#### 4.9 Logistic Regression Analysis Result

Logistic regression is a statistical model that is used to identify factors which can affect outcome variables when the dependent variable is categorical and the independent variables can be quantitative or qualitative in nature. In this research the dependent variable is students' readiness to learn physical education subject and classified into two categories based the perception or feeling of students. The following result was obtained from the logistic regression model analysis using students' readiness as dependent variable and all the rest were considered as independent or predictor variables.



Logistic regression model is important statistical model that can be used to identify a significant factor that can affect the dependent or the outcome variable of interest if the outcome variable is categorical in nature. In the table below the dependent variable was students' readiness to learn physical education and all the other variables which were listed in the first column of the above table were factors. Students' readiness can be used as dependent variable in binary logistic model since it has only two categories, ready not ready. Logistic regression is an advanced statistical model which can tell us not only the significant relation between two variables but also the direction of the relation between them which is impossible in chi-square test of association, only it tells us whether there is significant not the direction, either positive or negative.

**Table 4.20** Logistic Regression Model Result

Variables	B	S.E.	Wald	df	Sig.	Exp(B)
sex(1)	-0.601	0.268	5.018	1	0.025	0.548
Age			0.268	2	0.874	
Age(1)	-.120	.306	0.154	1	0.695	0.887
Age(2)	-.158	.377	0.177	1	0.674	0.853
Grade(1)	-0.409	0.259	2.502	1	0.114	0.664
Study PE(1)	1.204	0.305	15.552	1	0.000	0.300
Attitude of school	1.225	.252	23.589	1	0.000	3.403
Your attitude			26.693	3	0.000	
Your attitude(1)	-22.750	40190.511	.000	1	1.000	.000
Your attitude(2)	-20.792	40190.511	.000	1	1.000	.000
Your attitude(3)	-21.491	40190.511	.000	1	1.000	.000
Attitude of clever			28.840	3	0.000	
Attitude of clever(1)	-22.676	40184.804	.000	1	1.000	0.000
Attitude of clever(2)	-20.737	40184.804	.000	1	1.000	0.000
Attitude of clever(3)	-21.662	40184.804	.000	1	1.000	0.000
Availability of teaching			23.674	3	0.000	
Availability of teachi(1)	19.677	40203.145	0.000	1	1.000	351257786
Availability of teachi(2)	21.487	40203.145	0.000	1	1.000	2145965541
Availability of teach(3)	21.631	40203.145	0.000	1	1.000	2477538256

Availability of reference			18.984	2	0.000	
Availability reference(1)	-1.625	.467	12.107	1	0.001	0.197
Availability references(2)	.225	.310	.526	1	0.468	1.253
Teaching approach			29.446	4	0.000	
Teaching approach(1)	-.410	.720	.324	1	0.569	0.664
Teaching approach(2)	1.152	.653	3.117	1	0.077	3.165
Teaching approach(3)	.074	.703	.011	1	0.916	1.077
Teaching approach(4)	-1.580	.976	2.625	1	0.105	0.206

As one can see the p-value (sig. in the above table), availability of reference material, whether students study physical education subject and sex of the respondents were statistically significant factors for the readiness of the students to learn physical education in the class in the study area.

Sex of the respondent was significant since p-value was equal to 0.025 which was less than  $\alpha=0.05$  at 95% confidence level. In the above table sex (1) referred to the male since number one (1) was given to male respondents and the coefficient -0.601 was negative number so the interpretation would be being male had lower readiness or interest to learn physical education than being female. The number  $\text{Exp}(B)=0.548$  in the table above referred to impact of being male lower the readiness of students to learn physical education by 45.2% (1-0.548) so stakeholders must be work on male students so that they improve their interest to learn physical education as the result showed in the study area.

Availability of reference material was also significant since p-value was equal to 0.00 was less than  $\alpha=0.05$  at 95% confidence level. In the above table availability of reference material (1) referred to if reference material was not available the interest of the students would be decreased , -1.625 negative coefficient in other word the interest of students would decreased by 80.3% (1-0.197) if the reference material was not available according to our analysis result. But the third category of the same variable was not significant so it was not be interpreted. In the same way students study the subject physical education can be interpreted since it is also significant at 5% level of significance. So stakeholders must be work on availability of reference material so that the students can improve their interest to learn physical education as the result showed in the study area. All the other variables were insignificant in logistic regression model so we cannot say anything about these variables.

