

MAJOR PROBLEMS IN IMPLEMENTING PHYSICAL EDUCATION TEXT
BOOK CONTENTS IN GRADE 9 AND10 IN SELECTED SECONDARY
SCHOOLS OF HOROGUDURUWOLLEGA ZONE OROMIA REGIONAL
STATE

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TABLE OF CONTENTS

Contents	Pages
TABLE OF CONTENTS	i
LIST OF TABLES	v
LIST OF FIGURE	vi
ABSTRACT	vii
ACKNOWLEDGEMENTS	viii
ABBRIATIONS AND ACRONYMS	ix
CHAPTER ONE	1
1. INTRODUCTION	1
1.1. Background of the study	1
1.2. Statement of the problem	4
1.3. Objective of the study	5
1.3.1 General objectives.....	5
1.3.2 Specific objectives	5
1.4. Significances of the study	5
1.5. Delimitation of the study	6
1.6. Limitations of the study	6
1.7. Organization of the Thesis	7
CHAPTER TWO	8
2. REVIEW OF RELATED LITERATURE	8
2.1. The Meaning of textbook contents.....	8
2.2. The Concept of physical Education textbook contents Implementation	10
2.3. The Nature of physical education contents	11

2.4. Physical Education text book contents	12
2.5. The Importance of Physical Education text book contents for Secondary Schools.....	12
2.6. Objectives of Physical Education in Secondary School	13
2.7. Goals of Physical Education for Secondary Schools.....	14
2.8. What Is High Quality Physical Education?	15
2.9. National Standards for Physical Education	15
2.10. Factors Affecting the Implementation of Physical Education text book contents.....	19
2.10.1. The nature of class size	19
2.10.2. Time allotment.....	20
2.10.3. Facility	21
2.10.4. The equipment and supply	22
2.10.5. Teaching aids	23
2.10.6. Teachers “belief and proposal curricular performance	23
2.10.7. The student need	24
2.10.8. The Interest of the society.....	25
2.10.9. The Administration	26
CHAPTER THREE	28
3. MATERIALS AND METHODS	28
3.1. The study Area	28
3.2. Research Design.....	29
3.3. Population of the study	29
3.4. Sample size and Sampling Techniques.....	29
3.5. Source of Data.....	30
3.6. Data Collection Tools and Procedures.....	30
3.6.1. Questionnaires.....	31
3.6.2. Interview	31

3.6.3. Document analysis	31
3.6.4. Observation	32
3.6.5. Pilot test	32
3.8. Procedures of data collection	32
3.9. Data analysis technique.....	33
3.10. Validity and Reliability.....	33
3.11. Ethical Consideration in the Research work	34
CHAPTER FOUR.....	35
4. RESULTS AND DISCUSSION	35
4.1. Demographic characteristics of respondents	35
4.2. Interpretation of quantitative data	37
4.3. Qualitative data analysis	48
4.3.1. Qualitative data analysis for open-ended questions, Response from students and PE teachers	48
4.3.2. Qualitative data analysis for school principal interview.....	49
4.3.3. Observation check list analysis of school facilities	51
4.4. Discussions of the results.....	52
4.4.1. Discussion on Result of independent sample t-test of interest of students and teachers	52
4.4.2. Result of independent sample t-test of Issue Related to factors affecting the implementation of physical education text book contents Response between student and teachers.....	55
4.4.3. The results of Independent t test and cross tabulation of issue related to materials and school facilities response between students and teachers.	59
4.4.4. The result of independent t-test and cross tabulation of issue related to school administration and stakeholder’s response of students and physical education teachers..	60
CHAPTER FIVE.....	63
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	63

5.1. Summary.....	63
5.2. Conclusions.....	64
5.3. Recommendations.....	66
REFERENCE.....	68
APPENDIX 1.....	74
APPENDIX 2.....	77
APPENDIX 3.....	80
APPENDIX 4.....	82

LIST OF TABLES

Table 1 The course contents for grade 9 and 10	Error! Bookmark not defined.
Table 2 the time allotted in physical education practical period.	21
Table 3 Summary of sample schools, students, teachers and principals representatives	30
Table 4 Reliability coefficient	34
Table 5 Characteristics of teachers and school principal respondents.....	35
Table 6 Characteristics of students' respondents.....	36
Table 7 Cross Tabulation of Issues Related the Interest between Teachers and Students Response	37
Table 8 Cross tabulation of Issue Related to factors affecting the implementation of physical education text book contents response between students and teachers.....	39
Table 9 the independent sample t. test response of students and teachers on Issues factors affecting the implementation of physical education text book contents.	42
Table 10 Cross tabulation of Issues related to materials and school facilities response between students and teachers.	43
Table 11 The independent sample t-test response between students and teachers of Issue	45
Table 12 Cross tabulation of Issues related to school administration and stakeholders'	46
Table 13 The independent sample t-test statistics of Issue relate to school administration and stakeholders between students and teachers.....	47
Table 14 School facility observation check list.....	51

LIST OF FIGURE

Figure 1 Study map of schools in the selected Woreda.....	28
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Abstract

The study was conducted on the major problems in implementing physical education text book contents in grades 9 and 10 selected secondary schools of Horo Guduru Wollega Zone Oromia Regional state. The main purpose of this study was to investigate the major problems of the selected secondary schools of the zone for the study. In order to meet the objective of the study, a descriptive survey design was employed. To collect data questionnaires, interview, observation and document analysis were used. Frequency, percentage, Mean, standard deviation and t-value were used to analyze the quantitative data. The data was obtained through open-ended questions from questionnaires, interview, observation and documents were qualitatively analyzed to supplement the quantitative data for the purpose of triangulation. The results from the findings showed that students and teachers in Horo Guduru Wollega zone secondary schools were highly interested to the subject. With regard to the major problems to implement the text book contents were lack of subject matter knowledge, lack of commitment, lack of time and teaching aids. Based on the finding of the study the surveyed schools have not materials, facilities and inconsistent communication among different stakeholders. As the finding revealed physical education text book contents implementation in Horo Guduru Wollega zone secondary schools were not effective. Therefore, on the basis of the findings the following recommendations were forwarded. It is advisable that school principals, Woreda and Zone education offices in collaboration with regional education bureau should give sustainable technical assistance, training for physical education teachers, materials and financial support for department. Finally, Ministry of education look again the period allotted for physical education.

