

**JIMMA UNIVERSITY**  
**COLLEGE OF NATURAL SCIENCE**  
**DEPARTMENT OF SPORT SCIENCE**



**MAJOR FACTORS AFFECTING TEACHING LEARNING PROCESS OF  
PHYSICAL EDUCATION IN KELLEM WELLEGA ZONE SOME SELECTED  
SECONDARY SCHOOLS**

**BY**

**AGUMAS DEGU MENGISTIE**

**ARESEARCH SUBMITTED TO THE DEPARTMENT OF SPORT  
SCIENCE, COLLEGE OF NATURAL SCIENCES, AND JIMMA  
UNIVERSITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF EDUCATION IN PHYSICAL  
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**DECEMEBER ,2018**

**JIMMA, ETHIOPIA**

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## **BIOGRAPHY**

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## **Abstract**

*The main objective of this study was to assess factors affecting teaching learning process of physical education in KellemWellga zone some selected secondary schools. AlemTeferi, Sedichamo, Chanka, Derejekeba, Mechehara and Burayu secondary schools were selected through lottery method. The target population for this study and from this target population ( 380) study populations were selected through stratified simple random sampling method since the sample respondents of students were selected from different schools. To achieve the intended objective this study descriptive survey method was used with quantitative and qualitative data collecting approaches for this study. The collected data were analyzed quantitatively through using percentages, mean and standard deviation in descriptive statistics and inferencial statistics regression analysis was used relationship between two quantitative variable . The qualitative data that were collected from physical education teachers and principals were analyzed qualitatively through the findings of this study were using with words. Based on the analysis made of this study conclusions were made and the findings of this study were identified. Therefore, findings of this study were teachers related factors that affecting the teaching learning process of physical education in the secondary schools were lack of readiness of teachers to motivate students during the physical education lesson teaching, low attitude to motivate students in the physical education class room, inadequate lesson preparation and the subject knowledge of the teachers. Moreover students related factors that affecting the teaching learning process of physical education in the secondary school were negative attitude to attend physical education lessons, peer pressure fear to express their ideas during teaching learning process of physical education, fear to make mistake and discipline, lack of suitable football court, lack of volleyball court, lack of Large indoor teaching space of Gymnastics, inadequacy of line athletic tracks, lack of horizontal bars, lack of javelin male and female, lack of shot puts for male and female, lack of discuss for male and female, lack of materials of high Jump and lack of materials of long Jump , students, teachers and instructional materials related factors affecting the teaching learning process of physical education in the secondary schools highly. Finally, based on the findings above, recommendations were given at the last part of this study under chapter five.*



## **ACRONYMS**

**UN** -United Nations

**PE**- Physical Education

**Q PE** - Quality Of Physical Education

**UNESCO** -United, Nations Educational, Scientific and Cultural Organization

**PRF** - Performance Related Fitness

**SRF**- Skill Related Fitness

**HRF** -Health Related Fitness

**WHO** –World Health Organization

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# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the Study

Education is related to the vision of society, community and peoples like to create the students, teachers and principals educated in order to become critical constructive and participative citizens. Education is important for the new generations able to transfer to the world to live in the society and it is linked to the current society and perspective of a future better society. We live in the world a full of serious problems and complex problems at local levels and global levels.

The United Nations (UN) highlights issues in the society, presenting visions of a better world promoting actions to achieve. Many people think that sport and Physical Education (PE) can contribute little to extreme situations. In 2003, for instance, a task force between agencies to use sport and physical education in the more systematic manner activities related to development and peace. In 2005, UN promotes the international sport and physical education in many countries face marginalization within the education systems, physical development, promotion of health, cultivation of necessary values, social cohesion and intercultural dialogue.

In 2015, The United Nations Educational Scientific Cultural and Organizations (UNESCO) affirmed that offering of physical education is all over the world, which increases the concern regarding public health and reinforces the importance of governments taking political measures to physical education. The World Health Organization (WHO) levels of physical activity is rising and responsible for increasing risk of diseases and problems. The organization of World Health explains that many people, the opportunities to do sport and exercise easily makes it more important values of physical education. Considering this situation UNESCO recommends political measures to provide QPE which is defined according to the Association for Physical Education as:- planned, progressive, inclusive learning experience that forms of curriculum in early years. In this respect QPE is the foundation of lifelong engagement in physical activity and sport exercises. The learning experience offered to the students and teachers through physical education lessons should be developmentally appropriate to help them acquire cognitive skills, affective skills and psychomotor skills.

There fore to reach QPE is recommends policy actions to improve learning environments regarding teacher education, curriculum flexibility,community partnerships and monitoring of students.It is recommends ensure financial commitments to provide suitable spaces, facilities and equipments, as well as resources to faster students for the teaching learning of physical education.In the 21th century, the importance of physical activity is widely recognized. Sport is a common way for well being and integration of the society. Physical education has an important role in the educational processes,enhancing physical fitness,well being, developing the physical competence and physical confidence while the students learning a variety of motor skills. In the secondary schools curriculum physical education programs essentially to contributes combining relating knowledge from other teaching areas to the physical activities and understanding of motor skills. Physical education is also a unique contributor to the shared curriculum goals of enhanced self-esteem, self-direction, positive social development,mental development ,physical development,emotional development and cooperative behavior.

Furthermore, the students are physically active and fit physical activities also improve mental status , physical status ,emotional status and social status.Physical education is a formal content area of study to assess based on the standards.It is defined as a planned sequential standards based on the program of curriculum, instruction designed ,to develop motor skills, knowledge, behaviors of healthy active living, physical fitness, sports manship, self-efficacy and emotional intelligence.As in the subject, physical education is focused on the teaching learning process in the students science and methods of physically active, healthful living (NASPE, 2012). It is an engaging in developmentally appropriate physical activities designed for students to develop their fitness, gross motor skills, and health (Sallis et al., 2003); (Robinson and Goodway, 2009;) (Robinson, 2011). The importance of conducting research about the physical education at developing countries is acknowledged.It is necessary the regulations and the legal requirements about physical education in the particular regions and countries around in the world , the preconditions for delivering physical education can do differnt method between developed in many different countries. (Green 2008, 46). In the field of physical education classes and sport activites widely accepted as the link between sports movements,exercise activities and good health habits (Waddington 2000,In Green 2008).

It is generally acknowledged that physical education has a central role in the promotion of health among the students and teachers. Health promotion has been described as the main goal of physical education in many countries (Telama 2005; in Green 2008, 96). Policies promoting physical activity is important in combating the supposed by Obesity, health crisis, health challenges and health problems. (*Healthy People 2010*), (US Department of Health and Human Services, 2000).

## **1.2. Statement of the Problem**

The teaching and learning process of physical education is based on the principles from education science, from theoretical science, from practical science, from physical activity science and from human movement science, from psychology science which involves a lot of psychomotor skills. The subject of physical education has developed from simple drills to complex drills patterns of activities to improve the well being of individuals health and communities health from simple exercises to medium exercises then high exercises.

Physical education is improves the individual health and the general health of community to creates the lover of sports ,practices, games and comptetions, to create training of athletes for the national clubs and international clubs , to create positive attitude of the secondary school students to learn physical education. It has been established that physical education subject is important to physical development, mental development, emotional development and social development of pupils which has lead to the subsequent introduction of physical education in the secondary schools curriculum design program.

The previous studies that had been conducted by Dwyer and colleagues (2003), Morgan and Hanson (2008) Jenkinson and Benson (2010) had identified the barriers in the secondary schools, the implementing of quality physical education programs. Teachers related factors affecting the teaching and learning process of physical education in the secondary schools like, difficulty of providing safely planned lessons and structured lessons of physical education, poor planning of physical education, lack of training for physical education ,lack of knowledge about physical education, lack of confidence in teaching physical education ,lack of interest in teaching physical education and lack of positive attitudes towards physical education.



Students related factors affecting the teaching and learning process of physical education in the secondary schools like; levels of encouragement, ,levels of peer pressure ,levels of interest, levels of attitude ,levels of motivation and levels of discipline.Institutional materials related factors affecting the teaching and learning process of physical education in the secondary schools like;lack of time tabling,lack of periods,lack of access facilities,lack of enough equipments, lack of time in one period, lack of restricted curriculum program, lack of funding, lack of budjeting, lack of socio-economic status in the secondary schools..

The current study is different from these previous studies depend on in the gap of time and in the gap of setting area for example Iwas worked in my research around kellem wellega zone in (2010) Ethiopian calander. Further more currently the presences of barriers which had been identified through the above studies were cross check through this study.Additionally instructional materials related factors affecting teaching and learning process of physical education in the secondary schools were assessed through this current study. Therefore, the researcher motivated to conduct this study on the major factors affecting the teaching and learning process of physical education in the secondary schools focusing on assessing teachers related major factors affecting, students related major factors affecting and instructional materials related major factors affecting the teaching and learning process of physical education in the secondary schools. To this end the following basic research questions were answered:-

### **Basic Research questions**

1. Do the teachers related major factors affecting and students related major factors affecting teaching learning process of physical education in the secondary schools?
2. Does the instructional materials related major factors affecting teaching and learning process of physical education in the secondary schools?
3. Do the teachers related major factors affecting , students related major factors affecting and instructional materials related major factors affecting teaching learning process of physical education in the secondary schools?

### **1.3. Objectives of the study**

#### **1.3.1. General Objective of the study**

The main Objective this study was to assess major factors affecting the teaching and learning process of physical education in kellem wellega zone some selected secondary schools.

### **1.3.2. Specific Objectives of the study**

The specific objectives of this study were:-

- ❖ To identify the teachers related major factors affecting and students related major factors affecting the teaching learning process of physical education in the secondary schools.
- ❖ To assess the instructional materials related major factors affecting the teaching and learning process of physical education in the secondary schools.
- ❖ To examine the extent at which the teachers related major factors affecting , students related major factors affecting and instructional materials related major factors affecting the teaching and learning process of physical education in the secondary schools.

### **1.4. Significance of the study**

The study were planned to assess major factors affecting the teaching and learning process of physical education. Therefore, this study helps to bring some empirical data about major factors affecting the teaching and learning process of physical education. With this connection from students, from physical education teachers and from principals can understand the status of major factors affecting the teaching and learning process of physical education classes in the study area and the benefit of physical education subject or The results of this study have importance for students,teachers, principals, supervisors and educational Office managements to get information on the major factors affecting the teaching and learning process of physical education. On the basis of the information they get from the result of this study, they can plan for the future to fulfill the teaching learning process of physical education can be improved in the secondary schools.Moreover, since the finding of this study was create pave way for further research the educational researchers use it as an input to take any possible remedial action in order to decrease or minimize major factors affecting the teaching and learning process of physical education in kellem wellega zone some selected secondary schools.

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

The study focused on six (6) secondary schools that were found in the Oromia regional state in kellem wellga zone. The six(6) secondary schools are includes;- Alem Teferi secondary school,Sedi Chamo secondary school, Chanka secondary school, Dereje keba secondary school,Mechehara secondary school and Burayu secondary school.The researcher appreciates major factors affecting the teaching and learning process of physical education is an outcome of

a complex combination of many different major factors. However, this study was restricted on the influence of teachers related major factors affecting the teaching and learning process of physical education like; subject wise knowledge and subject wise skills, student related major factors affecting the teaching and learning process of physical education like; lack of discipline and peer pressure, Instructional materials related major factors affecting the teaching and learning process of physical education like lack of enough equipments and lack of enough facilities for the teaching learning process of physical education.

### **1.6. Limitation of the Study**

The researcher had conducted this study side by side it has lack of time or it has shortage of time, it has lack of enough budget, it has lack of transportation, it has lack of many different books, it has lack of internet service, it has lack of experience sharing physical education teachers, it has lack of many different facilities and it has lack of many different equipments like laptop, desktop etc. The Other limitation of the study was the absence of sufficient local studies from which the experiences had been gained to conduct this study. .

### **1.7. Definitions of basic terms**

**Factors;** is a constituent element that brings about certain effects ,results, indicates a specific multiple, number and quantity.

**Affects;** is conveys influence over something that already exists, *effects* indicates the manifestation of new ideas , original ideas of entities:

**Teaching;** is the profession of those who gives instruction especially in the secondary schools.

**Learning;** is the process of acquiring new, modifying ,existing, knowleges, behaviors and skills.

**Physical education ;** is an education process that uses physical activity related to maintaining the human body through physical exercises promoting health.

**Teachers knowledge and skill;** is refers to the combination of specific *skills*, specific *knowledge* and experiences that are required to excel in the profession of teaching and learning process.

## **1.8. Organization of the study**

The study was organized in five (5) phases. In the first chapter introduction of the study, background of the study, statement of the problem, Objective of the study, General Objective of the study, specific Objectives of the study, significance of the study, delimitation of the study, limitation of the study and basic definitions of terms. In the second chapter closely related review literatures was included. In the third chapter research methodology, research design, description of the study area, sources of data, population of the study, sample size and sampling techniques, instruments of data collection, procedures of data collection, pilot study (validity and reliability) and method of data analysis. In the fourth chapter result and discussion. In the five chapter summary, conclusions and recommendations to organized in the final report of this study.