**Table 4.21** Logistic Regression Model Result

Variables	B	S.E.	Wald	df	Sig.	Exp(B)
Flow of idea and presentation			24.708	4	0.000	
Flow of idea and pres(1)	-1.561	0.875	3.179	1	0.075	.210
Flow of idea and pres(2)	0.173	0.784	0.049	1	0.825	1.189
Flow of idea and pres(3)	-0.616	.824	0.559	1	0.455	.540
Flow of idea and pres(4)	-1.674	.913	3.363	1	0.067	.188
Class management			26.574	4	0.000	
Class management(1)	-0.711	0.604	1.386	1	0.239	0.491
Class management(2)	1.021	0.517	3.900	1	0.048	2.775
Class management(3)	-0.241	0.608	0.157	1	0.692	0.786
Class management(4)	-0.241	0.669	0.130	1	0.719	0.786
Academic potential			22.693	4	0.000	
Academic potential(1)	-0.644	0.549	1.374	1	0.241	0.525
Academic potential(2)	0.896	0.472	3.605	1	0.048	2.449
Academic potential(3)	0.042	0.566	0.006	1	0.940	1.043
Academic potential(4)	-0.613	0.646	0.901	1	0.343	0.542
Ideal class size			12.438	2	0.002	
Ideal class size(1)	-1.004	0.338	8.828	1	0.003	0.366
Ideal class size(2)	-0.870	0.331	6.909	1	0.009	0.419
Constant	0.339	0.173	3.825	1	0.051	1.404

As we can see from table above the p-value (sig. in the above table), of ideal class size, class management and academic potential were statistically significant factors for the readiness of the students to learn physical education in the class in the study area.

Ideal class size was significant since p-value was equal to 0.000 which was less than  $\alpha=0.05$  at 95% confidence level. In the above table ideal class size (1) referred to the large class size and it was compared with medium class size and also the coefficient was negative (-1.004) which implied the readiness of students would decreased as the class size increasing, the decrement would by 63.4% (1-0.366) and when we compare very large class size with medium the readiness

would decreased by 58.1% (1-0.419) the coefficient was also negative. The government and stakeholders must be work on class size so that they improve their interest to learn physical education as the result showed in the study area.

Class management was significant factor since p-value was equal to 0.00 was less than  $\alpha=0.05$  at 95% confidence level. In the above table class management (2) referred to class management 2 or good management if the class management was good the interest of students would be 2.775 times increased as compared to poor class management. Concerning body must be work on class management so that the students can improve their interest to learn physical education as the result showed in the study area. All the other variables were insignificant in logistic regression model so we cannot say anything about these variables.

#### **4.10 Discussion**

According to Robert (1986:4) if there is destruction around the classroom or the field, there will have difficulty on something therefore organizing area coping with destruction and or avoiding destruction is required for effective teaching and learning process of physicals education this can be allied with our research result obtained from chi-square test of association in which class management and teachers preparation on the physical education were significantly associated.

Aureso magazine prospects (1994:107) put it as follows teachers prepare is the key to educational reform, the best curriculum will be useless. If component of teachers are not available it is obvious that the teacher is essential figure in school setting so as to carry but teaching learning process. Efficiency- besides the aforementioned factors inefficiency of teachers resulted from poor facility, lowing come, large number of student and administrative influence contribute a lot of negatively on teaching learning process this was allied with our study result that teachers preparation on the course had significant effect on the readiness of the to learn physical education in the class according to chi-square test of association student readiness and preparation of teachers on the course.

Sakwa *et al.* (2003) investigated secondary school learners' attitudes towards participation in physical education programs, and the students' attitudes and their performance. Sakwa *et al.* (2003) found that students have positive attitudes towards participation in physical education and that their performance is significantly above average this was also compatible with our result that

attitude of school administration and other staffs to physical education had significant association with readiness of students to learn physical education.

Arabaci (2009) in the article – attitudes towards physical education activities and class inclinations of Turkish school students, note that, many studies have acknowledged family influence and support as an importance factor. Sports participation in pre- adolescent girls and adolescents’ attitudes are associated with parents’ participation (Colley et al. 1992; Gregson and Colley, 1986). Peers also influence pleasure by providing companionship and acknowledgment of achievements, (Duncan, 1993) this result also allied with the result obtained in this study that families were crucial factors on the readiness of students to learn physical education.