Key word; *physical education, textbook content, Secondary school, Horo Guduru Wollega.*

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ABBREVIATIONS AND ACRONYMS

CSA	Central Statistical Agency.
ICDR	Institution for Curriculum Development and Research.
IER	Institution of Educational Research
MOE	Ministry of Education.
NASPE	National Standard for Physical Education.
PECAT	Physical Education Curriculum Analysis Tools.
PE	Physical Education
UNESCO	United Nations Education Science and Cultural Organization.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Education plays a paramount role for the development of one country. No countries have achieved its development stage without education. Education is one of the main instruments of development for any country. It is an interpersonal transaction that takes place among human being in exchange of knowledge, skill, and attitude. Educational experiences are accumulated and transmitted from generation to generation as well as among country. The importance of education has been exhibited in improving the quality of human lives through various scientific and technological developments in the world. Because of this fact education is included in the documentation of human right that entitles everyone to the right to basic education. But it is challenging to provide education for all citizens (Sisay, 2016).

The evolution of physical education, along with other educational professions, reflected contemporary changes in society. Throughout the early twentieth century, into the 1950s, there was a steady growth of physical education in the public schools. During the early 1920s many states passed legislation requiring physical education. However, shifts in curricular emphasis were evident when wars occurred and when the results of national reports were published. For example, as a result of the bombing of Pearl Harbor and the United States' entrance into World War II, the emphasis in physical education shifted from games and sport to physical conditioning (Hasenkrüger, 1969).

Physical education is a learning process designed to foster the development of motor skills, health related fitness, knowledge and attitudes related to physical activity through a serious of carefully planned and conducted experience. The vital use of physical education and the overall aim of education are to provide the optimum physical, social, emotional and intellectual growth of the student in the life of their need and interest. When they become a number of the society, they were effective citizens and form integral parts of their culture. (Butcher CA.1972).

Similarly, Lombardo (1994) stated that the rationale for physical education text book content is eloquent and persuasive enough to justify its inclusion as that physical education plays a valued and vital role in providing a quality and balanced education for all students. The wellbeing of students and quality of skills, knowledge and values will ultimately be derived from this body of knowledge as the driving force for physical education text book contents. According to (MoE.2003) The Federal Government of Ethiopia curriculum reforms began in secondary school level and adopted physical education as an instrument of excellence for effective national development. And physical education is listed among the subjects that will assist the government in achieving the dream of building a free and democratic society, a just and egalitarian society, a united and strong self-reliant nation. In order to pursue these goals, physical education text book contents were provided to ensure the knowledge and skills acquired from the subject. The production of a text book content guide or the written text book content is not the final stage in the process, as many feel it is rather implementation of text book content or as some state “bringing the text book to life” comes next. According to (Lombardo, 1994) physical education is the only school curriculum that promotes the development of motor skills and fitness. Thus, a country must design physical text book content according to the need and interest of the student and the society in order to provide experience that would help all individuals develop to their fullest potential, regard to their ability to attain a high quality of life and a high level of health and wellbeing.

Physical educationists concerned with art and science of human movement, however it is ultimate to the physical, mental and social goal of education for this reason physical education might properly be designed as education through physical means that is through large muscle activities.

According to Millar and Whit Com (1963:p4), regarding the major objectives of physical education stated that as follows. The fundamental objectives of physical education are physical, social, economic and intellectual development of the students. Its physical development objectives are building and maintenance of strength, vigor, vitality, speed, physical characteristics of child of different age level and to develop basic motor skills such as running, jumping,

climbing. In its social, emotional objective student develops characteristics such as cooperation and competition through games and sports. Its objective includes knowledge's and appreciations.

Therefore the Ethiopia education and Training policy has taken fundamental measures both in settings netting clear educational objective and its innovation teaching learning approach. So according to the Ministry of Education, (2005) the following disciplines were given for grade 9th and grade 10th as table 1 below.

Table 1 The course contents for grade 9 and 10

Grade 9 contents	Grade 10 contents
Basic concept of physical education	Basic concept of physical education
Basic concept of physical fitness	Basic concept of physical fitness
Gymnastic	Gymnastic
Ethics and the art of self defense	Ethics and the art of self defense
Volleyball	Football
Track and field	Athletics
- Long jump	- Relay run
- Sprint run	- High jump/scissor style
- Javelin throw	- Shot put

According to Will Goose (1984) stated that physical education has reached a level of sophistication at which serious thought can and should be given to carefully reasoned and well-designed text book content for the learners, one that replace the disjointed divisions of the present. The Proper physical education text book content takes into account those points:-

- It is conceived as an essential part of the total school effort;
- It reflects the nature and needs of democratic society in which there is respect for the interests and capacities of individuals;
- It is organized into an unbroken flows of experience beginning with early childhood and extending through post-secondary education and into later life education;

- It is well balanced and affords varied experiences.

Therefore, what motivated me to conduct a study on the topic is that grades 9 and 10 students of Horo Guduru Wollega Zone have problems of implementing physical education text book contents as I identified from my long physical education teaching experience.

1.2. Statement of the problem

The high school physical education implementation face a lot of challenges concerning level of education cannot be achieved if the planned program for such level of education is not well implemented text book contents. “No matter how well a content of physical education text book is designed, planned and documented its implementation is important.” This is because of the problems of most programs rises at the implementation stage, Onyeachu. J. (2008).

Recognizing this Babalola, V.O. (2004) and Mkp, M.A. (2005) remarked that at the implementation stage that many excellent physical education text book content plans and other educational policies are marked without any trace. Physical education time allocation, class sizes, teachers’ professional affiliation, examination and assessment, school sport, and use of technology, among others. However, while the importance of PE is building and maintenance of straight, vigor, vitality speed, physical characteristics of children of different age level and to develop basic motor skills such as running, jumping, climbing .Therefore, there is great need for a well-designed textbook content with a full implementation, this is a crucial issue that the field is facing serious problems on shortage of facilities like sport equipment, textbooks, time allotted for the period of the subject, qualified teachers and the lesson assigned to be thought are somewhat below the level they are expected to be.

As a result of this, the researcher is mainly interested to assess the major problems of implementing physical education textbook contents in grades 9 and 10 selected schools of Horo Guduru Wollega Zone. Consequently, the study would attempt to give answers to the following basic questions:-

1. How physical education textbook content implemented in grades 9 and 10 students of the Study schools?

2. What promotes the implementation of physical education textbook contents in grades 9 and 10 students of the study area?
3. What are the major problems of teachers to implement physical education text book contents in grades 9 and 10 of the study area?
4. What extent to exist physical education materials and infrastructure to enhance interest of students in grade 9th and 10th of the study area?