## CHAPTER TWO

### 2. LITERATURE REVIEWS

#### 2.1. Definitions and Concepts of Physical Education

Physical Education is a learning process designed to foster the development of Performance Related Fitness (PRF) or Skill Related Fitness (SRF), Health Related Fitness (HRF), motor skills, knowledge, and attitudes related to physical activities through a series of carefully planned and conducted experiences. The learning environment is thoughtfully structured to enhance the overall development of each student within the three(3) learning domains these learning domains are cognitive domain, affective domain and psycho motor domains ( Akisanya 2010), (Fakoya 2002), (Willing 1968), (Walley 1997), and (Jomtien 1990).

Locating and evaluating the barriers that impact of cause factors affecting the teaching learning process of physical education courses, it is clear that one needs to look at this more thoroughly to create solutions in the form of curriculum, to create the program and to create instruction of ensure that numbers do not decrease further (Gibbons and Humbert, 2006). Therefore, in the principle of secondary schools have to increase the number of qualified physical educators, and to involve students in the decision making process. In physical education classes to promote marking schemes that encourage student achievements, segregation class based on the ability, based on gender to extend the mandatory of physical education in secondary schools and to create individual focus courses to increase the factors affecting teaching learning process of physical education in the secondary schools.

#### 2.2. Physical Education and Sport Activities

Physical education and sport activities are very important in the secondary school students, physical education teachers and the family of secondary schools students. Aweys (1990) argued that illiteracy is not confined to the person who is not able to use the human movement but it must include the person who fails adequately to exercise. This fact is highlighted in Ethiopia during a conference in (1999) at which it is highlighted that over students world wide are deprived of fail to participate in any form of physical education in the secondary schools.

Consequently, Jomtien (1990) stated that whilst institutes of physical education in the secondary schools focus on the mental developmental aspects of students, they tend to ignore aspects concerning physical activities, physical exercises, despite physical activities having a significant impact on the academic achievement of secondary school students. Supporting this, Aweys (1990) posits that increases in the status of physical education and indicator of the enhancement of civilizing progress of communities to contemporary human society, while Talbot (2001) highlight the mind and body is one entity, that anything happens to one is affect the other.

Physical educators therefore believe the whole students comes in the secondary schools used to educated that this requires both mental training and physical training. Talbot (2001) cites the healthy body leads to a healthy mind that physical activity can support intellectual development in the students and Talbot (2001) holds that physical education assists in the secondary school students to gain respect for the body their own as well as contributing to the combined improvement of brain and body that in turn increases an understanding of the role of aerobic physical activity for human health and anaerobic physical activity for human health.

The following subsection therefore, it is discuss the implications of physical education on the secondary school students to the terms of human health and aspects of educational attainment since there is a large body of literature demonstrating in the secondary school is an appropriate environment in which to encourage students to participate in physical activities. Study conducted by Boyle, Jones & Walters (2008) in Ethiopia found that perceived some students related barriers, some teachers related barriers and some institutional related barriers to poor implementation of physical education similar to found in the secondary schools studies.

Boyle, Jones & Walters (2008) also found that physical education teachers perceived that pupils is lured by the greater availability of sedentary opportunities and consequently suggested that lower levels of fitness and lower physical ability in pupils might be impacting on both delivery as well as participation in physical education and physical activity. Thus, a challenge in the implementation of physical education is the preference for sedentary activities by pupils in the secondary schools. Another study conducted by Dagkas & Stathi (2007) have indicated the dislike of activities by pupils and a lack of understanding of the importance of physical activity and the importance of physical education in general.

### **2.3. Factors of Teachers to Teaching Physical Education**

Physical education teachers are frontline practitioners of secondary schools in physical education subject and the dominant players of physical education classess. Reflecting on the status of secondary schools of physical education and the comission of physical education teachers are one of reasons. First of all, a lot of physical education teachers have not been able to recognize the meaning of their lives and the value of educational career and they cannot play a leading role during their teaching learning process of physical education in the secondary schools and turn their course to be a lesson with two kinds of balls low responsibility makes the reputation of some physical education teachers bad and also weakens their career position.

Second, under the background of physical education subject having been neglected in the secondary school students.Physical education teachers have been blindly patient and have done nothing. This kind of attitude causes harmful phenomenon, such as secondary schools are not implementing the policies and systems of physical education subjects. Physical education classess being diverted, physical education teacher rights being violated and so on.These all encouraged the thought of looking down on physical education course. In addition, in the course of physical education teaching physical education teachers often force the secondary school students to participate in physical education activities by the compulsory measures such as exercise standard these means simple exercise,medium exercise,and complex exercise .

Therefore students aspiration, interest and claim towards physical education is ignored which result in students revolt on the physical education courses in the secondary schools.In Ethiopian physical education teachers emerging from programmers is only slightly better equipped for the demands that is confront than their predecessors thirty(30) years ago. This reflects the static physical education teachers are training force itself out of touch to some degree with recent developments in the secondary schools.In ethiopia the return of students learner to the classroom meant that secondary schools are dealing with more sophisticated clientele than in the past.

Staff development means it is essential for the secondary schools to meet the wider responsibilities it is now expected to fulfill (Wilson, 2002).Physical education teachers are essential players in promoting quality physical education subject in the secondary schools because they are catalysts of change.

Physical education teachers at all the levels of physical education course system should have access to training and on going professional development so that they can be able to participate locally and internationally in decisions affecting their teaching environments (UNESCO, 2000). Physical educational management has no choice as to whether to train physical education teachers in the secondary schools and other employees or not. Forever due to such factors such as curriculum change transfers, technological change transfers and to change promotions (Okumbe, 1998). Physical education subject is reforms the processes tend to maintain the classical scheme of incorporating physical education teachers when the proposal has already been defined, counting physical education teachers only as potential trainees and implementers, thus ignoring the importance of knowledge, experience and active participation in the reform process (Mbatia, 2004). The shortage of well trained physical education teachers are identified in the(1964-1970) development plans as a major obstacle to achieving education for all.

The plan emphasized the need of expanding physical education teachers training facilities in order to reduce the number of untrained physical education teachers and meet the demand of a rapidly expanding secondary schools physical education course system in the Ethiopian context. It is necessary to develop a system of providing opportunities to physical education teachers to understand in service courses on a continuous basis. Apart from increased enrolment, more students from different backgrounds is going to the secondary schools, thus more special needs and over age students. In rural areas more students from poor home who may have been exposed to students sitting and herding likely go to the secondary schools. As a result, students needs have increased and physical education teachers are require new skills and knowledge (TSC Kenya, 2003). This study focus to find out challenges ,problems,risks of physical education classes experienced by selected in the secondary schools.

#### **2.4. Factors of Students to Learning Physical Education**

Most of the secondary school students are only childrens who is the most cherished of every family. Their parents and elders spoil them and do not let them do what ever housework and physical activity. Many secondary schools have blindly pursued admissions rate and taken the attitude of regarding something as important on the lips, ranking it as the second when to do it and, forgetting it when being busy in the secondary schools of physical education subject.



Although all the secondary schools have physical education course standard test and require students to reach the standard, but the physical education subject standard test of many secondary schools are not that strict. If the outstanding secondary school students general knowledge of physical education course are not able to reach the standard, the physical education teachers in the charge of a class are cut some slack. So the phenomenon of not reaching the standard of physical education course test is virtually non-existent in secondary schools. In addition, because of large population and weak economic foundation, people face greater living pressure and pressure to compete. Therefore, students are asked to be hard-working and go to a relatively good secondary school under the present social condition and hope of family. Students are not slack off in their studies. They size of every minute and second to learn. How it is possible to waste time on inconsequential physical education course. Due to the above bad influence from families and society, it finally results in that students do not like physical education classes because of fear of hard ship and fatigue.

Their enthusiasms are not high in physical education classes and afraid of sun, cold, wind and dirty. So they are lazy in practices and always the practice with larger intension by the reason of poor health. Some the secondary school students take physical education classes as their recreation time or even stand still. Doing certain strenuous physical activity can improve the physical fitness, which is make the body feel some discomfort. If the student is afraid of difficulty and cannot afford the physiological responses being brought by sports, how can their physical quality be improved and what is the point of having physical education classes. Students are principal part of the physical education classes. Their attitude directly impacts on the status of secondary schools of physical education course. However, students escaping and disliking physical education greatly harm the position of physical education subject.

## **2.5. Attitudes of Teachers to wards Physical Education**

Mc Cullum et al. (2005), Decoby et al. (2005), and Dewyer et al, (2003) have reported of physical education teachers associated barriers in the secondary schools curriculum. The obstacles include physical education teachers has lack of confidence or lack of interest in the teaching and learning prcess of handling physical education activities because the physical education teachers payment is not enough, physical education teachers had not planning physical education documents, physical education teachers having had personal negative knowledge in

physical education subjects and physical education teachers has absence of training, physical education teachers has less understanding about physical education courses , physical education teachers has not enough skills about physical education classes and prerequisites to provide physical education as cited by Xiang et al. (2002).

An article by Gourneau (2005) on five attitudes of effective physical education teachers states that pre service inter rogated about their teaching profession they always respond that they want to make a positive difference in the lives of learners. Further,physical education teachers say that they have a chance to be better than the other subject teachers they personally experienced. However, according to Frank (1990)and Halas et.al (2005),physical education teachers usually teach in the secondary school students to the way they were taught.Arabaci (2009) in the article attitudes towards physical education activities and class inclinations of Ethiopian secondary school students note that many studies have acknowledged family influence and support as an importance factors of physical education in the secondary schools.

Sports participation in pre adolescent secondary school students and adolescent secondary school students attitudes is associated with parents participation (Colley et al. 1992,Gregson and Colley 1986). Peers also influence pleasure by providing companion ship and acknowledgmentof achievements (Duncan 1993). Furthermore, Boyle et al., (2008) in the Ethiopian journal of teacher education depicts that physical education teachers feel that secondary school students are lured by the greater accessibilityof inactive opportunities.

Therefore,suggesting that lower physical capability in the secondary school learners might be affecting both delivery and involvement in physical education and physical activities (Boyleet al, 2008).According to an article physical education and sports policy for secondary schools (2011) motor skills and physical fitness development beginsin the initial years of secondary schools. During the period the secondary school students are physically and academically competentof benefiting from instruction in physical education and greatly motivated to the secondary school learners .However, right through the secondary school life age suitable training must be provided during (physical education and sport policy for secondary schools 2011).

With these ideas in mind people can well plan for the growth of our young secondary school students arising from a number of deliberations, explanation, experiences and events. A study carried out by Gitonga et al. (2011) of physical education teachers' trainee attitude towards physical education has been noted in Ethiopian secondary schools. Ethiopian secondary school students affirm that in all the of physical education is the mandatory for every physical education teachers and the secondary school learners must be taken in the spite of interest, gender, physical environment. Therefore, secondary school students and physical education teachers appear to correlate the subject with little esteem.

The negative attitude factors developed by the trainee physical education teachers are carried to secondary 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 secondary school students have positive attitudes towards participation in physical education subject and that their the secondary school students ability, skills, experiences and performance is significantly above average.

## **2.6. Attitudes of Students towards Physical Education**

Attitude is formed by people as a result some kinds of the teaching learning process of physical education in the secondary schools experience, if the experiences favorable a positive attitude is found and vice versa. The attitude people hold can frequently influence the way they act in person and larger situation. For this reason, administrators, psychologists and sociologists are concerned with attitude development, how they affect behavior and how they can be changed.

This is the cross road physical education course as an academic subject finds itself. Researchers have shown that most parents are not happy to hear their students and teachers worked talk about physical education and sports. According to Lee (2004) parents are not knowledgeable enough about the academic programmes in physical education in the secondary schools. Some the secondary schools physical education teachers are believe that physical education subject is not for the do well secondary school students, they saw it to be for the academic drop outs, the parents often say do not send you to secondary schools play sports activities and types of games like, football games, volley ball games, basket ball games, hand ball games, types of jumping like; long jumping, high jumping, triple jumping, types of throwing like; javelin throwing, discus throwing, shot put throwing, hammer throwing and types of running like short

distance running, middle distance running and long distance running about on the field. Hagger Et al (2002), asserts that attitudes which arouse behavior and sustain or terminate an activity and progress, they regulate an organized behavior and they lead to the acquisition of motives and stable disposition to act. In support of the above Awosika (2005), pointed that several attempts have been made to identify physical education teachers and secondary school students attitudes towards teaching and learning of physical education as a science subject but not much positive results. Lee (2004) stated that researchers should as a matter of urgency investigate some means by which desirable changes in the attitudes of physical education teachers and secondary school students could be fastered and induced for the acceptance of physical education subject in the secondary schools.