Smith (1961) supports the idea of having limited class size. He asserted that class room contains exceeding 25 pupils is becoming large and when the class size is increased to 30 or more, educator believe instruction suffers at the same time, it tended to encourage closer and more personnel staff, student relationship. As to how many students to have in secondary school classrooms there is a general consensus among educators in the field that the number of students is to be, relatively smaller. Knapp (1968) noted that this also allied with our result in both chi-square and logistic regression analysis result that class size was highly significant with readiness since our p-value very small as compared to alpha value.

A universal complaint, even among teachers with usual success large section, was inability in such classes to find adequate time to treat individual difference in pupils (Monere, 1956), a study made in the united states of America as in the policy of 1960’s indicated that 35 in the maximum limit for effective school classes. Harries (1960) also mentioned that the class size in school as teacher taught 30 to 34 students each in 27% of the states; while in the other 18% of states fewer than 25% students, in 11% of them 40 or more students to be taught the average was 31 students in one class.

Teacher attitude and performance are correspondence according to cooper (1986) teacher’s attitudes are very important and have the direct effect on our behavior, they determine how we view ourselves and interact with the environment. Therefore, without the positive attitudes to the subject and approaches of teaching, not teachers to be effective in any way negative attitude may harm or injure the whole process of teaching, a teacher with positive attitude and the necessary

theoretical and technical knowhow is the one who can demonstrate his/her ability to bring about the intended learning our comes this go together with our result from chi-square test of association.

## **5.CONCLUSIONS AND RECOMMENDATIONS**

This part contains summary of findings of the study such as conclusions reached at and the recommendations forwarded based on the findings of the study.

### **5.1 Conclusions**

Based on the analysis result and findings the following conclusions could be drawn:

- From the analysis result most of the students were not agree on whether physical education teachers were happy to teach subject or not for their students.
- As we can see from the analysis result about half of the respondents were said the extent of sfamily rating of physical education benefit for their children was poor which showed that students' family didn't believe whether their children are getting advantage from learning physical education.

- The Pearson Chi-squared test of association showed that ready to learn physical education and study physical education subject, sex, and doing homework physical education were significantly associated.
- Pearson Chi-squared test of association showed that the cross tabulation table of ready to learn physical education and whether physical education teachers prepare themselves were significantly associated, as the P-value was less than the level of significance which implied that there was significant association between ready to learn physical education and whether physical education teacher prepare themselves to teach the subject.
- The factors such as whether teacher were happy to teach subject physical education, the extent of family support to their children, the attitude of school administration towards physical education had their own effect on students readiness to learn physical education.
- The other variables which were included in the following were; whether students had prior knowledge about physical education, whether students pay more attention for physical education subject, whether students had good intellectual knowledge on importance of physical education subject, year of service of teachers, whether the students study the physical education subject, whether students score good mark in physical education subject, whether the teaches follow their students effectively using instruction and whether teachers use different assessment for students learning the subject which were responded by teachers and other communities of schools, the result showed that all the factors were insignificant since the p-value is large so there was no association between students readiness to learn the physical education theoretical and the mentioned variables or factors even if it is difficult to judge the significance or relation of these variables using only six observation.
- Form logistic regression analysis result showed that availability of reference material, whether students study physical education subject and sex of the respondents were statistically significant factors for the readiness of the students to learn physical education in the class in the study area.
- Ideal class size was significant since p-value was small or less than alpha value. it was compared with medium class size and also the coefficient was negative (-1.004) which implied the readiness of students would decreased as the class size increasing, the decrement would by 63.4% (1-0.366) and when we compare very large class size with medium the readiness would decreased by 58.1% (1-0.419) the coefficient was also negative. The

government and stakeholders must be work on class size so that they improve their interest to learn physical education as the result showed in the study area.

## **5.2. Recommendations**

- ✓ The concerning body must hard work to increase the happiness of the teachers who are teaching the physical education subject by facilitated the condition since it had significant effect on students' readiness.
- ✓ Based on the result obtained the researcher suggested ready to learn physical education and physical education teacher prepare themselves since the analysis was significant as a result the concerning body must consider the interaction of these two factors had to reduce the challenge of physical education theoretical class in the study area.
- ✓ As one can see from the analysis result about half of the respondents were said the extent of family rating of physical education benefit for their children was poor which showed that students' family didn't believe whether their children are getting advantage from learning physical education so the concerning body must aware the students family about the benefit of learning physical education.
- ✓ The Pearson Chi-squared test of association showed that ready to learn physical education and study physical education subject, sex, and doing homework physical education were significantly associated so the concerning body must consider these variables to enhance the students readiness in learning physical education.
- ✓ Pearson Chi-squared test of association showed that the cross tabulation table of ready to learn physical education and whether physical education teachers prepare themselves were significantly associated, as the P-value was less than the level of significance which implied that there was significant association between ready to learn physical education and whether physical education teacher prepare themselves to teach the subject, so the researcher suggested that teachers must prepare themselves in order to upgrade the interest of their students to learn physical education.
- ✓ The other variables which were included in the following were; whether students had prior knowledge about physical education, whether students pay more attention for physical education subject, whether students had good intellectual knowledge on importance of physical education subject, year of service of teachers, whether the students study the