1.3. Objective of the study

1.3.1 General objectives

The overall purpose of the study was to investigate the major problems in the implementation of physical education text book contents in grades 9 and 10 selected secondary schools of Horo Guduru Zone.

1.3.2 Specific objectives

- ❖ To assess the implementation of physical education textbook contents implemented in grades 9 and 10 students of the study area.
- ❖ To distinguish the unique practices that promotes the implementation of physical education textbook contents in grades 9 and 10 students of the study area.
- ❖ To identify the major problems of teachers to implement physical education textbook contents in grades 9 and 10 of the study area.
- ❖ To assess availability of material and infrastructure delay interest students towards physical education.

1.4. Significances of the study

The study needs to investigate the major problems in the implementation of physical education text book contents in grades 9 and 10 selected secondary schools of Horo Guduru Zone. Therefore, the study will have a number of paramount significance.

- It may help curriculum designers to prepare neat and precise physical education textbook contents for grades 9 and 10.
- It also assists researchers who further conduct a study on this topic.
- It helps to encourage the effective performance of teachers and to adjust the means in order to have common understanding in the interpretation and implementation of the program.
- It may play significant role in creating awareness on the stakeholders how to implement physical education textbook contents properly.
- To increasing the knowledge of physical education teachers and school principals regarding the implementation of physical education textbook content.
- This study may serve as secondary source for other researchers who have interest to conduct further study on the issue. Finally, this study may provide feedback to the physical education text book designers and other stakeholders positioned at the top level of MoE.

1.5. Delimitation of the study

The study was delimited in spatial and topical aspects. It was delimited only to Sekela, Shambu, Alibo and Haro Aga selected secondary schools of Horo Guduru Wollega Zones. The topical delimitation of the study is on the major problems of implementing physical education textbook contents in grades 9th and 10th selected secondary schools of Horo Guduru Wollega Zones.

1.6. Limitations of the study

In this study, the researcher may come across the reluctance of some respondents to fill and return the questionnaires on time. Moreover, the study hardly has the lack of relevant and adequate references related to the implementation of physical education text book contents in Ethiopia context. Finally lack of transportation and the scattered location of secondary schools in the zone were other in escapable limitations. However, the researcher tried to alleviate the shortage of the reference by browsing on the internet and using other University library such as Wollega University.

1.7. Organization of the Thesis

The thesis is organized into five main sections. Section one holds introduction which includes the background of the study, statement of the problem, objectives, significance of the study, delimitation of the study and organization of the thesis. Section two contains detailed review of literature for the study. Section three presents research methods and materials which includes overview of the study area, types of data and their sources, data collection method, sample size and sampling techniques and method of data analysis. Section four presents results and discussions. Section five generalizes findings of the research along its summary, conclusion and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. The Meaning of textbook contents

Text book contents are courses of subjects covered by students in their race towards the finishing line a certificate, diploma or degree. From this early usage the word text book content has passed into common usage and many people think of it as a course of study containing the body of subject matter officially taught in schools. The text book content is at the heart of the education, so the extent to which one can become dependent or independent is subjected to the level, the content and method of his/her education, Alaezi, (1990).

Hirst, (1974), states that text book content is, of course, use very venally, but here it is taken to mean a program of activities designed so that pupils will attain by learning certain specifiable ends or objectives. He went further and stated that the term is also referred to as the planned guided learning experience, and the intended outcomes, formulated through systematic recognition of knowledge and experience under the auspices of the school, for the learner's competency.

According to Tanner, (1997), text book content is often taken to mean a course of study. Mezieobi, Fubara, and Mezieobi, (2008), added that, textbook content is learning experiences which the learner is subjected to under the guidance of the school. Text book content is, therefore, as the nerve center of education must ensure its functionality so as to achieve the aims as justified by the meaning of education.

As Goodland, Klein, and Tye, (1979), suggested that the word text book content has many meanings and definitions, depending on different philosophical standing points. Suggest, the constructivism paradigm emerged from behaviorism in educational psychology, curriculum theorists and developers began to develop contents based on constructivist learning theories, the

Success of constructivism innovation is central to many school-based initiatives subjects including physical education.

Macdonald, (2003), stated that content innovation cannot easily succeed if it fails to recognize the central role of the learners: who they are, how and what they learn, based on this belief, the constructivists learning theory has been considered relevant theoretical foundations for the curriculum innovation, Whereas the active role of the learners acknowledged and serves as focal point for development of innovative content.

As Shuell, (1986), expressed rather than transmitting the content for the learners to passively receive the information, constructivist gives sample opportunities for learners to engage themselves in connecting their prior experience with new knowledge to construct personally meaning full understanding.

According to Shuell,(1986), content is emphasized on the importance of the context in which learning is taking place. Content acknowledges is impact of the social and cultural contexts that the learners live in both inside and outside the school. Further, it provides guidance for the teacher to constructing learning tasks that use learner experiences in the large context as advantageous resources to enhance learning rather than constraints.

Chen, Martin, Sun, & Ennis, (2007), investigate that in constructivists learning principles in school it emphasized students' learning of health-related fitness, knowledge in physical education and previous research has shown that students in experiment schools learning health – related fitness content scored significantly better than their counterpart in comparison schools learning their traditional curricula. In order to sustain the effect of text book content on students learning, it is important to understand the extent to which the intended learning experiences in the text book contents are experienced by the learners. Therefore, the way the teachers are implementing the text book contents will direct impact on the student learning experiences.

Regarding to this Rovegno, and Bandh Auer, (1996), states a teacher might construct his/her understanding of text book contents and develop implementation methods based on prior experience, personal professional beliefs, and instructional context. So, those influential factors

along with others, such as the teachers' educational philosophy, instructional skills, and motivations to implementation of the text book contents are essential issues that the process of constructing and developing pedagogical content knowledge is likely to lead to curricular enhancement in which the text book content is taught contrary to the original design. Text book content is the sum total of the school efforts to influence learning in the class room on playing ground or outside teaching,

According to Daughtrey Grayson & John B. Woods, (1971: P 593), stated that text book content include all school sponsored activities that influence learning. Text book content consist mainly of subjects studied in the classroom. It also includes some activities that take place outside the class room. This activity also serves to teach the student children learn from radio, television. But modern educators believe that children learn more effective if they are guided by organized text book contents.