Academic scholars may agree with the researcher that the objectives of any science curriculum includes fastering favorable attitudes towards science and imparting cognitive knowledge which physical education as science course. Physical education classess at the advance levels (under graduate levels and post graduate levels) studies is housing specialization courses like; sports equipment technology; sports facilities, sports management, sports law, sport insurance, sports psychology, sports physiology, sports medicine, human anatomy and exercise physiology.

After the observation of the contents of the physical education subjects in the secondary schools curriculum, hick, Et al (2001), asserted that consequent upon this, considerable funds and efforts have been expended on the research and development of physical education classess in the secondary shools curriculum, yet the level of acceptance of physical education course in the secondary scools as an academic subject is still low. On the relationship between science physical education teachers characteristics, secondary school students achievements and attitudes Portman (2003), quoted by Lee (2004) found that, the physical education teachers desire to improve himself with in the profession is positively related to students achievement, and that the physical education teachers attitude towards science is significantly related to secondary school students achievement and attitude. Mckenzie (2003) also conducted a study on relationship between attitude and achievement in science method classess, observed that the attitudes of the secondary school students and physical education teachers towards science is not a predictor of achievement, that a significant positive relationship existed between physical education teachers process skills achievement and their secondary schools students attitudes towards ascience of physical education.

People carry on an internal dialogue with their selves that continue more or less non-stop through out their waking hours but for many much of our internal dialogue is negative which, in turn, can have negative consequences on our actions for example quitting at tasks instead of persisting, becoming creatures of habit rather than trying new, unexplored things. In contrast, positive internal dialogue focuses on hope and positive outcomes. Someone with a positive attitude may acknowledge that there are some possible negative aspects to a situation, but they remain optimistic positive that things is turn out well. In this issue of change your way to health. Thus, some of the known benefits of choosing to develop a positive attitude are provided, and how to go about becoming more positive in your outlook if its not your natural tendency.

## **2.7 .Conditions of Teaching in Physical Education**

The physical education teachers interviewed were critical about the work without content developed by some secondary schools of Ethiopian states that are some who work without any kind of educational planning and focusing their classes on a few sports such as, athletics exercises like;running,jumping and throwing ,Gymnastics exercises like front rolling,back rolling,horizontal bars,pararell bars and pull up exercises, soccer games ,volley ball games ,hand ball games and basket ball games. The secondary schools of Ethiopian students usually take this practice as a reference because of that when physical education teachers wants to do their job well some secondary school students have difficulties or they have not discipline.

Physical education teachers reported that asked to the students what the previous used to do. The answer is almost always the same they said that physical education teachers just gave the balls for secondary school students to play,it is the kind of recreational game played in Ethiopia that is like foot ball game ,volley ball game ,hand ball game and basket ball game, played with just one ball. So it had to explain that physical education classess is not like that it has other aspects. However, the students preferred the other subject teachers who let the play what ever they wanted they got used to the bad behaviours.The physical education teachers also commented that secondary school students are only realize that this is not good for them when they graduate.Regarding any physical education teachers who does not develop content an accommodated who just throws the ball and let the kinds do what they want to physical education teachers like; any subject has contents and values that must to worked out and failure to take responsibility for the secondary school students.This uncompromising and

accommodated values of physical education teachers with in the secondary schools of Ethiopian states context. The physical education teachers that roles gives to the ball and criticisms have already had made in this direction. Silva (2013) explain that there are two (2) main of physical education pedagogical practices in Ethiopian secondary schools. First concerned with the teaching sport competences based on a high performance model. Second characterized as the teacher who roles the ball. The physical education teachers was not investing in pedagogy it was reduced to an administrator of didactical materials and it has a posture of a recreationist classes that was compensate boredom produced in other subjects. For Darido (2003) when the physical education teachers assumes a recreationist position it is disregarding procedures and failing to intervene and mediate knowledge. Although the criticizes this kind of physical education teachers explain that there are other factors that must to taken into account.

For the firstly the physical education teachers want what not to do has had discussed theoretically but these theories have not accompanied by what to do leaving an empty space for the physical education teachers in their practice. Another factor relates to the lack of public policies that would physical education teachers has lack of facilitates, lack of equipments lack of working conditions, lack of working space, lack of working suitable materials, lack of working policies, lack of working principles and especially the support of physical education.

This scenario, in Darido's (2003) view seems to be contributing to a stressful situation that has debated in academic literature. In this sense the study by Santini and Neto (2005 and 2013) draws attention to the perception of physical education teachers as well as the secondary school students. The authors state that this behavior may consequence of burn out syndrome that physical education teachers are going to through which results from a number of factors that had accumulated for a years such as the lack of administrative support, as the lack of demand on the physical education teachers to pursue multiple roles, anxiety about the inadequacy of the training received at the secondary schools to meet, challenges of reality in government secondary schools, weak interpersonal relationships at secondary schools, and living in an environment of secondary schools students violence in the teaching and learning process of physical education.

Many physical education teachers are really going through a burnout syndrome. However the researchers have been witnessed new who already fit the ball practice which may used to a result of inadequate training and a non-commitment to the teaching profession. The reality is very difficult and it is necessary to demand better working conditions but many physical education teachers also have to engage building their practice in co-authorship with students conscious of their role as educators. Many physical education teachers intentions combined with agood strategies in relation to many physical education course contents is essential to their duty with physical education teachers and students. physical education teachers are great importance to students education their influence is not easy to measure and their gestures of attitudes to wards physical education can go a long way in the life of each person or individual person.

## **2.8. Conditions of Learning in Physical Education**

With regard to the spaces for physical education course it is possible to identify differences between in the secondary schools. while some in the secondary schools have covered spaces of suitable dimensions for physical education practice in other secondary schools the reality can be very different. The criticism expressed by physical education teachers for example refers to the size of a playground that is insufficient. Physical education teacher is points out that some of students complain of headaches mainly triggered by exposure to the sun as the playground has no coverage or adequate conditions for physical education classes. These two cases are related to inadequate working conditions, Dyson (2014).

Another problem is the lack of demarcation of the area reserved for physical education subjects. Some secondary schools have only one area for physical education teachers and students recess. Therefore, in such cases classes must share the same space and time with the secondary school students from other grades in their recess. This situation makes the development of physical education classes extremely difficult and reveals depreciation related to the professional performance of the physical education teachers with in the secondary schools setting Dyson (2014). This current situation characterizes the known status of physical education courses as a marginalized subject in the secondary schools setting in many countries.

For example physical education classes in the secondary schools in the Ethiopian context is not as important as other core subjects that has historically been marginalized in the education system in the Ethiopian states which means that it is not valued in the same way as other core subjects. In this assessment other non-core subjects have more political support than physical education course. However Dyson (2014) believes that of physical education classes is now gaining more attention from wider society because of the high levels of overweight physical education teachers and students in the secondary schools of Ethiopia. Regarding devaluation of physical education teachers commented that of physical education subject is often seen that has no significant contents. For when there are no classes in the secondary school students have nothing to do the physical education teachers usually is instructed deal with this situation. This kind of reality is also part of physical education teachers routine who does not turn up for work then the secondary schools often places the students in of physical education classes.

For these reasons to explain that of physical education course should be seen as a subject that is not an appendix and a complement for other subjects. From the other subject teachers reports the main complaints relate to three(3) aspects the space for of physical education is seen not as a classroom but as a free area where all students can enter any time they want the lack of overhead coverage of the space which exposes teachers and students to weather conditions physical education classes is treated as a supporting subject in the secondary schools. All these aspects highlighted by the respondents reflects and reinforces the of physical education course devaluation scenario in the secondary schools.

According to research from Santini and Neto( 2005 and 2013) the lack of overhead coverage of the playground is one of the stressors commonly related by physical education teachers many of whom claim to suffer from complications in the vocal cords headaches and sinusitis due to this working condition. One of the physical education teachers interviewed who teaches during the morning described that it starts working very early in the cold morning and by the end of the morning it has the sun on the head. The reports cited by Santini and Neto( 2005 and 2013) reveal problems related to secondary schools administration. In the researchers view teachers must ask for better working conditions but the secondary schools must also provide immediately at least minimum working conditions that better organize the times and spaces for conditions PE.



For a quality of physical education in the secondary schools administrators must provide adequate resources that include accessible and safe facilities, equipments and materials in other words the students and physical education teachers need a well managed environment for teaching and learning process of physical education in the secondary schools for example, optimum conditions include that all courts are covered but minimum conditions include when physical education is conducted in the secondary schools open courts and the secondary schools should allocate periods of the day that avoid extreme sun exposure defining spaces for physical education course in the secondary schools. So that there is no interference from other secondary school students and physical education teachers valuing and respecting for physical education as a subject and not asking it to cover the absence of other teachers situation that is rarely applied to teachers of other subjects Penney, Brooker, Hay and Gillespie (2009).

The standard of quality comes from what the researchers observed in the research and in their professional experience working conditions considered optimal or minimal vary according to the context. Today what is considered great may become the minimum standard in another reality time. According to UNESCO(2005-2014) quality of physical education course is not look the same in all places around the world as quality is have different meanings in different national settings of physical education process and educational contexts in the secondary schools.

## **2.9. Motivation Teachers and students in Physical Education**

Motivation is the reasoning behind an individual's actions. research has found that secondary school students with higher teaching learning process of physical education and persistence use intrinsic goals rather than extrinsic goals. Further more, secondary school students are who motivated to improve upon their previous performance or upcoming performance tend to perform better teaching and learning process of physical education than peers with lower motivation. In other words, students with higher need for the teaching learning process bad dietary habits can create the disadvantage of a lack of motivation (Baumeister & Boone in 2004). Regarding the work of physical education teachers think there should to an inspection of the physical education teachers who were not doing their job properly in accordance with the secondary schools system proposal. Compared to other subject class rooms teachers comments that physical education teachers are free to the teaching learning process of physical education.

Therefore the physical education teachers need to be monitored. Considering the already mentioned situation of poor secondary schools management and the lack of adequate materials infrastructure the view of monitoring the physical education teachers seems to be hierarchical. According to Silva(2013) nowadays the secondary schools supervision is not hierarchical exerting a power relation over the physical education teachers but this should instead be undertaken by educators who work together with the physical education teachers in a partnership effort for optimum results in the secondary schools of environment to the teaching learning process of PE. The researchers agree that supervision needs to become better to overcome this behavior of doing whatever one desires without a commitment to a substantial collective proposal.

It was essential to build a better partnership between the physical education teachers and the secondary schools management in order to promote a dialogue where the physical education teacher receives more attention, support, and therefore is able to better the teaching and learning process of physical education in the secondary schools. Physical education teachers state that as some are doing a poor job there should be more fixed guidelines, obliging teachers to follow certain lesson content for a few terms, until the situation improves and then this could be more flexible. In this opinion and this obligation to work with certain lesson content would be difficult because of the lack of materials and the lack of infrastructures but then those problems could be more easily understood. Although there were institutional curriculum, institutional guidelines, further institutional monitoring and institutional the cleaner systematization of what should be taught in the classroom is still needed.

However, we do not agree with rigid guidelines because as UNESCO(2005-2014) points out, curriculum must be flexible and adaptable that physical education teachers are empowered to offer interesting activities to the secondary school students. Physical education teachers agree that there is not enough supervision in relation to physical education teachers and adds that it ends up teaching learning process physical education what they have higher affinity. It also admits not teaching very much basketball games, hand ball games, volleyball games and football games because it is good at instead of skills. The idea that physical education teachers must have a full motor skills for the teaching physical activities contents is misguided thinking because there are several strategies that can be taught.

It also contributes to a practice of many physical education teachers who are teaching learning lesson contents centered on their limitations and not on students needs and interests. Penney, Brooker, Hay and Gillespie (2009). Consider that there is not an absolute definition quality of physical education which needs to be contextualized in social terms, cultural terms and institutional terms they propose three(3) inter related dimensions quality of physical education these are; educational curriculum, educational pedagogy and educational assessment.

One issue that is treated across those dimensions is for example, the importance of having the secondary school students at the center of education. This focus on the secondary school students in our opinion has many different amount importance in the all subjects and diverse realities of physical education. For example Patton and Parker(1990) affirm that success in professional development of physical education teacher is a process in which acquisition of knowledge in starting point then as physical education teachers start viewing them selves as learners self-improvement and empowerment is a consequence and in this process there is a shift in the physical education teacher identity to focus on student learning not themselves. There is no separation between physical education teachers and secondary schools context physical education problems are a variant of education problems and in that sense what should improve is government investment management work and physical education teachers commitment.

The researchers agree with this physical education teachers that problems do not happen in a non-contextualized way and therefore they cannot be treated as isolated from other issues. A quality physical education curriculum cannot be on the secondary schools it may be a reality in a quality of physical education which depends on public policies and joints effort of all stake holders Penney, Brooker, Hay and Gillespie (2009).

## **2.10. Un Disciplined Students to Learning Physical Education**

Some physical education teachers complained about violence or lack of discipline and collaboration of students. Some physical education teachers commented that some students arrive late some want to use mobile phones others want to come down and others cannot wait and try to kick the ball when it is still in the physical education teachers bag.