physical education subject, whether students score good mark in physical education subject, whether the teaches follow their students effectively using instruction and whether teachers use different assessment for students learning the subject which were responded by teachers and other communities of schools, the result showed that all the factors were insignificant since the p-value is large so there was no association between students readiness to learn the physical education theoretical and the mentioned variables or factors even if it is difficult to judge the significance or relation of these variables using only six observation so the researcher suggests that small size the sample may affected the result and it may redo again the study by increasing the sample size.

- ✓ The logistic regression analysis result showed that availability of reference material, whether students study physical education subject and sex of the respondents were statistically significant factors for the readiness of the students to learn physical education in the class in the study area as a result the stakeholders and the government should make available reference material and increase the students study time in order to increase their interest to learn physical education.
- ✓ Ideal class size was significant since p-value was small as compared to alpha value. large class size was compared with medium class size and the result in the coefficient column was negative which implied the readiness of students would decreased as the class size increasing and when we compare very large class size with medium the readiness would decreased by 58.1% and also the value was negative. The government and stakeholders must be work hard to use minimum or medium class size so that they improve their students' interest to learn physical education as the result showed in the study area.

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## **APPENDIX ONE**

**Jimma University**

**College of natural**

**Department of sport science**

**A questionnaire to be filled by Pugnido, Gog and Dippa high school student**

Dear respondent: the purpose of this questionnaire is intended to gather information on the major challenges of physical education theoretical class teaching learning process in Gambella region selected woredas. To this end, the information that will be obtained from you is very

important for the success of the study. So, you are kindly requested to provide information: needed honestly and precisely it is assured that the collected data will be kept confidential and used only for this research purpose.

Thank you so much for taking your time to respond to this questionnaire

**General directions:-**

- You are not required to write your name
- After reading the questions put a tick “( )” for the question which have alternative response the box in the table.

• **Personal information**

Sex: Male Female Age: 12-16 17-20 above \_\_\_\_\_

Name of the school \_\_\_\_\_

Town: \_\_\_\_\_

Grade: - \_\_\_\_\_

**Provided question to collect student’s suggestion**

**Table 1, items based on student’s readiness**

Please mark (√) under your response 1= yes 2= no

no	Items	1	2
1	Are you ready to learn physical education in theoretical class		
2	Have you study physical education subject in your home		
3	Have you happy with learning physical education in theoretical class		
4	Have you do the home work physical education subject		
5	Have you receive physical education subject		

**Table 2, items based on the teacher preparation**

Please mark (√) under your response 1= Strongly agree (SA) 2= Agree(A) 3= Strongly disagree(SD) 4=disagree(D) 5=undecided

no	Items	1	2	3	4	5
1	physical education teachers are prepare themselves to teach theoretical class					
2	Physical education teachers are give reading assignment s for students day today.					
3	Physical education teachers are use very good note to teach physical education in theoretical class					
4	physical education teachers are very happy to teach theoretical class					

**Table 3, items based on the family support**

Please mark (√) under your response 1- poor 2- medium 3- high 4- very high,

no	Items	1	2	3	4
1	To what extent your family is support you to learn physical education subject				
2	To what extent your family is understand the merit physical education or sport				
3	To what extent your family is know the benefit of physical education or sport				

**Table 4 items based on the attitude of school administration, students and students parent.**

Please mark (√) under your response 1- positive 2- Negative 3- other

no	Items	1	2	3
1	What is attitude of school administration to ward physical education in theoretical class?			
2	What are your attitudes toward physical education in theoretical class?			
3	What are attitude of your parent toward physical education in theoretical class?			
4	What are attitudes cleaver students toward physical education in theoretical class?			