2.2. The Concept of physical Education textbook contents Implementation

The term textbook content implementation has been defined in different ways by different scholars. Mkpa (2005) defined textbook content implementation as, "the task of translating the textbook content document into operation by combined efforts of the students, teachers & others concerned."

Garba, (2004), viewed textbook content implementation as "putting the curriculum into work for the achievement of the goals for which text book content is designed." Babalola (2004), describe text book content implementation as, "the translation of the objectives of the textbook content from paper to practice." Ivowi (2004), define text book content implementation in a nutshell as "the translation of theory in to practice, or proposal in to action."

Onyeanu, (2008), viewed that text book content implementation as the process of putting all that have been planned as a curriculum\ document in to the class room through the combined effort of the teachers,' learners and school administrators, parents as well as interactions with the physical facilities, instructional materials, psychological and social environment. All these

definitions show that textbook content implementation is the interaction between teachers, learner and other stakeholders in education geared towards achieving the objectives of education.

2.3. The Nature of physical education contents

According to Carle Will Goose (1984), stated the common definition of text book content is described as a work schedule of any particular body of course. The derived word as well as the definition seems to suggest an orderly plan and progression. One does not arrive at a schedule or course without having engaged in some kinds of planning and organizing. For referring to the total program in the school, text book content is central body of teaching.

Carle Will Goose (1984:p80) stated the content of physical education textbook as follow; text book content is a body of experience that lies between objectives and teaching methods. It's a full program of things to do that will realize the original aim and objectives. It depends on sound teaching methods, effective teaching materials and proper evaluation technique on sound teaching methods, effective teaching materials and proper evaluation techniques. In short the human factor that teacher has much to do with the achievement of text book content objectives.

It is quite possible; therefore, to think out and develop a fine course of study, only to find that it only partially does the job for which it was intended because some teachers fail to grasp its significance were indifferent to its content.

As Carle Will Goose, (1984) stated that a high school text book content guide for example, may give a detailed breakdown of pupil activities associated with learning of soccer skill. However, the teacher may resort to his or her own way of teaching the skill. The teacher who tries to work with the frame work of a well-designed course of study will periodically contributes as planned to the achievement of proper arranged objectives.

2.4. Physical Education text book contents

According to National Association for Sport and Physical Education (2004:6), text book content is a sequential system of delivering learning experiences to students. Physical education text book content is the framework that provides guidance for teaching skills and providing physical activity instruction. High quality physical education text book content was based on the national standards in the document moving into the future. It describes what a physical education student should know and be able to do. It emphasizes meaningful content, which includes the following. Instruction in a variety of motor skills designed to enhance child adolescent development. Fitness education and assessment can allow for understanding and improvement of physical- wellbeing.

Development of cognitive concepts related to motor skills and fitness, Opportunities to improve social and cooperative skills, and Opportunities to increase the value placed on physical activity for health, enjoyment, self- expression, and confidence.

Appropriate sequencing of learning activities is critical to developing high-quality physical education text book content. National Association for Sport & Physical Education (2004:6), suggested that appropriate sequencing involves the following.

Ensuring that motor skill, physical activity, and fitness assessments are age and developmental appropriate. Methods of teaching motor and movement skills that ensure that basic skills lead to more advanced skills and plans to appropriately monitor, reinforce, and plan for student learning.

2.5. The Importance of Physical Education text book contents for Secondary Schools

Physical education is an important part of the secondary school curriculum as an integral component of the total education of students; it contributes to the overall goals of education. Additionally, physical education makes a unique contribution to the education of the student.

According to Knapp, (1968), Physical education is the only subject area in the school devoted to the study of human movement, the acquisition of motor skill and promotion of fitness. It is

concerned with the total development of the individual, encompassing development in the psychomotor, cognitive, and effective domains.

The development of motor skills, fitness, knowledge, and attitude conducive to a lifetime of participation is a commonly acknowledged goal of the secondary school physical education program. Additionally, he also added that the secondary school's years are important time for physical education program. During this time adolescent should have the opportunities to be exposed to varieties of sports, and outdoors activities that help to develop competence in a few selected ones Chen, Martin, Sun, & Ennis, (2007).

As, Knapp,(1968). Suggested about gaining human movement is an important part of the physical education experience. Since physical activity habits are formed early in life, attention must be given within the physical education program to helping students incorporate physical activity into their lifestyles at this age.

2.6. Objectives of Physical Education in Secondary School

Physical education is concerned with art and science of human movement. However, its ultimate objectives are to employ movement in order to contribute to that of the physical, mental and social goals of education. For this reason, physical education should be properly designed, as other education through physical means that is through large muscle activities. Regarding to the major objective of physical education, Miller and Whitcomb (1993: p40) stated the fundamental objectives of physical education are physical, social, emotional and intellectual development of the student.

Its physical objectives is the building and maintenance of strength, vigor, vitality speed physical characteristics of child at different age level and to develop basic motor skills such as running jumping, doing, climbing, in social, emotional objective student develops characteristics such as cooperation and competition through games and sports. Its intellectual objective includes knowledge's and appreciations (Tanner, 1997).

2.7. Goals of Physical Education for Secondary Schools

MOE (2003) designed that, the goals of physical education for secondary schools are improving physical health and develop a good attitude towards various physical activities that will result in the lifetime participation in physical activities. One of the major goals of physical education is to prepare students to be a lifelong learner, and to have knowledge of factors affecting movements, which are essential for future learning.

The general objectives of physical education for grade 9 and 10 syllabus are: -

- ✓ Acquire and refine motor skills
- ✓ Develop health- related fitness

Attain knowledge on the benefit of physical education and health-related physical fitness
Develop an application for the contribution that regular physical activity makes to lifelong health.

Wuest and Lombardo (1994: p5) mentioned that, the goal of physical education related to student's development in three interrelated domains, psychomotor, cognitive and affective. Bao, (1989:14), stress that physical education experience should related to the total educational process and to each person's whole life. If the physical education experience makes no contribution to the total educational experience, then the proper function expected of a true physical education program is deemed not be have been full field. As part of total education of the students, the curriculum in physical education should be congruent with educational psychology of the school and meaning fully contributed to school educational goals, Wuest, D.A., & Lombardo, B. J, (1994), who stated that contemporary education has many aims, also support this. One of its primary purposes is to provide experience that will help all individuals develop to their fullest potential, regardless of their ability, race, sex, religion or economic status.