These situations disturb the classes and impair the development of significant lesson content in the physical education classes. This physical education teachers added that the lack of interest of students family and secondary schools upsetting to Garcia(1999).Indiscipline is not unique to physical education classes or to the studied institution but it is a situation experienced in many different disciplines in the secondary schools. According to Garcia(1999),it has been a source of stress in educational interpersonal relationships between the actors of the secondary schools community and transcends the behavioral issue relating to the current historical context of Ethiopia. It is expressed in different ways is more creative than in the past and became for physical education teachers a difficult matter of confronting and resolving.

The secondary school students indiscipline does not have a single cause or even a main one. Disruptive events even involving a single person usually come from a number of different causes and very commonly reflects a complex combination of causes.The author points ways to tackle this problem secondary schools investment in continuing education programs for physical education teachers creation of more opportunities for dialogue to improve the relationship with secondary school students sharing of discipline responsibility with that they participate in the problem solution and reinforcement of positive behavior.From this explanation that undisciplined behaviors of secondary school students evolved and diversified on the basis of socio-cultural changes what is considered indiscipline in the part of longer applicable in the subjects of physical education.

This process is natural ideas, behaviors change over time and the secondary schools cannot stagnate it needs to keep up with changes in the society.Dialogue and co-participation of secondary school students are valuable in facing the problem of indiscipline. In fact all actors of the school community should be heard. Efficient management is one that values diverse views because every body has a right to express opinions and participate as well as the duty to collaborate. As it occurs with indiscipline, lack of interest seems to be the result of a combination of extrinsic factors and intrinsic factors. The first concerns for example actions and social relationships established by the secondary schools society and the latter relates to inner motivations of personal desires of students in physical education in the secondary schools.

To minimize indiscipline and lack of interest the researchers recommend a path of more democratic coexistence which stimulates dialogue participation, co-responsibility, creativity, critical thinking and being in the time with current society context Silva(2013).In this discussion about indiscipline and lack of interest the issue of violence is also present.Physical education teacher is upset by violence and lack of values to notes that secondary school students naturalize violence and not them selves as violent beings whether verbal violence or physical violence Silva(2013).Regarding this naturalization of violence, Silva(2013) affirms that because people are immersed in a violent society many of the perpetrators feel no responsibility or guilt for their actions. The author blames the capitalist society because it overly values the materialistic side of life and power not giving deserved importance to simply human beings of sport activities.

Although people believe that violence is far from them, it is present in various environments in which they live and with in them Silva(2013).Different expressions of violence are present daily in the secondary schools interference of violent internal groups and external groups such as for example, drug dealers, school depredation that is a public property, fights between physical education teachers and secondary school students ,disagreements between physical education teachers and secondary school students, domestic violence between physical education teachers and secondary school students of Ethiopian violent internal groups and violent external groups. It has several faces abandonment because of a guardians absence the lack of basic care physical education violence of the secondary school students ,psychological violence of the secondary school students , expressed by threats by the secondary school students and sexual abuse infringed by the secondary school students Freire(2011).

Considering this context the author notes that for many physical education teachers the act of teaching the secondary school students to live with sexual, cultural, religious, racial and economic diversity is a Herculean task, is martyrdom Santini and Neto (2005 and 2013) also address the issue of violence and the influence upon physical education teachers and consider it a significant factor that increases their stress and emotional exhaustion Freire(2011).So,what should be done give up the profession but other professions is probably also be surrounded by violence. Silva (2013) suggests a solution invest in the role of the secondary schools as a promoter of good relationships, peace of friendship and emphasizes that education should is closer to the reality of students life, promoting citizenship education Freire(2011).

The reality of a violent life should not only be embraced by physical education teachers and secondary school students, but worked out with sensibility and intelligence, so that the secondary school becomes a transformation and hope laboratory. For Freire (2011), an essential part of human nature needed to knowledge production is hope, which enriches interactions between physical education teachers and secondary school students in the joyful educative activity. In other words, more than ever physical education teachers should develop affectionate and educative relationships with students focus on the teaching and learning interests, and well being of the teaching and learning process of physical education in the secondary schools.

### **2.11. Challenges Related to Resources in Physical Education**

In spite of the devastating scientific proof of the benefits of physical program and the fact that the 1948 UNESCO chapter enshrined physical education as a fundamental human right physical education is in a dangerous situation worldwide. Mackendrick (1996) notes that physical education is mostly taught by generalist teachers with modest knowledge or with no physical education education methods. Hardman (1999) of Manchester University in the research to the critical status of physical education (Berlin, November 1999) showed the essential status of physical education around the globe in spite of the social and economic class. One of the main issues identified by Hardman (1999) is resources. According to the audit report the reduction of funding compromises the quality and quantity of physical education programs in schools.

The provision of amenities and their maintenance are insufficient in many schools across the globe. Besides worldwide only 31% of countries have enough amenities. In the poor countries there are major challenges in providing a full variety of amenities but even in countries with more recognized systems of physical education programs there were cases of poor maintenance and loss of amenities noted (Hardman, 1999). In an Australian journal of teacher education presented by Jenkinson and Benson (2009) the challenges and problems of physical education. Dwyer et al (2003) reported that physical education is allocated lower status and priority in learning institutions lack of achievement measures for physical education, physical activity and inadequate infrastructure materials, equipments and facilities.

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

Together with states where there is no mandatory prerequisite for physical education but where it is usually practiced physical education program achievements. Physical education is neither mandatory nor might it be offered for girls (Hardman and Marshall, 2000).Hardman and Marshall (2000) noted that due to educational reform physical education is fused with health education which result to the decrease in the teaching and learning time of physical education in the secondary schools program. According to Hardman and Marshall (2000) for the last decade many states have reformed their education systems.It is encouraging that physical education has remained or become mandatory in a great majority of countries since 2000 it has lost its compulsory position in 6% of countries (Hardman and Marshall, 2000). According to Hardman and Marshall (2000) physical education is not mostly taught in many learning institutions even though it is a compulsory subject in the school curriculum thus denying learners the opportunity of developing their skills and knowledge in physical education.

The study of Hardman and Marshall (2000) continues that more governments are squeezing physical education out of the education system and adding more compulsory academic courses which hold little benefit compared to physical education.Hardman and Marshall (2000) suggested the development of national policy to inculcate and implement policies and structures to control time of in physical education allocation in the curriculum.According to Hardman & Marshall (2000) in the secondary schools cycle there is an average 94 minutes ranging between 30 –180 minutes(Hardman and Marshall 2000). Ethiopian regions vary in time allocation for secondary schools. Ethiopian secondary schools also vary in time allocation in physical education curriculum has increased in the period between (2000-2005).

In Ethiopia the challenges of physical education resources are enormous. The availability of resources is pegged on the social and economic status of the institution. The highly endowed institutions have better physical education resources. Coombs (1970) asserts that scarcity of text books, libraries and physical education amenities is limit educational system from responding completely to new demands. In order to improve education based on quality, better learning materials and resources are needed. Almond (1997) emphasized the significance of having suitable human resources plan and provide enough instructional materials and physical amenities to sustain educational efforts. Resources required for effective physical educational activities in most Ethiopian government secondary schools are insufficient of physical education.

Lack of enough ,facilities, equipments and space like play fields are very common in most secondary schools found in fixed areas. Inadequate funding from the government has compounded the lack of physical education resources in government secondary schools in Ethiopian. Stakeholders who would have supplemented the government efforts in providing physical education have not responded positively to this problem. In a nutshell there is need for support to enhance the availability of physical education resources for quality of teaching and learning process of physical education in the secondary schools. Kirui and Too (2012), allude to the fact that there ought to be a commitment to work dynamically so that the position of physical education inside and outside education system is both completely acknowledged and developed through measures to improve the curriculum, sport facilities, sport equipments, the position of physical education and the initial service training of physical education learners.

According to a study by Marshall and Hardman (2000) physical education is allocated very few hours and both physical education teachers and secondary school learners look down up on the status of physical education as compared to other examinable subjects. A study by Sparkes et al (1990) also allude to the findings of Marshall (2000) that physical education teachers, other stakeholders ignored and accorded low status to physical education subject. (Marshall and Hardman 2000, Sparkes, Templin & Schempp, 1990) suggested that the over loaded curriculum restricts physical education teachers from scheduling and implementing physical education courses, designing discourses about the state of affairs in the secondary school students health. Consequently the requirement for more physical activity and the appointment of physical activity experts.



A study by ministry of education (2007) in Ethiopian on the healthy and confident kinds of suggests alignment of current physical education activities in the secondary schools with precedent physical education credentials. The report advocates for programs which are relevant and useful to modern secondary school students. Gatman (2005) in his research suggests that secondary schools of physical education teachers should continuously update them selves on physical education teaching and learning activities in the secondary schools.

## **CHAPTER THREE**

### **3.RESEARCH METHDOLOGY**

This chapter briefly describes in details the strategy that the researcher uses in collection of data and analyzing it. The strategies that the researcher used were research methodology, research design, description of the study area, sources of data, population of the study, sample size and sampling techniques, instruments of data collection (questionnaires and interviews), procedures of data collection, pilot study (reliability and validity) method of data analysis and the last ethical consideration.

#### **3.1. Research Design**

The main Objective of this study was to assess major factors affecting the teaching and learning process of physical education in kellem wellega zone some selected secondary schools. To achieve the intended Objective this study descriptive survey method and inferential statistics were used with quantitative and qualitative data collecting approaches for this study. Quantitative data collecting approach was used for the data that were collected through questionnaires from students and qualitative approach was used for the data that were collected through interviews from physical education teachers and from principals.

#### **3.2. Description of the Study Area**

This study was conducted in six (6) secondary schools of kellem wellga zone conducted to assess major factors affecting the teaching and learning process of physical education. The six (6) secondary schools are found in Oromia regional state in kellem wellga zone in the western part of Oromia. Oromia is one of the largest regional states of the country between 3°40' and 10°35' North latitude 34°05' to 43°11' East longitude and covers a geographic area of about 364,606 square kilometers. Relatively Oromia is bordered by all regional governments of Federal democratic government of Ethiopia except Tigray national regional state.

The distance of kellem wellga zone from Addis Ababa was six hundred fifty two (652) kilometers. The location of kellem wellega is in the West Direction Gambella Region, in the East Direction west wellega (Gimbi town), in the South Direction Benshangul Gumz region (Assossa town) and in the North Direction Illu Ababur zone (Metu town).

The weather condition of kellem wellega is Weyina Dega and kola in the west Oromia, latitude: 8° 46' 52.8" (8.7813°) north, longitude: 34° 46' 7.6" (34.7688°) east 2,153 meters. Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), this Zone has a total population of 797,666, ( 401,905 men and 395,761 women). The two largest ethnic groups reported in KelemWelega were the Oromo (94.08%) and the Amhara (5.13%) all Other ethnic groups made up 0.79% of the population. AfaanOromoo was spoken as a first language by 94.12% and 5.32% spoke Amharic the remaining 0.56% spoke all Other primary languages reported. The majority of the inhabitants were Protestants with 48.45% of the population having reported they practiced that belief while 26.9% of the population professed Ethiopian Orthodox Christianity and 23% of the population were Muslim.

### Study area map



### **3.3. Source of Data**

Both the primary data and the secondary data were used for this study. The primary data were collected from students, from physical education teachers and from principals in the study area. The secondary data was also used from different books, from different journals, like news paper, from different internet sources to get relevant information and to get sufficient information regarding the study.

### **3.4. Population of the study**

The population of the study were Oromia regional state in kellem wellga zone in the six(6) secondary schools include; Alem Teferi secondary school, Sedichamo secondary school, Chanka secondary school, Derejekeba secondary school, Mechehara secondary school and Burayu secondary schools has seven thousand six hundred (7600) students, ten(10) physical education teachers and sixteen(16) principals. The study were on the target population or the samples were three hundred eighty (380) students, six(6) physical education teachers and six(6) principals.

### **3.5. Sample Size and Sampling Techniques**

The target population of the study were students who have attended regular education in six (6) secondary schools of kellem wellega zone. First the researcher was used to the sample of six (6) secondary schools were selected through by the lottery method from thirty eight (38) secondary schools of kellem wellega zone.

Second the researcher was used to from seven thousand six hundred (7600) students three hundred eighty (380) five percent (5%) of sample populations were selected by simple random sampling method collected from six(6) secondary schools of kellem wellega zone proportionally on the students number in each secondary school.

Third the researcher was used to select the sample respondents of this study on the importance of responses that were collected respectively from (10) physical education teachers were selected (6) physical education teachers and from (16) principals were selected (6) principals by purposive sampling method in the six(6) secondary schools of kellem wellega zone respectively.

According to Taro Yamane ( in 1967), the sample size calculation formula that updated, first it should be working with a finite population and if the population size is known, the Yamane formula for determining the sample size is given by:  $n=N/(1+Ne^2)$

Where as

n= corrected sample size,

N =Total population size, and

e =Margin of error (Mo E), e = 0.05 Based on the research conditions.