**Table 5 items based on the availability of teaching aid.**

Please mark (√) under your response 1- available 2-Not available 3-Available but few in number

no	Items	1	2	3
1	How is availability of teaching aids physical education in theoretical class?			
2	How is availability of reference physical education subject			

**Table 6 items based on the teacher teaching approach.**

Please mark (√) under your response 1-poor 2- Not good - 3- good 4- Very good 5- excellent

no	Items	1	2	3	4	5
1	How is the teaching approach of physical education teacher in theoretical class?					
2	How is the flow of idea and presentation approach of physical education teacher in theoretical class?					
3	How is the class management approach of physical education teacher in theoretical class?					
4	How is academic potential of physical education teacher in theoretical class?					

**Table 7 items based on the class size?**

Please mark (√) under your response 1- medium 2- Large 3-Very large

no	Items	Large	Very large	medium
1	What is ideal class size in physical education theoretical class?			
2	Which class size is suitable to implement physical education theoretical class?			



**APPENDIX TWO**

**Jimma University**

**College of natural**

**Department of sport science**

**A questionnaire to be filled by Pugnido,Gog and Dippa high schoolphysical education teacher**

Dear respondent: the purpose of this questionnaire is intended to gather information on the major challenges of physical education theoretical class teaching learning process in Gambella regionselected woredas. To this end, the information that will be obtained from you is very important for the success if the study. So, you are kindly requested to provide information: needed honestly and precisely it is assured that the collected data will be kept confidential and used only for this research purpose.

Thank you so much for taking your time to respond to this questionnaire

**General directions:-**

- You are not required to write your name
- After reading the questions put a tick “( )” for the question which have alternative response the box in the table.

**Personal information**

- Sex: Male Female Age :20-30 31-4041-50 51-60
- Qualification: Certificate: Diploma Degree Masters
- Year of service in teaching:1-5 6-1011-15 16-20 21>
- Your major subject: \_\_\_\_\_ subject you are teaching:\_\_\_\_\_

**Provided Questions to collect teacherssugestion**

**Table 8, items based on student’s readiness**

Please mark (√) under your response 1= yes 2= no

No	Items	1	2
1	Your students motivated to learn physical education in theoretical class		
2	Your students have good intellectual ability to learn physical education in theoretical class		
3	Your students pay more attention on physical education in theoretical class		

4	Your students have prior knowledge about physical education		
5	They receive physical education subject		
6	Your student is ready to learn physical education in theoretical class		
7	They can study physical education subject in their home		
8	They feel happy with learning physical education in theoretical class		
9	They do home work physical education subject		
10	Your students score good mark in physical education		

**Table 9, items based on the teacher preparation**

Please mark (√) under your response 1= Strongly agree (SA) 2= Agree(A) 3= Strongly disagree(SD) 4=disagree(D) 5=undecided

No	Items	1	2	3	4	5
1	You are design effective ,standards based instruction ,i.e. lesson plan map ,clear goal ,objective and students task.					
2	Teachers delivers high quality ,students centered instruction ,i.e. instruction and facilitation of learning is clear ,well-paced ,and utilized research- based strategies.					
3	The teacher promote high levels of students engagements i.e. the teacher creates an environments that promotes high levels of students involvement in					

	their learning.					
4	The teacher uses assessment for students leaning i.e. the teacher has developed clear assessment strategies for assessing students before ,during and after the lesson					
5	The teacher uses a positive behavior management strategy, i.e. expectations of student behavior are clear and the teacher monitors behavior in a manner which is subtle, positive, and preventive.					
6	There is clear evidence that students are learning, i.e. evidence of students, learning is explicit and observable.					
7	You are prepare yourself to teach Physical education theoretical class					
8	You give reading assignments for student's day today.					
9	You use very good note to teach physical education in theoretical class					
10	You are very happy to teach theoretical class					

**Table 10, items based on the family support**

Please mark (√) under your response 1- poor 2- medium 3- high 4- very high,

no	Items	1	2	3	4
1	To what extent their family is support their to learn physical education subject				
2	To what extent their family is understand the merit physical education or sport				
3	To what extent their family is know the benefit of				

	physical education or sport				
4	To what extent their family is be a role model for learning				
5	To what extent their family is pay attention to what their child loves				
6	To what extent their family is practice what their child learn at school				
7	To what extent their family is set aside time to read together				
8	To what extent their family is connect what their child learns to everyday life				
9	To what extent their family is keep TV to minimum				
10	To what extent their family is learn something new yourself				

**Table 11, items based on the attitude of school administration, students and students parent.**

Please mark (√) under your response 1- positive 2- Negative 3- other

No	Items	1	2	3
1	What is attitude of school administration to ward physical education in theoretical class?			
2	What are your attitudes toward physical education in theoretical class?			
3	What are attitude of students parent toward physical education in theoretical class?			