2.8. What Is High Quality Physical Education?

A high quality of physical education program is the corner stone of a school's physical activity program, and a well written physical education curriculum is the foundation of a physical education school program. According to Melograno (1996) stated that, to provide appropriate instruction appropriate actions must be taken in four main areas to ensure a high quality PE program (1) curriculum. (2) Policies and environment (3) instruction (4) student assessment.

Melograno, (1996), Suggested regarding to policy and environmental actions that support high quality physical education program require the following. Adequate instructional time (at least 150 minutes per week for elementary school students and 225 minutes per week for middle and high school students),

All classes are taught by qualified physical education specialists, Reasonable class sizes, and proper equipment and facilitates. Melograno, (2004), noted that instructional strategies are important to conduct quality physical education so that the support of instructional strategies for the high quality physical education give emphasize on the following:

The need for inclusion of all students, Adaptations for students with disabilities, `Opportunities to be physically active most of the class time, Well-designed lessons, Out-of-school assignments to support learning and Not using physical activity as punishment. Regular student assessment within a high-quality physical education program features the following. Appropriate use of physical activity and fitness assessment tools. Ongoing opportunities for students to conduct self-assessments and practice self-monitoring of physical activity, Communication with students and parents about assessment results and clarity concerning the elements used for determining a grading or student proficiency system.

2.9. National Standards for Physical Education

Quality physical education was driven by the standards that guide physical education teachers in the process of assisting youth to become physically educated individuals. The following

descriptions were taken directly from the National Standards for Physical Education Curriculum Analysis Tools, (PECAT) analyses found in the preceding sections.

Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities; intent of this standard is the development of the movement or physical skills that needed to enjoy in the participation, of physical education activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor-skills acquisition and advanced levels of performance to further the likelihood of participation on a daily basis.

The high school students can select few activities for regular participation which are more advanced skills which help them mastered in wide variety of leisure and work related physical activities (NASPE, 2004).

Standard 2: Demonstrate and understanding of the movement, concept, principles, strategies, tactics as they apply to the learning and performance of physical activities: the intent of this standard is to facilitate the ability of the learner to use cognitive information to understand and enhance motor- skills acquisition and performance.

In high school, emphasis is placed on students independently and routinely using a wide variety of increasingly complex concepts. By graduation, the student has developed a sufficient knowledge and ability to independently use his/her knowledge to acquire new skills while continuing to refine existing ones (NASPE, 2004).

Standard 3: Participate regularly in physical activity: The intent of this standard was for students to establish the patterns of regular participation in meaningful physical activity. The standard is connecting what is done in the physical education class with the lives of students outside of the student classroom.

While participation within the physical education class is important, what the student does outside of the physical education is critical to developing active and healthy lifestyle that could help to prevent a variety of health problems future generations of adults.

Young children learn to enjoy with physical activities yet also learn that a certain level of personal commitment and earnest work is required to have the benefits of participation. They partake in developmentally; appropriate activities that help them to develop movement competence and should be encouraged to participate in moderate to vigorous physical activities and unstructured play.

As students get older the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard encourages participation commensurate with contemporary recommendations regarding the types of activities as well as the frequency, duration, and intensity of participation believed to promote a healthy lifestyle.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness. The intent of this standard is for students to have both the ability and the willingness to accept responsibility for personal fitness leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardio respiratory endurance, muscular strength, and endurance, flexibility, and body composition. Expectations for students' fitness level should be established on a personal basis, taking into account variation in entry levels rather than setting a single standard for all children at a given grade level or comparing one student to another.

Students' progress in their ability to participate to vigorous physical activities that address each components of health-related fitness, students become more skilled in their ability to plan, perform, and monitor physical activities appropriate for developing physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. The intent of this standard is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sport, and positive social interaction are key to this standard to developing respect of individuals' similarities and differences through positive interaction among total population in physical activity.

Similarities and differences include the characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g. strength, size, shape) and gender, age, race and socioeconomic status.

High school students initiate responsible behavior, and positively influence the behavior of others in physical activity settings. They participate with all people, avoid and resolve conflicts, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. High school students begin to understand how adult roles of work and family responsibilities affect their decisions about physical activity.

Standard 6: Values physical activity for health enjoyment, challenge, self-expression, and/or social interactions: The intent of this stands is to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning, Physical activity provides opportunities for self-expression, social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote positive self-image, thereby enticing people to the continued participation in activity throughout the life span. Participation at the high school level continues to provide enjoyment challenge as well as opportunities for self-expression and the social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs (NASPE, 2004).

2.10. Factors Affecting the Implementation of Physical Education text book contents

Curricular implementation is rarely “trouble-free”, Synder et al., (1992), Suggested, that there are many factors within the school context that can hinder physical education curricular implementation. Fraser – Thomas and Beauadoin, (2002), reported that lack of time to achieve outcome goals, inadequate equipment, large classes, heavy teaching loads, lack of professional development, and lack of consultant or support, can constrain physical educations’ opportunities to implement the designed physical education curriculum.

Snyder et al. (1992) argued that the “effective implementation” depended on the unique configuration of the social, historical, political and ideological factors that exist in the school and its social, community context. Schools act as communities where values as well as resources and customs are shared. Nodding (1996) suggest curricular implementation relies on key total population’ perception of the school as a community context.

2.10.1. The nature of class size

For effective teaching learning process class size is a determining factor unless the number of the pupils per class is determined, there would be problem during instruction. Thus, less number of students, in a class will decrease the teachers load, help them to provide good education to his students and the teachers can make proper supervision and so on. This is also true in teaching physical education. Reasonable class size, adequate facility and good equipment supplies with small size of student’s sufficient material and adequate playground could be used to meet the objective of physical education.

According to Daughtrey and Woods (1971: p67) stated the pupil-teacher ratio and the teacher load in physical education should be comparable to that for other teachers in the school. Realistically 39 to 40 pupils per teacher would seem to be a practical class size particularly; class size is major one to instructional condition. Recently for effective teaching and learning process, individualized instruction and optimal performance in physical education class size should be comparable, so that its education objectives can be attain when recommended class size is maximum of 30 of 35 pupils per teacher.

If this is done accordingly the teacher could apply the designed plan and the student master the skill, developed for physical wellbeing, physical fitness, coordination and good personality as a whole. The class size was popular prospect to judgment of the teachers in achieving the aim and objective of the subject matter.

In general, for implementing physical education text book contents class size, facility for the activity and equipment supply must get attention to meet the objective of physical education.