Therefore, N=total population size=7600.

e =Margin of error (Mo E), e = 0.05

$$n=N/(1+Ne^2)$$

$$n=7600/(1 +7600(0.0025))$$

$$n=7600/1+19$$

$$n=7600/20=380.$$

$$\text{The sample was taken from each school} = \frac{\text{Total students in each school} \times \text{samplesize}}{\text{total population of students}}$$

$$1. \text{ Alem Teferi S.S} \quad 960 + 620 = \frac{1580 \times 380}{7600} = 79$$

$$2. \text{ Sedi chamo S.S} \quad 400 + 280 = \frac{680 \times 380}{7600} = 34$$

$$3. \text{ Chanka S.S} \quad 720+380 = \frac{1100 \times 380}{7600} = 55$$

$$4. \text{ Dereje keba S.S} \quad 1100+740 = \frac{1840 \times 380}{7600} = 92$$

$$5. \text{ Mechehara S.S} \quad 560+300 = \frac{860 \times 380}{7600} = 43$$

$$6. \text{ Burayu S.S} \quad 940+ 600 = \frac{1540 \times 380}{7600} = 77$$

No	Name of school	Total numbers of students grade 9 <sup>th</sup>	Numbers of sample students	Total numbers of students in grade 10 <sup>th</sup>	Numbers of sample students	Total numbers of sample students from grades 9th and 10th
1	AlemTeferi	960	48	620	31	79
2	Sedichamo	400	20	280	14	34
3	Chanka	720	36	380	19	55
4	Derejekeba	1100	55	740	37	92
5	Mechehara	560	28	300	15	43
6	B urayu	940	47	600	30	77
	<b>Total</b>	4680	234	2920	146	380

### 3.6. Instruments of Data Collection

The study used both quantitative and qualitative data collecting approaches. Both types of data were collected by using appropriate data collection tools in order to Obtain enough information from the respondents. Thus, the questionnaires were used to collect the quantitative data from the secondary school students. Then five (5) liker scale close-ended questions were designed and structured interviews were used to collect quantitative and qualitative data. Interview was used to collect the qualitative data from the physical education teachers and from the principals.

#### 3.6.1. Questionnaires

The questions were prepared by the researcher. The questionnaire has only one (1) parts demographic information collecting close-ended questions , responses collecting questions which were designed on the basis of teachers related major factors affecting, Students related major factors affecting and instructional materials related major factors affecting the teaching learning process of physical education that were the five (5) scale liker close ended questions.

Therefore the researcher validated the instruments that were developed as follows before the actual data collection was started the instruments were given to the friends as well as to get valuable comments and criticisms on the strengths and weaknesses of the items. Based on the comments Obtained, the necessary modifications were made for further comments, criticisms and evaluation.

The questionnaire was prepared for the respondents to questionnaires of the six(6) secondary school students include thirty (30) closed ended questionnaires which was related to the major factors affecting teaching and learning process of physical education.

### **3.6.2. Interviews**

As indicated in Wilkinson and Bhandarkar (1999:288), interviews were necessary to get deep feeling, perceptions, values or how people interpret the world around them, and past events that are impossible to replicate. In the light of this, to supplement the data Obtained through questionnaires the researcher conducted interviews with the physical education teachers and the principals used to ten(10) Open ended questions, which was related to the major factors affecting teaching and learning process of physical education.

### **3.7. Procedures of Data collection**

As long as the procedure of data collection is concerned, the researcher got through the following steps, so as to collect the relevant data. The first thing the researcher was doing getting the recommendation letter from sport science department. The recommendations letters were given for the principals selected to the six (6) secondary schools and permission was obtained from the director of each secondary schools.

The Objective of the study was presented for the principals. These data were collected from students, from physical education teachers and from principals through proposed data collecting instruments. After the both data collection tools (questionnaires and interviews) were distributed to the sample respondents of the study to fill and write their opinions, they were returned back finally to the researcher for analysis and interpretation. Not only this but also the researcher had given special considerations for the collected data while analysis was taking place.

### **3.8. Study pilot**

Testing the self-designed questions used to the manageable size of sample respondents were very important to check the reliability of the questions. The study pilot have been conducted three hundred eighty (380) sample students through collecting responses thirty (30) items. The responses that have been collected was grouped into three (3) variables like;-teachers related major factors affecting, students related major factors affecting and instructional materials related major factors affecting the teaching learning process of physical education.

The extent at which teachers related major factors affecting, student related factors affecting and instructional materials related major factors affecting the teaching learning process of physical education on the variables reliability statistics were calculated using Cronbatch Alpha and the results were presented in the table 3.8.1.as follows.

**Table.3.8.1.. Reliability Statistics using Cronbatch Alpha**

S.N	Variables	<i>A</i>
1	Teachers related factors affecting and students related factors affecting the teaching learning process of physical education in the secondary schools.	0.864
2	Instructional material related factors affecting the teaching and learning process of physical education.	0.943
3	The extent at which teachers related , students related and instructional materials related factors affecting the teaching learning process of physical education.	0.785

As it was stated in the above table 3.8.1 reliability statistics were calculated three(3) variables on the basis of responses collected from three hundred eighty(380) sample respondents and reliability of the self-designed questionnaire was cross-checked with identified standard of Cronbatch Alpha.Values ranging between 0.00 (much error) and 1.00 (no statistical reliable since the result of Cronbatch Alpha had shown 0.864,0.943 and 0.785 which were above 0.750 respectively.The results above 0.750 were required standards to confirm reliability of the self-designed questionnaires.

### **3.9. Method of Data Analysis**

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

However, quantitative data analysis method was employed as the major technique for final work. Due to the time and the resource that the researchers have, from the descriptive statistics,



percentage, frequency, mean, and standard deviation were used to analyze the data. Percentiles were used to calculate the data based on the distribution of data.

In general, the ( $n^{\text{th}}$ ) percentile has ( $n\%$ ) of the population sample respondents, and  $(100-n)\%$  of the population. The mean and standard deviation were used as the center and a normal distribution. Mean helps us to quantify average values in the data and helped us to show how much data was clustered around a mean value as well as gives a more accurate idea of how the data was distributed.

The qualitative data analysis method was also used as a supplementary data analysis technique for triangulation and justification purpose to complement the insight drawn from quantitative analysis. The last method was from inferential statistics the researcher used to compare and contrast the three(3) variables by regression analysis method.

### **3.10. Ethical considerations**

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality and other related values. The researcher promised to the participants of the study that the information which was collected from the respondents shall not be transferred to third party in candid or it was not be exploited for undertaking other than the purpose of the research study. Besides this, the process of data collection was done anonymously without writing their name, identification number, telephone number, so that the threat of being disclosed were very much minimized.

## CHAPTER FOUR

### 1. RESULT AND DISCUSSION

#### 4.1 Data Analysis and Discussion

In this part of the study, different phases and steps were followed in the analysis and interpretations of the data that collected for this study. In the analysis of data that collected on the demographic information of the sample respondents of the students were analyzed and followed with discussions. In the first part of the analysis, the data that were collected from the sample respondents of students through questionnaire were analyzed and followed with text explanations. In the second part of the study the data that were through interview from the physical education teachers and from the principals were analyzed qualitatively and discussed in text explanations. Under this section the quantitative data demographic information of the students that collected were analyzed in percentages and followed with discussions.

#### 4.2. Demographic Informations of the Respondents

Under this part the personal informations of the sample respondents of students, like sex, grade and age were analyzed in the table below and followed with discussions.

**Table.4.2.1. Frequency Table for Sex Profile of Students**

Variables	Categories	Frequency	Percent (%)
Sex	Male	214	56.31
	Female	166	43.68
	Total	380	100

As it was seen in the above table 4.2.1 the gender of the respondents were cleared that of the three hundred eighty (380) total sample students 214 (56.31%) of the sample respondents were male students. where as 166 (43.68%) of the sample respondents were female students. This implies that almost significant numbers of male students and female students were the sample respondents for this study. Therefore the sample of male students greater than female students.

**Table.4.2.2.Frequency Table for Grade Profile of Students**

Variables	Categories	Frequency	Percent (%)
Grade	Grade 9 <sup>th</sup>	234	61.57
	Grade 10 <sup>th</sup>	146	38.42
	Total	380	100

As it was shown above the sample respondents grade level were analyzed in the above table 4.2.2 in that 234 (61.57%) of the sample respondents were selected from grade 9<sup>th</sup> students and 146 (38.42%) of the sample respondents were selected from grade 10<sup>th</sup> students. There fore the sample of grade 9<sup>th</sup> students greater than the sample of grade 10<sup>th</sup> students.

**Table.4.2.3. Frequency Table for Age Profile of Students**

Variables	Categories	Frequency	Percent (%)
Age	15-17	296	77.89
	18-19	64	16.84
	20 and above	20	5.26
	Total	380	100

As it was shown above the sample respondents age level were analyzed in the above table 4.2.3. in the majority of the sample respondents of were found with in the age category of fifteen up to seventeen (15-17) this indicates that the youngest age group has been learning. The second higher age categories found between eighteen up to nineteen ( 18 -19) years. The insignificant percent of students age above twenty (20) years. This implies that young students of different ages have been learning in the schools. There fore in the age of fifteen up to seventeen (15-17) sample students geater than the other age students.

### 4.3. Data Analysis on the Responses Collected from Sample Students

Questionnaire was designed to collect the quantitative data selected from the six (6) secondary schools of kelem wellega zone through designed close-ended five( 5 ) scale liker questions on the factors affecting teaching and learning process of physical education .On the basis of these designed questions data were collected and analyzed for this study. In the method of the analysis percentiles were used to measure the distributions of responses for five (5) choices of items in frequencies. On the basis of the distributions of frequencies mean was used to calculate the average of the disturbed responses in that decisions were made whether it for each factors affecting the teaching and learning process of physical education . Standard deviations were also calculated to identify the distribution that had been observed around the mean scores.

**Table 4.3.1. Teachers related factors and students related factors affecting the teaching learning process of physical education in the secondary schools.**

No	Items	Items of choices	Public school students Responses			
			F	%	Mean	STD
A	<b>Teachers related factors and students related factors affecting the teaching learning process of PE in the secondary schools.</b>					
1	Teachers are not ready to motivate students during the physical education lesson teaching.	SD	85	22.36	0.22	0.022
		DA	76	20.00	0.40	0.020
		PA	94	24.73	0.74	0.037
		AG	125	32.89	1.31	0.065
		SA	-	-	-	-
		Total	380	100	2.67	0.133
2	Teachers do not have positive attitude to motivate students in the physical education class room.	SD	-	-	-	-
		DA	36	9.47	0.18	0.018
		PA	157	41.31	1.23	0.06
		AG	100	26.31	1.05	0.052
		SA	87	22.89	1.14	0.057

		Total	380	100	3.60	0.180
3	Inadequate lesson preparation of teachers affect teaching learning process of physical education.	SD	-	-	-	-
		DA	31	8.15	0.16	0.016
		PA	76	20.00	0.60	0.030
		AG	148	38.94	1.55	0.077
		SA	125	32.89	1.64	0.082
		Total	380	100	3.95	0.197
4	The subject knowledge of teachers affect students in the physical education teaching learning process.	SD	-	-	-	-
		DA	31	8.15	0.16	0.016
		PA	99	26.05	0.78	0.039
		AG	187	49.21	1.96	0.098
		SA	63	16.57	0.82	0.041
		Total	380	100	3.72	0.186
5	Students have negative attitude to attend physical education lessons.	SD	-	-	-	-
		DA	31	8.15	0.16	0.016
		PA	65	17.10	0.51	0.025
		AG	196	51.57	2.06	0.103
		SA	88	23.15	1.15	0.057
		Total	380	100	3.88	0.194
6	Students do not get enough materials to learn physical education.	SD	54	14.21	0.14	0.014
		DA	65	17.10	0.34	0.017
		PA	75	19.73	0.59	0.029
		AG	97	25.52	1.02	0.051
		SA	89	23.42	1.17	0.058
		Total	380	100	3.26	0.163
7	Peer pressure can affect the teaching learning process of physical education.	SD	-	-	-	-
		DA	32	8.42	0.16	0.016
		PA	97	25.52	0.76	0.038
		AG	187	49.21	1.96	0.098
		SA	64	16.84	0.08	0.008
		Total	380	100	2.96	0.148
8	Students fear to express their ideas during the teaching learning process of physical education.	SD	-	-	-	-
		DA	68	17.89	0.35	0.017
		PA	104	27.36	0.82	0.041
		AG	153	40.26	1.61	0.080
		SA	55	14.47	0.72	0.036
		Total	380	100	3.51	0.175
9	Students fear to make mistake and this affects	SD	-	-	-	-

	them to physical education activities.	DA	68	17.89	0.35	0.017
		PA	125	32.89	0.98	0.049
		AG	118	31.05	1.24	0.062
		SA	69	18.15	0.90	0.045
		Total	380	100	3.47	0.173
10	Student discipline affects the teaching learning process of physical education.	SD	-	-	-	-
		DA	35	9.21	0.18	0.018
		PA	78	20.52	0.61	0.030
		AG	182	47.89	1.91	0.095
		SA	85	22.36	1.11	0.055
		Total	380	100	3.81	0.1905

Ten(10) items were designed as it was indicated in the above table 4.3.1. to collect responses from sample students about the teachers related factors affecting and students related factors affecting the teaching learning process of physical education in the secondary schools. The collected data were analyzed in percentiles, means and standard deviations. The analyzed data were discussed as follows.