4	What are attitudes cleaver students toward physical education in theoretical class?			
5	What is attitude of all school community to ward physical education in theoretical class?			
6	What is attitude of non academic staff to ward physical education in theoretical class?			
7	What is attitude of female students to ward physical education in theoretical class?			
8	What is attitude of other teacher to ward physical education in theoretical class?			
9	What is attitude of to family student association ward physical education in theoretical class?			

**Table 12, items based on the availability of teaching aid.**

Please mark (√) under your response 1- available 2-Not available 3-Available but few in number

no	Items	1	2	3
1	How is availability of teaching aids physical education in theoretical class?			
2	How is availability of reference physical education subject			
3	How is availability of Visual Aidsi.e. actual			

	objects, models, pictures, charts, maps, flash cards, flannel board, bulletin board, chalkboard, overhead projector, slides etc. Out of these black board and chalk are the commonest ones for physical education in theoretical class?			
4	How is availability Audio Aids i.e. radio, tape recorder, gramophone etc. for physical education in theoretical class?			
5	How is availability Audio - Visual Aids i.e. television, film projector, film strips etc. for physical education in theoretical class?			
6	How is availability of internet connection in the school			
7	How is availability of library in school campus			

**Table 13, items based on the teacher teaching approach.**

Please mark (√) under your response 1-poor 2- Not good - 3- good 4- Very good 5- excellent

no	Items	1	2	3	4	5
1	How is your Classroom Design Techniques i.e. Desk arrangements, Ecological revisions, Use of color: scent, lighting, music.					
2	How is your Self-Control Strategies i.e. Learning calm is contagious and silence is powerful strategies, Dealing with challenges on student time, Personal space, awareness					

	,Avoiding power struggles ,Diffusing challenges.					
3	How is your Teaching to Appropriate Behaviors i.e. Teaching to classroom rules, Teaching to classroom routines, Teaching to common or shared area expectations ,Teaching behaviors using the I do-we do-you do method.					
4	How is your Accurate and Timely Consequences i.e. Refocus eliminating 90% of classroom challenges, Avoiding multiple warnings and repeated requests ,Using start-up and shut-down prompts.					
5	How is your Student Teacher Relationships i.e. Connecting with kids, Unconditional Positive Regard (UPR),Turning challenging students into allies.					
6	How is your teaching approach in theoretical class?					
7	How is your flow of idea and presentation approach in theoretical class?					
8	How is your class management approach of in theoretical class?					
9	How is your academic potential in theoretical class?					

**Table 14, items based on the class size?**

Please mark (√) under your response 1- medium 2- Large 3-Very large

no	Items	1	2	3
1	Which class size is appropriate for more Individualized Attention in physical education theoretical class?			
2	Which class size appropriate higher-Quality Instruction			



	in physical education theoretical class?			
3	Which class size is appropriate Classroom Management in physical education theoretical class?			
4	Which class size appropriate advantage Students Suffer the Most in physical education theoretical class?			
5	Which class size appropriate to make disciplined student?			
6	What is ideal class size in physical education theoretical class?			
7	Which class size appropriate to make power full student			
8	Which class size is suitable to implement physical education theoretical class?			

### **APPENDIX THREE**

#### **Jimma University**

#### **College of natural**

#### **Department of sport science**

##### **The interview guide for school administrative bodies**

- How is the student's readiness to learn physical education theoretical class in your school compound?
- How is the teacher preparation to teach physical education in theoretical class?

- How is the support and assistance students' parent for effective teaching of physical education in theoretical class?
- What are your attitudes, students and students parents toward physical education theoretical class?
- How is availability teaching aids in theoretical class?
- How is the teacher teaching approach of physical education theoretical class?
- How is the ideal class size of physical education in theoretical class?

## **APPENDIX FOUR**

**Jimma University**

**College of natural**

**Department of sport science**

Observation cheek list concerning equipment or teaching aids to implement physical education theoretical class.

Observation cheek list for equipments

Balls	Available	Not available
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Footballs		
Basketball		
Handball		
Volleyball		
Cones		
Ropes		