2.10.2. Time allotment

Time allotment will help every subject teacher to accomplish the curriculum on time and to achieve its objectives. According Jewett, Bain, & Ennis (1995:420), the time allotment for secondary high school for instructional condition or take oriented physical education period ranges 45 minutes to 1 hour and three days for a week. Furthermore, the president council on youth and fitness recommended one standard class period per day, accordingly Five day a week.

A daily program of directed Physical education should be provided for all high school's pupil's sixty-minute period being desirable. This time allotment during physical education period will enhance the actual physical fitness, the neuromuscular coordination, skills and a good health condition.

Furthermore, the time allotment must consider the environmental condition, the teacher and the pupils work ability, time in the schedule as well as the student redness for the target activities. The lack of consideration of the time allotment will leads to lose of interest in teaching and less interest in learning. Therefore, scheduling a proper time allotment is essential to accomplish the designed curriculum and to achieve the objective of physical education. Daughtrey and woods, (1971; P11) stated the time allotment during physical education practical period in the table 2 below.

Table 2 the time allotted in physical education practical period.

No	Activities	Time spent
1.	Dress roll call	5 minutes
	Introduction	
2.	Warming up experience	10 minutes
	Open order	
	Developmental	
3.	Teaching skill process	35 minutes
	Orientation, demonstration	
	Organization, inventory	
	Ability grouping, skill laboratory	
	Evaluation	
4.	Closing, Inhabitation	10 minutes
	Announcements, Dismissal	

To strength the above idea Sadker (1986) stated that, “achievement in an area is the amount of time allotted to the subject area” this indicates adequate time allotment scheduling and proper distribution of time table will improve physical fitness and acquisition of motor skill.

2.10.3. Facility

Facility refers to the permanent or semi-permanent playground in secondary schools for physical education instructional process or in teaching learning process; there should be permanent or semi- permanent facility for students.

According to Dauthtrey Greson and JhonWoods, (1971: p224), suggested that permanent facilities are such as basketball and football back boards and semi-permanent facilities like balls, nets. Students in secondary schools and facilities for class room instruction and extracurricular activities, especially in physical education instructional program students develop physical fitness; group awareness cooperation with peer group to develop their physical fitness and to achieve these behaviors school must be facilitated.

These facilities could be arranged for indoor and outdoor games such as football, volleyball, basketball. Additionally, they write the following concerning facilities used to teach outdoor games “the most particles, economical area for outdoor games use is the multiple use area. These areas, constructed either from concrete or asphalt, provide for several play areas on one surface. They can be used year round for instruction and competition in basketball, volleyball, tennis and other activities.

G.Miller and White Comb, (1963:2), suggested concerning well equipped schools that: “The well facilitated school will supply services such as rooms, offices, for instructors, adequate storage rooms for physical education equipment and prepares different play grounds” thus, schools should be built on the bases of fully equipped facility to all subject as well as physical education. Otherwise, this lack of facilities affects the implementation of the curriculum and the target objectives of physical education will not be achieved.

2.10.4. The equipment and supply

According to Daughtrey, Grayson& John woods, (1971), states for effective teaching and learning every subject needs a proper equipment and supply to facilitate the learning process. This is the responsibilities of government to allocate budget for schools. Equipment is the determining factors for effective teaching and learning process because the less number of equipment and supply will decrease the teaching and learning interest of the student as well as the teacher. Planning of budgets is so important for the schools to accomplish their tasks. Physical education is one of the subjects that require proper allocation of budget for equipment and supply goods. There could be several plans to develop the budgets.

Most plans are based on the source of income one of the major plan used is the separate physical education budget. The purpose of budget is to assist in providing adequate resource to meet the need of the program. The needs are determined by the aim and objectives of the instruction. The instructional content also determines the financial resource necessary for conducting the program.

Adequate supplies of equipment's are valuable to provide quality instruction for each activity and adequate supplies of equipment's helps the teachers to plan their instructional program with confidence when they are assured of receiving equipment and supplies in an orderly fashion. In order to provide effective instructional process in physical education program adequate equipment, supplies are required. Equipment's are permanent materials like stationary, basketball boards, football goals, volleyball posts; high jump stands etc and semi-permanent materials Football, Volleyball, basketball, handball. Thus for the quality and effective instruction the equipment and supply of physical education materials must thoroughly arranged for a good instruction and proper outcome of the program. Every instruction has content and teaching methods used there for instructional contents and teaching methods used needed adequate equipment and supplies for effective teaching. According to the above description availability of equipment and supplies are essential to address a meaning full physical education instruction to implement the text book content.

2.10.5. Teaching aids

Teaching aids are devices presenting units of knowledge through visual stimuli to help learning. Audio-visual aids will have to be harnessed to be harnessed to make the teaching of physical education lively and interestingly. To give a welcome relief from normal routine Variety of aids like picture maps, films strips, models, cartoons, charts, and graphs should be drown into the course. As Daughtrey, Grayson & John woods, (1971), the objective of teaching aids in physical education is to supplement the spoken word and make physical education real and lifel ong, develop and the attitudes and interests of participant, make learning permanent, and supplement the text books.

2.10.6. Teachers "belief and proposal curricular performance

In physical education, teachers' values, beliefs, and personal preferences could have a critical impact on the type and quality of physical education text book contents they implement. Rovegno & Bandhuer (1996) reported that a teacher who valued and believed in a constructivist approach could persist and succeed in teaching the curriculum even in a disadvantaged context.

Conversely in a similar restrictive pedagogical environment, O'Reilly *et al.* Gallant (2001) observed that physical educators could change the programs based on their personal belief and preferences into one that only reinforced students' feelings of fun other than their learning. These research findings suggested that to a large extent it is physical educators' values, beliefs and personal preferences that determine physical education curriculum implementation in school contexts. At any education system as well qualified teaching staff is required to provide good instruction to the pupils.

Therefore, teachers in different subject should take courses which make the efficient and up to date themselves with the support of the government or with their own. All subject need their specialized teachers to teach according to the plan, content and teaching methods. In addition to this the instructional load of the physical educator should be of prime concern to management. To maintain a high level of enthusiasm, vigor and morale, it is important that the load be fair and equitable.

According to Carle Will Goose (1984:87) teachers are first and for most provocateurs who set the step for students teaching. This shows that teachers are initiators of their students by providing and setting the lesson. Physical education teachers are teachers who have responsibility to implement the objective of physical education according to the maturity and grade level of students. To meet the demand, it is desirable to have qualified Physical Education teachers who are responsible for the instruction. Unless we have qualified and adequate number of teachers in schools there was a problem to implement the curriculum.