The first question was asked to identify whether teachers are not ready to motivate students during the physical education lesson teaching or not.85(22.36%),76(20.%),94(24.73%) and 125(32.89%) of the responses had indicated that they had strongly disagreed, disagreed ,partially agreed and agreed on whether teachers are not ready to motivate students during the physical education lesson teaching or not. The mean score of the responses was 2.67.this implies that teachers are not ready to motivate students during the physical education lesson teaching.

The second question was asked to examine whether teachers do not have positive attitude to motivate students in the physical education class room. 36(9.47%), 157(41.31%),100(26.31%) and 87(22.89%) of the responses had indicated that they had strongly disagreed, partially agreed, agreed and strongly agreed on whether teachers do not have positive attitude to motivate students in the physical education class room.

The mean score of the responses was 3.60 which was the significant value. This implies that teachers do not have positive attitude to motivate students in the physical education class room.

The third question was asked to get information about inadequate lesson preparation of teachers affect teaching learning process of physical education.31(8.15%),76(20%),148(38.94%) and 0125(32.89%) of the responses had indicated that they had disagreed partially agreed, agreed and strongly agreed on about inadequate lesson preparation of teachers affect teaching learning process of physical education. The mean score of the responses was 3.95 which was very significant value. This implies that inadequate lesson preparation of teachers affect teaching learning process of physical education.

The fourth question was asked to identify presences of the lack of the subject knowledge of teachers affects the students in the physical education teaching learning process.31 (8.15%),99 (26.05%), 187(49.21%) and 63(16.57%) of the responses had indicated that they disagreed,partially agreed, agreed and strongly agreed on presences of the lack of the subject knowledge of teachers affects the students in the physical education teaching learning process.. The mean score of the responses was 3.72 which was significant value. This implies that presences of the lack of the subject knowledge of teachers affects the students in the teaching learning process of physical education.

The fifth question was asked to assess whether students have negative attitude to attend physical education lessons31(8.15%),65 (17.10%), 196(51.57%) and 88(23.15%) of the responses had indicated that they had disagreed, partially agreed and agreed on whether students have negative attitude to attend physical education lessons. The mean score of the responses was 3.88.this implies that students have negative attitude to attend physical education lessons.

The sixth question was asked to identify the absence of students getting enough materials to learn physical education..54(14.21%), 65(17.10%), 75(19.73%),97(25.52%) and 89(23.42%) of the responses had shown that they had strongly disagreed, disagreed, partially agreed, agreed and strongly agreed on the absence of students getting enough materials to learn physical education. The mean score of the responses was 3.26 this implies that there was the absence of students getting enough materials to learn physical education.

The seventh question was asked to assess whether peer pressure can affect the teaching learning process of physical education or not. 32(8.42%), 97(25.52%), 187(49.21%) and 64(16.84%) of the responses had indicated that they disagreed, partially agreed, agreed and strongly agreed on whether peer pressure can affect the teaching learning process of physical education or not. The mean score of the responses was 2.96 which was significant value. This implies that peer pressure can affect the teaching learning process of physical education.

The eighth question was asked to identify whether students fear to express their ideas during teaching and learning process of physical education. 68(17.89%), 104(27.36%), 153(40.26%) and 55(14.47%) of the responses had indicated that they disagreed, partially agreed, agreed and strongly agreed on students fear to express their ideas during teaching and learning process of physical education. The mean score of the responses was 3.51 which was significant value. This implies that students fear to express their ideas during teaching and learning process of physical education.

The ninth question was asked to get information whether students fear to make mistake and this affects them to physical education activities or not. 68 (17.89%), 125(32.89%), 118(31.05%) and 69(18.15%) of the responses had indicated that they disagreed, partially agreed, agreed and strongly agreed on whether students fear to make mistake and this affects them to physical education activities. The mean score of the responses was 3.47 which was significant value. This implies that students fear to make mistake and this affects them to physical education activities.

The last question was asked to identify whether student discipline affects the teaching learning process of physical education. 35 (9.21%), 78(20.52%), 182(47.89%) and 85(22.36%) of the responses had indicated that they disagreed, partially agreed, agreed and strongly agreed on whether student discipline affects the teaching learning process of physical education.

The mean score of the responses was 3.81 which was significant value. This implies that there was student discipline that affects the teaching learning process of physical education.



**Table 4.3.2. Instructional materials related factors affecting the teaching and learning process of physical education.**

No	Items	Items of choices	Public school students Responses			
			F	%	Mean	STD
<b>B</b>	<b>Instructional materials related factors affecting the teaching and learning process of physical education.</b>					
1	lack of suitable football court affects the teaching and learning process of physical education.	SD	-	-	-	-
		DA	51	13.42	0.26	0.013
		PA	65	17.10	0.51	0.025
		AG	198	52.10	2.08	0.104
		SA	66	17.36	0.86	0.043
		Total	380	100	3.71	0.185
2	lack of suitable volleyball court affects the teaching and learning process of physical education.	SD	-	-	-	-
		DA	46	12.10	0.24	0.012
		PA	99	26.05	0.78	0.039
		AG	167	43.94	1.75	0.087
		SA	68	17.89	0.89	0.044
		Total	380	100	3.66	0.183
3	lack of large indoor teaching space for gymnastics affects the teaching learning process of physical education.	SD	-	-	-	-
		DA	46	12.10	0.24	0.012
		PA	180	47.36	1.42	0.071
		AG	96	25.26	1.01	0.050
		SA	58	15.26	0.76	0.038
		Total	380	100	3.43	0.171
4	Inadequacy of line athletic tracks affects the teaching learning process of physical education.	SD	-	-	-	-
		DA	-	-	-	-
		PA	67	17.63	0.52	0.026
		AG	146	38.42	1.53	0.076

		SA	167	43.94	2.19	0.109
		Total	380	100	4.24	0.212
5	Lack of horizontal bars affects the teaching learning process of physical education.	SD	-	-	-	-
		DA	-	-	-	-
		PA	83	21.84	0.65	0.032
		AG	203	53.42	2.13	0.106
		SA	94	24.73	1.23	0.061
		Total	380	100	4.01	0.200
6	lack of javelin male and female affects the teaching learning process of physical education.	SD	-	-	-	-
		DA	44	11.57	0.23	0.011
		PA	178	46.84	1.40	0.070
		AG	158	41.57	1.16	0.083
		SA	-	-	-	-
		Total	380	100	2.79	0.139
7	lack of shot puts for male and female affects the teaching learning process of physical education.	SD	-	-	-	-
		DA	56	14.73	0.29	0.014
		PA	156	41.05	1.23	0.061
		AG	168	44.21	1.76	0.088
		SA	-	-	-	-
		Total	380	100	3.28	0.164
8	lack of discuss for male and female affects the teaching learning process of physical education.	SD	-	-	-	-
		DA	46	12.10	0.24	0.012
		PA	158	41.57	1.24	0.062
		AG	176	46.31	1.85	0.092
		SA	-	-	-	-
		Total	380	100	3.33	0.166
9	lack of materials of high jump affects the teaching learning process of physical education.	SD	-	-	-	-
		DA	68	17.89	0.35	0.017
		PA	145	38.15	1.14	0.057

		AG	167	43.94	1.75	0.087
		SA	-	-	-	-
		Total	380	100	3.24	0.162
10	lack of materials of long jump affects the teaching learning process of physical education.	SD	-	-	-	-
		DA	89	23.42	0.46	0.023
		PA	204	53.68	1.61	0.080
		AG	97	25.52	1.02	0.051
		SA	-	-	-	-
		Total	380	100	3.09	0.154

Ten(10) items were designed as it was indicated in the above table 4.2.2 to collect responses from sample students about the instructional materials related factors affecting the teaching and learning process of physical education. The collected data were analyzed in percentiles, means and standard deviations. The analyzed data were discussed as follows.

The first question was asked to identify lack of suitable football court affects the teaching and learning process of physical education or not.51(13.42%),65(17.10%),198(52.10%) and 66(17.3600) of the responses of the sample respondents had shown that they had disagreed, partially agreed, agreed and strongly on whether lack of suitable football court affects the teaching learning process of physical education or not.. The mean score of the responses was 3.71 which was significant value of mean score. This implies that lack of suitable football court affects the teaching and learning process of physical education.

The second question was asked to assess whether lack of suitable volleyball court affects the teaching and learning process of physical education..46 (12.10%), 99(26.05%),167(43.94%) and 68(17.89%) of the responses of the sample respondents had shown that they had disagreed, partially agreed, agreed and strongly on whether lack of volleyball court affects the teaching learning process of physical education.

The mean score of the responses was 3.66 which was significant value of mean score. This implies that lack of volleyball court affects the teaching and learning process of physical education.

The third question was asked to identify whether lack of large indoor teaching space for gymnastics affects the teaching learning process of physical education or not. 46 (12.10%), 180 (47.36%), 96 (25.26%) and 58 (15.26%) of the responses of the sample respondents had shown that they had disagreed, partially agreed, agreed and strongly on lack of large indoor teaching space for gymnastics affects the teaching learning process of physical education. The mean score of the responses was 3.43 which was significant value of mean score. This implies that there was lack of large indoor teaching space of for gymnastics affects the teaching learning process of physical education.

The fourth question was asked to examine the presence of the inadequacy of line athletic tracks affects the teaching learning process of physical education. 67 (17.63%), 146 (38.42%) and 167 (43.94%) of the responses of the sample respondents had shown that they had partially agreed, agreed and strongly on inadequacy of line athletic tracks affects the teaching learning process of physical education.. The mean score of the responses was 4.24 which was very significant value of mean score. This implies that there was inadequacy of line athletic tracks affects the teaching learning process of physical education.

The fifth question was asked to get information whether lack of horizontal bars affects the teaching learning process of physical education. 83 (21.84%), 203 (53.42%) and 94 (24.73%) of the responses of the sample female respondents had shown that they had partially agreed, agreed and strongly on lack of horizontal bars affects the teaching learning process of physical education. The mean score of the responses was 4.01 which was very significant value of mean score. This implies that there was lack of horizontal bars affects the teaching learning process of physical education.

The sixth question was asked to identify whether lack of javelin male and female affects the teaching learning process of physical education.. 44 (11.57%), 178 (46.84%), and 158 (41.57%) of the responses of the sample respondents had shown that they had partially agreed, agreed and strongly on whether lack of javelin male and female affects the teaching learning process of physical education. The mean score of the responses was 2.79 which was significant value of mean score. This implies that there was lack of javelin male and female affects the teaching learning process of physical education.

The seventh question was asked to assess whether lack of shot puts for male and female affects the teaching learning process of physical education. 56(14.73%), 156(41.05%) and 168(44.21%) of the responses of the sample respondents had shown that they had disagreed, partially agreed and agreed on whether lack of shot puts for male and female affects the teaching learning process of physical education. The mean score of the responses was 3.28 which was significant value of mean score. This implies that there was lack of shot puts for male and female affects the teaching learning process of physical education.

The eighth question was asked to identify whether lack of discuss for male and female affects the teaching learning process of physical education. 46 (12.10%), 158(41.57%) and 176(46.31%) of the responses of the sample respondents had shown that they had disagreed, partially agreed and agreed on whether lack of discuss for male and female affects the teaching learning process of physical education. The mean score of the responses was 3.33 which was significant value of mean score. This implies that there was lack of discuss for male and female affects the teaching learning process of physical education.

The ninth question was asked to get information whether lack of materials of high jump affects the teaching learning process of physical education. 68(17.89%), 145(38.15%) and 167(43.94%) of the responses of the sample respondents had shown that they had disagreed, partially agreed and agreed on whether lack of materials of high jump affects the teaching learning process of physical education. The mean score of the responses was 3.24 which was significant value of mean score. This implies that there was lack of materials of high jump affects the teaching learning process of physical education.

The last question was asked to identify whether lack of materials of long jump affects the teaching learning process of physical education. 79(22.63%), 204(58.62%) and 66(18.91%) of the responses of the sample respondents had shown that they had disagreed, partially agreed and agreed on lack of materials of long jump affects the teaching learning process of physical education. The mean score of the responses was 3.09 which was accepted value of mean score.