2.10.7. The student need

Schools are places where the teaching learning process is conducted. The schools shape the behavior of the students who come from different areas family background the curriculum which address these students will create change of behavior after a long period of teaching learning process. Furthermore, schools can determine the future like of the student. The curriculum designed must give attention for the need of the students. That means the curriculum must be "student-centered". If this is well done, we can meet the objective of

physical education. Beside on planning the curriculum must plan according to the need and interest of students.

Based on the above idea Teshome (1989:81) stated “planning for progressive interims of need will develop at each age level selecting proper material activities so that learning becomes effective evaluation appraising the quality and quality of pupil’s develop and achievements.”

Hence the above idea ensures that the curriculum must address the student need of the students it creates frustration, failure and loose of interest in the students. Thus when curriculum is designed it must consider the interest, age level, strength and maturity of the students.

2.10.8. The Interest of the society

Snyder et al. (1992) stated that society is resource for the development of the country. Society started its education with the existence of man in this planet. Society gives education to its children at school and school design a proper curriculum according to the need and interest of the society. Societies get knowledge and acquire change of behavior from the schools. The culture of the country can be reflected by the activities of physical education.

Therefore, society develops its tradition culture, sport activity in the school with exchange of one culture to the other and strengthen its culture and pass it to the next generation through education given in the schools. Today the main task of school is that it is especial institution created and maintained by the society in order to transmit knowledge on the aspects of culture and experiences its interest by means of proper teaching the coming generation.

Further more physical education is one of the subjects given in schools to develop socially, mentally, emotionally and physically fit citizen and within these activity societies develop their culture and tradition according to the designed curriculum, besides society play different roles to support physical education curriculum.

Concerning this concept Snuder et al. (1992) stated that, the society has considerable influence on Physical education development and provide fund for the program. This shows the society

should be enveloped or must be aware of the development of Physical education program but more weight is not given to the influence of the society to physical education to develop the program. This creates problem for the teachers to implement the curriculum effectively and he could not follow up the achievements of the student on overall objective of Physical education.

2.10.9. The Administration

Administrators one of the humane factors that influences implementation understanding the crucial role of school Administration is concerned to be guidance, lead and control the efforts of the group of individuals towards common goals and also the works of administration could be planning, directing, coordinating, reporting and budgeting in order to accomplish the assigning task or to meet the planned objectives.

Maclaughlin (1987) notes that, “implementation incredibly hard and that successful implementation generally require the combination of pressure (introducing new idea) and support by school administrators,” Supporting this, Berman and Maclaughlin (1976) found that project substance and success was highly related with principal’s support. According to them, degrees of implementation were different in different schools. Mainly the action and the concerns of principals were different.

In addition Hord, (1995) he further noted that principal’s actions convey the message as to where a planned change is to be taken seriously or not, according to Berman, and Mac laughlin, (1976 March) state that the administrations indirectly affects the willingness and dedication of teachers. These actions includes many actives but the main activities are developing supportive organizational arrangements, training, supporting, consultation and rein for cement, monitoring and evaluation, to accomplish this action, through the administrator do not directly play a role implementing curriculum in the classroom, he/she need to have knowledge about the curriculum planning and management procedures involved (Fullan, 1996).

Thus according to Daughtrey and Woods (1971), suggested that for quality and effective instruction a well-trained administrator is important because a good administrator enable the group to achieve its objectives with the least amount of coast and time. The objective of good

administrator is to assist in improving adequate teaching materials and creating good relationship with teachers, community, and stakeholders this will create a good atmosphere of teaching and learning in the schools. In general school administration plays different roles to support the teaching learning process of physical education and in supporting the teaching learning in the schools. In general, school administration plays different roles to support the teaching learning process of physical education and in supporting the department to implement the designed curriculum effectively and to attain the objectives of the designed curriculum.