**Table 4.3.3. The extent at which teachers related , student related and instructional materials related factors affecting the teaching learning process of PE.**

No	Items	Items of choices	Public school students Responses			
			F	%	Mean	STD
C	<b>The extent at which teachers related, students related and instructional materials related factors affect ing the teaching learning process of PE.</b>					
1	Absence of teachers readiness to motivate students affects teaching learning process of physical education	High	213	56.05	2.43	0.97
		Mo	109	28.68	0.86	0.034
		Least	58	15.26	0.30	0.012
		Not at all	-	-	-	-
		Total	380	100	3.59	0.143
2	Inadequate lesson preparation of teachers affects teaching learning process of physical education.	High	97	25.52	1.02	0.040
		Mo	204	53.68	1.61	0.064
		Least	79	20.78	0.41	0.016
		Not at all	-	-	-	-
		Total	380	100	3.04	0.121
3	The subject knowledge of teachers affects the students in the physical education teaching learning process.	High	117	30.78	1.23	0.049
		Mo	217	57.10	1.71	0.068
		Least	46	12.10	0.24	0.009
		Not at all	-	-	-	-
		Total	380	100	3.18	0.127
4	Peer pressure can affect the teachinglearning process of physical education.	High	111	29.21	1.16	0.046
		Mo	231	60.78	1.82	0.072
		Least	38	10.00	0.20	0.020
		Not at all	-	-	-	-
		Total	380	100	3.18	0.127
5	Students fear to express their ideas during teaching and learning process of physical education.	High	89	23.42	0.93	0.037
		Mo	250	65.78	1.97	0.078
		Least	41	10.78	0.21	0.021
		Not at all	-	-	-	-
		Total	380	100	3.11	0.124
6	Student discipline affects the teaching	High	99	26.05	1.04	0.041

	learning process of physical education.	Mo	220	57.89	1.73	0.069
		Least	61	16.05	0.32	0.012
		Not at all	-	-	-	-
		Total	380	100	3.09	0.123
7	lack of suitable football court and volleyball court affects the teaching learning process of physical education.	High	126	33.15	1.32	0.053
		Mo	215	56.57	1.69	0.067
		Least	39	10.26	0.20	0.002
		Not at all	-	-	-	-
		Total	380	100	3.21	0.128
8	Inadequacy of line athletics track and lack of horizontal bars affects the teaching learning process of physical education.	High	243	63.94	2.55	0.102
		Mo	137	36.05	1.08	0.043
		Least	-	-	-	-
		Not at all	-	-	-	-
		Total	380	100	3.63	0.145
9	lack of shot puts and lack of discuss for male and female affects the teaching learning process of physical education	High	128	33.68	1.34	0.053
		Mo	124	32.63	0.97	0.039
		Least	99	26.05	0.52	0.020
		Not at all	29	7.63	0.07	0.007
		Total	380	100	2.90	0.116
10	Lack of javelin and lack of the materials of high jump affects the teaching learning process of PE.	High	120	31.57	1.26	0.050
		Mo	176	46.31	1.38	0.055
		Least	84	22.10	0.44	0.017
		Not at all	-	-	-	-
		Total	380	100	3.08	0.123

Ten(10) items were designed as it was indicated in the above table 4.3.3 to collect responses from sample students about at the extent at which teachers related factors affecting , students related factors affecting and instructional materials related factors affecting the teaching learning process of physical education. The collected data were analyzed in percentiles, means and standard deviations. The analyzed data were discussed as follows.

The first question was asked to identify the extent at which absence of teachers readiness to motivate students affects teaching learning process of physical education. 213(56.05%),109(28.68%) and 58(15.26%) of the responses of the sample respondents of students had indicated that the extent at which Absence of teachers readiness to motivate

students affects teaching learning process of physical education was high, moderate and least. The mean score was 3.59. Therefore, a peer group can act as powerful enforcer of norms was almost highly affecting highly.

The second question was asked to assess presence of inadequate lesson preparation of teachers affects teaching learning process of physical education. 97(25.52%), 204(53.68%) and 79(20.78%) of the responses of the sample respondents of students had indicated that the extent at which presence of inadequate lesson preparation of teachers affects teaching learning process of physical education was high, moderate and least respectively. The mean score was 3.04. Therefore, presence of inadequate lesson preparation of teachers affects teaching learning process of physical education highly.

The third question was asked to identify the extent at which the subject knowledge of teachers affects the students in the physical education teaching learning process. 117 (30.78%), 217(57.10%) and 46(12.10%) of the responses of the sample respondents of students had indicated that the extent at which the subject knowledge of teachers affects the students in the physical education teaching learning process was high, moderate and least.

The mean score was 3.18. therefore the subject knowledge of teachers affects the students in the physical education teaching learning process highly.

The fourth question was asked to examine the extent at which Peer pressure can affect the teaching learning process of physical education. 111(29.21%), 231(60.78%) and 38(10.%) of the responses of the sample respondents students had indicated that the extent at which peer pressure can affect the teaching learning process of physical education was high, moderate and least respectively. The mean score was 3.18. Therefore; peer pressure can affect the teaching learning process of physical education. was almost affect highly.

The fifth question was asked to get information the extent at which students fear to express their ideas during teaching and learning process of physical education. 89(23.42%), 250(65.78%) and 41(10.78%) of the responses of the sample respondents of sample students had indicated that the extent at which students fear to express their ideas during teaching and learning process of physical education was high, moderate and least respectively. The mean score was



3.11.therefore, students fear to express their ideas during teaching and learning process of physical education was almost high.

The sixth question was asked to identify to what extent student discipline affects the teaching learning process of physical education..99(26.05%),220(57.89%) and 61(16.05%)of the responses of the sample respondents of sample students had shown that the extent at which student discipline affects the teaching learning process of physical education was high, moderate and least respectively.The mean score was 3.09.therefore student discipline affects the teaching learning process of physical education was almost affecting at high level.

The seventh question was asked to assess to what extent lack of suitable football court affects the teaching learning process of physical education and lack of suitable volleyball court affects the teaching learning process of physical education.216 (33.15%), 215(56.57%) and 39(10.26%) of the responses of the sample respondents of students had shown that the extent at which lack of suitable football court affects the teaching learning process of physical education and lack of suitable volleyball court affects the teaching learning process of physical education was high, moderate and least respectively.

The mean score was 3.21.Therefore lack of suitable football court affects the teaching learning process of physical education and lack of suitable volleyball court affects the teaching learning process of physical education was almost high.

The eighth question was asked to identify to what extent inadequacy of line athletic tracks affects the teaching learning process of physical education and Lack of horizontal bars affects the teaching learning process of physical education.243(63.94%) and 137(36.05%) of the responses of the sample respondents of students had shown that the extent at which inadequacy of line athletic tracks affects the teaching learning process of physical education and Lack of horizontal bars affects the teaching learning process of physical education was high and moderate respectively. The mean score was 3.63.Therefore, the extent at which inadequacy of line athletics tracks affects the teaching learning process of physical education and Lack of horizontal bars affects the teaching learning process of physical education was affect almost high.

The ninth question was asked to get information on to what extent the lack of shot puts for male and female affects the teaching learning process of physical education and lack of discuss for

male and female affects the teaching learning process of physical education.128 (33.68%), 124(32.63%), 99(26.05%) and 29(7.63%) of the responses of the sample respondents of students had shown that the extent which the lack of shot puts for male and female affects the teaching learning process of physical education and lack of discuss for male and female affects the teaching learning process of physical education was high, moderate, least and not at all respectively. The mean score was 2.90. Therefore, the lack of shot puts for male and female affects the teaching learning process of physical education and lack of discuss for male and female affects the teaching learning process of physical education moderately.

The last question was asked to identify to what extent lack of javelin of male and female affects the teaching learning process of physical education and materials of high jump affects the teaching learning process of physical education..120 (31.57%),176(46.31%) and 84(22.10%) of the responses of the sample respondents of students had shown that the extent at what which extent lack of javelin of male and female affects the teaching learning process of physical education and materials of high jump affects the teaching learning process of physical education was high, moderate and least respectively.

The mean score was 3.08. Therefore, lack of javelin of male and female affects the teaching learning process of physical education and materials of high jump affects the teaching learning process of physical education was high.

#### **4.4. Regression Analysis**

Regression is a measure of relationship between two quantitative variables this form of statistical data is possible in the interval ratio. The following table shows the regression analysis of the teachers related factors, the student related factors and the instructional materials related factors affecting the teaching and learning process of physical education in the secondary schools.

**4.4.1. Analysis and Model summary of R and R squares.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.216 <sup>a</sup>	.049	.045	1.32037
2	.515 <sup>b</sup>	.330	.327	1.12317
3	.573 <sup>c</sup>	.392	.389	1.13160

a. Predictors: (Constant) teachers related factors and students related factors.

b. Predictors: (Constant) instructional materials related factors.

c. Predictors: (Constant) teachers,students and instructional materials related factors.

In the above table 4.4.1 the value of R and R square had been indicated. In this analysis the value of R is 0.216<sup>a</sup>,0.515<sup>b</sup> and 0.573 which is a measure of the correlation between the observed value and predicted value of the dependent variable (the growth of small scale enterprises in kellem wellega zone six (6) secondary schools with a special reference to the manufacturing sector) where R and R square is the square of this measure of correlation and indicated the proportion of the value of the variance of the growth of small scale enterprises in kellem wellega zone six (6) secondary schools with a special reference to the manufacturing sector in the existence of environmental characteristics in marketing factors. Thus R square = 0.049,0.330 and 0.389 implies that only 4.9%, 33% and 38.9% of the growth of small scale enterprises in kellem wellega zone six (6) secondary schools with a special reference to the growth of enterprises in manufacturing sector is explained by individual characteristics, firm characteristics and environmental characteristics respectively. The three(3) characteristics individual characteristics, firm characteristics and environmental characteristics total percentage was 76.9%. The remaining 23.1% was explained by the other variables.

## **4.5. Analysis on the Qualitative Data**

### **4.5.1. Analysis on Physical Education Teachers Responses**

Six(6) physical education teachers were selected the five(5) interview questions were designed focusing on the collecting responses on their experiences, identifying the presence of factors affecting the teaching and learning process of physical education, identify the types of factors affecting the teaching and learning process of physical education, how these factors affecting the teaching and learning process of physical education and getting suggestions that used as the solutions to reduce the factors affecting the teaching and learning process of physical education.

The first interview question was asked to identify the experiences physical education teachers. The responses of the physical education teachers had indicated that the experiences of the three (3) physical education teachers were above ten (10) years. Whereas the experiences of the other three (3) physical education teachers ranged between five upto ten (5-10) years.

The second interview question was asked to identify the presence of factors affecting the teaching and learning process of physical education. All the responses of the physical education teachers had indicated that there are factors affecting the teaching and learning process of physical education.

The third interview question was asked to identify the types of factors affecting the teaching and learning process of physical education. According to the responses collected from physical education teachers factors affecting the teaching learning process of physical education were teachers related factors affecting like, lack of preparation, lack of motivating students, low attitude towards teaching. Student related factors affecting like, low attitude towards physical education, lack of respecting rules and low participations. Instructional materials school related factors affecting like;lack of facilities and equipments, lack of suitable field materials were types of factors affecting the teaching and learning process of physical education.

The fourth interview question was asked to assess how the above listed factors affecting the teaching and learning process of physical education. The responses that had given by the physical education teachers had indicated that the above listed factors affecting the teaching and learning process of physical education in the rate of participation of students and physical education.

The last interview question was asked to get information on the solutions that suggested for reducing the factors affecting the teaching and learning process of physical education.

All the responses were similar in that adequate supply of instructional materials related factors affecting the teaching and learning process of physical education, motivations of students and physical education teachers, adequate preparations of physical education teachers and active involvement of students were suggested as the solutions to reduce factors affecting the teaching and learning process of physical education.

#### **4.5.2. Analysis on the Principals Responses**

Six(6) principals were selected to collect data the five(5) structured interview questions designed to collect responses. The qualitative data that collected on the basis of each items were analyzed and discussed as follows.

The first interview question asked was to identify the experiences of the principals. Responses had indicated that the experiences of three (3) principals experiences were ranged between fifteen up to twenty (15-20) years and the other three (3) principals experiences were ranged between ten up to fifteen (10-15) years.

The second interview question asked was to assess the types of factors affecting the teaching and learning process of physical education and your current position. All the responses of the physical education teachers had indicated that are factors affecting the teaching and learning process of physical education .

The third interview question asked was to identify how these factors affecting the teaching and learning process of physical education. All the responses were similar in to the factors affecting the teaching and learning process of physical education. The learning interest of students and teaching interest of teachers in physical education .

The fourth interview question was asked to assess the way of principals manage the factors affecting teaching and learning process of physical education. Responses had indicated that the way principals hand the factors affecting teaching and learning process of physical education were planning on how reduce factors affecting the teaching and learning process of physical education. Awares of the students and physical education teachers about factors not be confused to learn and they reduce the negative impact of the factors affecting teaching and learning process of physical education in the secondary schools.

The last interview question asked was to identify the solution suggested to reduce factors affecting the teaching and learning process of physical education to the problems. All the responses were similar in that adequate supply of teachers and students related factors

affecting like; motivations students and physical education teachers, adequate preparations of physical education teachers, active involvement of students, proper management of existing. Instructional materials related factors affecting like; implementing participative management, continuous monitoring education were suggested as the solutions to reduce the factors affecting the teaching and learning process of physical education.

## 4.6 .Disscussions

under this part of the study the results that had been obtained through quantitative data collecting approach and analyzed into percentage,mean,standerd devivation in descriptive stasticis and inferencial statistics includes regration analysis given the meaningfull conclusion through particularly had helped to identify the results and the data that had been collected through qualitative data collecting approach were helped the researcher to identify the results. The results that had obtained through quantitavive and qualitative data collecting approaches were compared to triangulated the results.The results that had been Obtained from the quantitative data collecting approach from the secondary school students were similar with the results that had been gained through responses that had been collected from the secondary school physical education teachers and from the secondary school principals through interview questions. The data were collected for the study that had been done on the major factors that affecting the teaching and learning process of physical education in kellem wellega zone some selected secondary schools from students, physical education teachers and secondary school principals through questionnaires and interviews.

The collected data were analyzed quantitatively, qualitatively and were discussed above. In the process of the practices of teaching physical education the challenges of teaching physical education were identified from the highly challenging points to the least challenging points as follows based on the data that were collected from students, teachers, and principals.The collected quantitative data and qualitative data were analyzed quantitatively and qualitatively. Based on the analysis that was made for this study the findings were identified. The results that were Obtained from students through questionnaire, from physical education teachers and school administrators through interview on the theoretical lessons in the class room and practical lessons on the field were similar to each other in identifying the major factors that had been affecting the teaching and learning process of physical education in the secondary schools.Discussions were done on the basis of results that which were Obtained through the previous studies that had been conducted by different researchers with the results that had been Obtained through the study that been conducted currently side by side. Previous studies had indicted by different researchers have established that factors affecting the teaching and learning process of physical education in the secondary schools .

The result of the current study was similar with this previous study, in that it had indicated that there were teachers related factors affecting, students related factors affecting and instructional materials related factors affecting in the teaching and learning process of physical education in the secondary schools. The study that had done on the role of major factors affecting the teaching and learning process of physical education teachers related factors affecting, students related factors affecting and instructional materials related factors affecting in the teaching and learning process of physical education inspected on a basis (regular Mary Thissen-Milder, 2006) also suggested. The Other previous study that had conducted by Maduabunmi (2003) reported that lack of adequate professional training as a major factors affecting the teaching and learning process of physical education in kellem wellega zone some selected secondary schools, (Oyediran, Isola, 2010) then stressed the need for a definite well planned training program of improvisation for teachers. He suggested regular meaningful workshop on improvisation technique for physical education teachers to improve and up-to-date in their knowledge to compete in teaching physical education.

The next part of this discussion had presented to confirm the similarity and the dissimilarity of the current findings that had been gained through this study with the previous studies that had been done by the previous researchers. The findings of current study were similar with (Wilson, 2002), (UNESCO, 2000), Hagger Et al (2002), Awosika (2005), Garcia (1999), Baumeister & Boone (2004), Santini and Neto (2005) and (2013), Dyson (2014). Teachers related major factors affecting the teaching and learning process of physical education variables like teachers attitude major factors, teachers knowledge major factors, inadequate preparation of teachers. Students related major factors affecting the teaching and learning process of physical education like; lack of discipline, lack of motivation of students, peer pressure and fear physical education subject.

Instructional materials related major factors affecting the teaching and learning process of physical education variables like; inadequate supply of facilities, lack of enough equipments, lack of knowledge about subject wise abilities, lack of knowledge about subject wise skills, lack of teachers training factors and policies factors the findings of the previous studies were different from the current findings of this study.



## CHAPTER FIVE

### 2. SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Summary

The study had organized in five (5) chapters. In the first part of the study had the basic questions were designed on the basis of the information that addressed in the background of the study and on the basis of the basic research questions the general and the specific objectives of the study were determined. Based on the identified objectives of the study the scope of the study were determined geographically and conceptually in that the study had been delimited to six (6) selected secondary schools of Kelem Wellega zone. In the second part of the study closely related review literature to the topic of this study were carefully reviewed and included in the content of this study. In the third part of this study the method of the study had selected in that descriptive method and inferential methods used with quantitative and qualitative data collecting approaches. Quantitative data collecting method was used to collect data through questionnaire from secondary school students in that thirty (30) closed-ended questions were redesigned and responses were collected from three hundred eighty (380) sample respondents of secondary school students. Qualitative data collecting method was used to collect qualitative data through interview from the secondary school physical education teachers and from the secondary school principals. The Quantitative collected data that were collected through questionnaire were analyzed using percentiles, mean, standard deviations and regression analysis under the fourth part of this study and the qualitative data that were collected through interview questions from the secondary school physical education teachers and from the secondary school principals were analyzed qualitatively through discussing in the text explanations. In the last part of this study conclusions were made and the findings were identified and presented side by side with three (3) basic questions of the study. On the basis of the findings of this study recommendations were given at the last part of this study.

## 5.2. Conclusion

The main objective of this study was to assess factors affecting the teaching and learning process of physical education in kellem wellga zone some selected secondary schools. To achieve the intended objective this study descriptive survey method and inferencial mthod was used with quantitative and qualitative data collecting approaches for this study. Quantitative data collecting approach was used for the data that were collected through questionnaires from the secondary school students and qualitative approach was used for the data that were collected through interviews from the secondary school physical education teachers and from the sercondary school principals. The collected data were analyzed quantitatively through using percentages, mean standard deviation and regration analysis. The qualitative data that were collected from the secondary school physical education teachers and from the secondary school principals were analyzed qualitatively through discussing with words. Based on the analysis made of this study conclusions were made. The conclusions of this study had indicated that the teachers related factors affecting, students related factors affecting and instructional materials related factors affecting the teaching learning procees of physical education. Based on the conclusions made of this study the findings of this study were identified and presented side by side with the basic research questions of this study as follows.

The first basic research question the teachers related factors affecting and students related factors that affecting the teaching and learning process of physical education in the secondary schools. The result of this study had indicated that the teachers related factors that affecting the teaching and learning process of physical education were like; lack of readiness of teachers to motivate students during the physical education lesson teaching, low attitude to motivate students in the physical education class room, inadequate lesson preparation and lack of the subject wise knowledge. The result of this study had indicated that the students related factors that affecting the teaching and learning process of physical education in the secondary school were like; negative attitude to attend physical education lessons, peer pressure fear to express their ideas during teaching and learning process of physical education, fear to make mistake and lack of discipline.

The second basic research question asked was to assess the instructional materials related factors that affecting the teaching and learning process of physical education in the secondary schools. The result of this study had shown that the assess the instructional materials related factors that affecting the teaching learning process of physical education in the secondary schools were like; lack of suitable football court, lack of suitable volleyball court, lack of large indoor teaching space for Gymnastics, inadequacy of line athletic tracks, lack of horizontal bars, lack of javelin male and female, lack of shot puts for male and female, lack of discuss for male and female, lack of materials of high jump and lack of materials of long jump.

The last basic research question asked was to examine the extent at which the teachers related factors affecting, the students related factors affecting and the instructional materials related factors affecting the teaching and learning process of physical education in the secondary schools. The result of this study had revealed that the teachers related factors affecting, the students related factors affecting and the instructional materials related factors affecting the teaching and learning process of physical education in the secondary schools highly.

### 5.3. Recommendations

Based on the above findings of this study the following recommendations were given:

- ❖ Students opinion, willingness, attitude, good discipline and engagement in the physical education teaching and learning process activities play a critical role for the secondary school students active learning.
- ❖ The secondary school physical education teachers and the secondary school principals should do to create positive attitude and opinion in the secondary school students on the basis of willingness good discipline and active engagement in the teaching and learning process of physical education in the secondary schools.
- ❖ To support students meaningful learning teachers preparation and professional knowledge is important for effective the secondary school physical education teachers to enhance the secondary school students learning of fitness, skills,abilities,experincies games,gymnastics,and other movements in the forms physical education teaching and learning process of physical education.
- ❖ Therefore, the secondary school principals and the secondary school physical education teachers should plan to reduce factors that affecting teaching and learning process of physical education in the secondary schools.
- ❖ Learning materials are important because they can significantly increase in the secondary school students achievement by supporting student in the learning process. This process aids in the learning process by allowing the students skills,abilities,experincies to explore the knowledge independently as well as providing repetition.
- ❖ Therefore, the secondary school management and government should supply enough materials for the teaching and learning process of physical education in the secondary schools.

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# Appendix I

**JIMMA UNIVERSITY  
COLLEGE NATURAL SCIENCE  
DEPARTMENT OF SPORT SCIENCE**

## Questionnaire for students

Dear, students, the purpose of this questionnaire is to obtain information about the factors affecting teaching learning process of physical education in KellemWellega zone some selected secondary schools. To achieve the intended objective of this study your responses are very important. Therefore, I kindly request you to provide your respected responses by marking tick on the space that has been provided for each item. Your responses will not be used for other purpose rather than for the objective of this study. Writing your name on this question paper is forbidden.

### Part one(1)

General information

1. Sex: Male\_\_\_\_\_

Female\_\_\_\_\_

2. Age: 15—17 \_\_\_\_\_

18-20 \_\_\_\_\_

21 and above\_\_\_\_\_

3. Grade: 9<sup>th</sup> \_\_\_\_\_

10<sup>th</sup> \_\_\_\_\_

**Part two (2) questions**

Choices of Items. 1.Strongly disagree (SD) 2. Disagree(DA) 3. Partially agree 4. Agree(A) and 5.Strongly agree(SA)

**Questions on the factors affecting Teaching Learning process of physical education in kellemwellega zone some selected secondary schools .**

No	Items	1	2	3	4	5
<b>A</b>	<b>Teachers and student related factors that affecting the teaching learning process of physical education in the secondary schools.</b>					
1	Teachers are not ready to motivate students during the physical education lesson teaching.					
2	Teachers do not have positive attitude to motivate students in the physical education class room.					
3	Inadequate lesson preparation of teachers affect teaching learning process of physical education.					
4	The subject knowledge of teachers affects the students in the physical education teaching learning process.					
5	Students have negative attitude to attend physical education lessons.					
6	Students do not get enough materials to learn physical education.					
7	Peer pressure can affect the teaching learning process of PE.					
8	Students fear to express their ideas during teaching and learning process of physical education.					
9	Students fear to make mistake and this affects them to physical education activities.					
10	Student discipline affects the teaching learning process of physical education.					
<b>B</b>	<b>Instructional material related factors that affecting the teaching learning process of physical education.</b>					
1	lack of suitable foot ball court affects the teaching learning process of physical education.					
	lack of suitable volley ball court affects the teaching learning process of physical education.					
3	lack of large indoor teaching space forGymnastics affects the teaching learning process of physical education.					
4	Inadequacy of line athletic tracks affects the teaching learning process of physical education.					

5	lack of horizontal bars affects the teaching learning process of physical education.					
6	lack of javelin male and female affects the teaching learning process of physical education.					
7	lack of shot puts for male and female affects the teaching learning process of physical education.					
8	lack of discuss for male and female affects the teaching learning process of physical education.					
9	lack of materials of high jump affects the teaching learning process of physical education.					
10	lack of materials of long jump affects the teaching learning process of physical education.					
<b>C</b>	<b>The extent at which teachers related, student related and instructional material related factors affect teaching the learning process of physical education.</b>					
1	Absence of teachers readiness to motivate students affects teaching learning process of physical education					
2	Inadequate lesson preparation of teachers affects teaching learning process of physical education.					
3	The subject knowledge of teachers affects the students' in the physical education teaching learning process.					
4	Peer pressure can affect the teaching learning process of physical education.					
5	Students fear to express their ideas during teaching and learning process of physical education.					
6	Student discipline affects the teaching learning process of PE					
7	lack of suitable football court and suitable volleyball court affects the teaching learning process of physical education.					
8	Inadequacy of iane athletic tracks and lack of horizontal bars affects the teaching learning process of physical education.					
9	lack of shot puts, discuss for male and female affects the teaching learning process of physical education.					
10	lack of javelin male and female and materials of high jump affects the teaching learning process of physical education.					

## **Appendix II**

**JIMMA UNIVERSITY  
COLLEGE NATURAL SCIENCE  
DEPARTMENT OF SPORT SCIENCE**

### **Interview questions for PE teachers**

1. Would you tell me your experiences in factors affecting the teaching and learning process physical education and your current position?
2. Are there factors affecting the teaching and learning process of physical education?
3. What are the factors that affecting the teaching and learning process of physical education?
4. How do these factors affecting the teaching and learning process of physical education?
5. Do you suggest solutions that help us to reduce the factors that affecting the teaching and learning process of physical education?

### **Interview questions for principals**

1. Would you tell me your experiences factors affecting the teaching and learning physical education and your current position?
2. Are there factors affecting the teaching and learning process of physical education you identified ?
3. How do these factors affecting the teaching and learning process of physical education?
4. How do manage these factors affecting the teaching and learning process of physical education in your school?
5. Are any mechanisms that you identified to reduce their negative these factors affecting the teaching and learning process of physical education ?