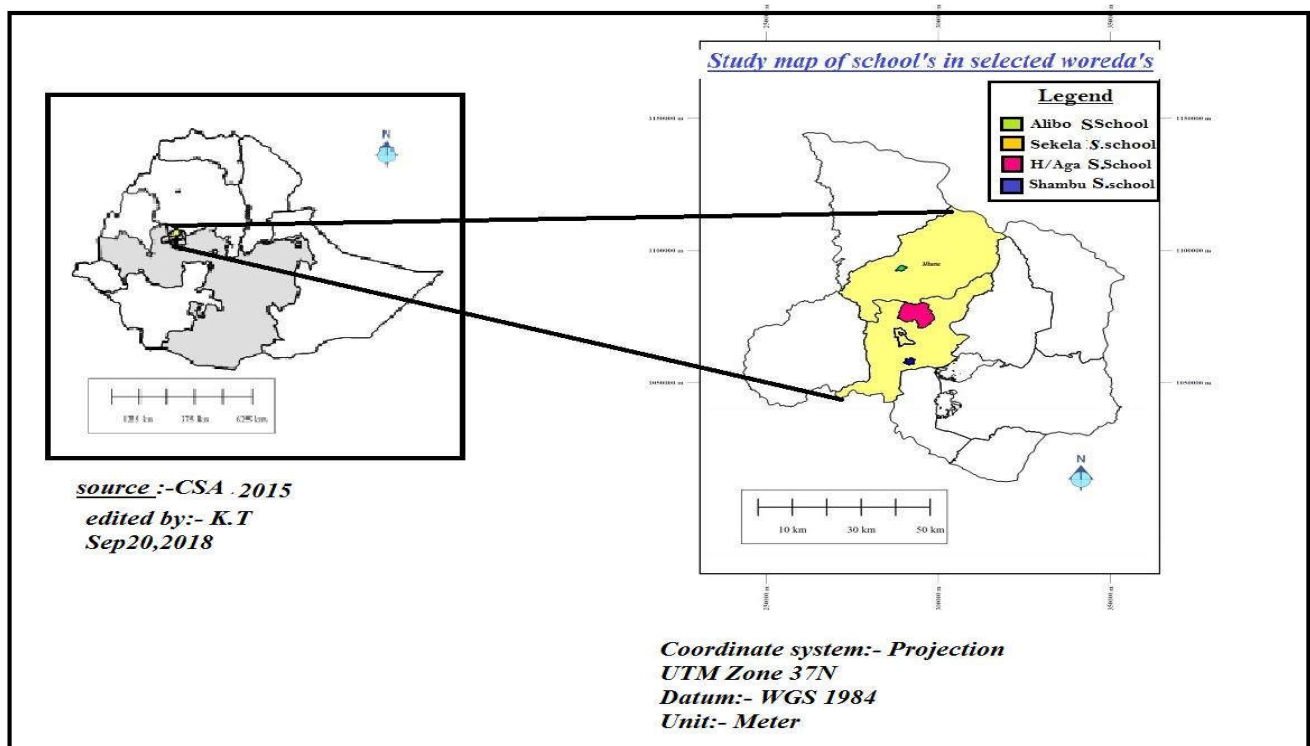
CHAPTER THREE

3. MATERIALS AND METHODS

3.1. The study Area

Horo Guduru Wollega zone is found in Oromia National Regional State and is named after it was established as a zone in 1998 E.C. It is bounded in East by West Showa Zone, in the North by Amahara National Regional State, in the West by East Wollega Zone and in the South by East Wollega Zone. The zone comprises 12 Woreda from those the researcher select three Woreda purposively. The capital city of the zone is Shambu and it is 317 km west of Addis Ababa (Fig. 1).

Figure 1 Study map of schools in the selected Woreda.



Source: Horo Guduru Wollega Zone Culture and Truism Office (Referring from CSA, 2015)

3.2. Research Design

The study was aimed at assessing the major problems in the implementation of physical education text book contents in grades 9 and 10 selected secondary schools of Horo Guduru Wollega. For the purpose of this study, descriptive survey had been employed. This design was selected with the assumption that it is helpful to gather enough information from respondents on the existing condition of the issue under investigation. In addition, descriptive survey gives a better understanding of phenomena which helps as fact finding design with adequate and accurate interpretation of the findings. Moreover it helps to gather data at a particular point interims of describing the nature of existing conditions can be compared or determine the relationship that the existence between specific events (Jose and Gonzatles, 2002).

3.3. Population of the study

The target populations of this study were 4 secondary schools of the zone: Sekela Secondary school, Shambu Secondary school, Haro Aga Secondary school and Alibo Secondary School. Accordingly, the total populations of the study were 10 physical education teachers, 3600 students, and 4 principals in the zone.

3.4. Sample size and Sampling Techniques

To obtain reliable data from the study, purposive sampling techniques were employed. The targeted secondary schools of the zone were selected by simple random sampling using lottery method. 10 Physical education teachers and 4 school leaders were included by availability sampling method. Regarding student respondents, the researcher selected in relation to some criteria purposively from grades 9 and 10 who were selected as class monitors (2 students from each section), Female students' representative (2 students from each section) and two ranked student from each section. In general, 360 (10% of the total population) students were selected from the total of 60 sections of the selected secondary schools of the zone.

Because the researcher believes that these students have better experience, knowledge, participate in school self-evaluation quarterly report, and managements. They were also selected

as student representative by the student themselves. Thus, they provide relevant and adequate information about the school practice than other students. Supporting this, Ball 1990 (as cited in cohen, et al., 2007.) suggest the purposive sampling is used in order to assess “Knowledgeable people” i.e. those who have in depth knowledge about particular issue, may be by virtue (good quality) of their professional role, power, access, to network and experiences. Accordingly, 96 students from Sekela secondary school, 134 students from Shambu secondary school, 72 Students from Alibo secondary school and 58 students from Haro Aga secondary schools were included in the study.

Table 3 Summary of sample schools, students, teachers and principals representatives

No	Name of Woreda	Name of Schools	T.P Students	Number of section	S.S Student	Teachers		Principals	
						T.P	S.S	T.P	S.S
1	Horo Buluk	Sekela	960	16	96	3	3	1	1
2	Shambu	Shambu	1340	22	134	3	3	1	1
3	J/Jarte	Alibo	720	12	72	2	2	1	1
4	Horo	Haro Aga	580	10	58	2	2	1	1
Total			3600	60	360	10	10	4	4

Source: Jardaga jarte School, Shambu School and Horo- Buluk School (2018)

N.B T.P- stand for Target Population S.S- read as Sample Size

3.5. Source of Data

This study used both primary and secondary data sources in order to secure sufficient and relevant information. The major sources of primary data were collected through survey from physical education teachers, School leaders, and students however secondary data sources were included Zonal data, journal and internet browsing.

3.6. Data Collection Tools and Procedures

To obtain adequate information four types of data collection instruments used in this study, these are Questionnaires, Interviews, document analysis and observation check lists.

3.6.1. Questionnaires

Questionnaires were used to collect relevant and firsthand information from teachers and students. The items of the questionnaires comprised both closed ended and limited open ended questions were prepared to collect quantitative and qualitative data. The questionnaires have two parts. The first part of the questionnaire was intended to gather characteristics information of teachers and students. The second part of the questionnaire consisted of items that intended to examine teachers' and students' interest towards physical education, availability of materials and facilities for physical education text book contents implementation, major problems that hinder physical education text book contents implementation, School principals. This is because of questionnaire is convenient to collect information from large number of respondents within a short period of time and in cost effective way.

3.6.2. Interview

To support enrich and to make cross checking semi- structured interview was used to gather in depth qualitative data from principals, employing structured interview is quite important, because the interview has a great potential to release more and in depth information providing opportunities for clearing up misunderstanding as well as it can be adjusted meet many diverse situations. The Interview would have two parts. The first part of interview was intended to gather back ground information of principals and the second part of the interview questionnaire consisted of items that intended to examine principals about the current physical education implementation and its problems in the implementation (Abiyi, et al.2009).

3.6.3. Document analysis

Documents like annual lesson plan, weekly lesson plan, daily lesson plan, student assessment and the time table were incorporated to supplement the data obtained through questionnaire and semi-structured interview. According to (Abiyi, et.al. 2009), document analysis can give an expert understanding of the available data and also it is cheap.

3.6.4. Observation

Observation was employed in this study to collect data that may complement or set of perspective data that obtained from questionnaires and interviews. Therefore, the observation focus on teaching learning facilities, the availability of materials and physical school environment was employed in this study through check list. This is because adequacy and availability of learning facilities and the situation of school environment can easily observed.

3.6.5. Pilot test

Pilot testing of questionnaires were made. The purpose of pilot test was to check the appropriateness of items in the questionnaire by allocating the respective questionnaires to some top 3 students in grades 9 and 10 from each section. The students for pilot testing were selected purposively. 2 physical education teachers from the selected secondary schools of the zone were selected randomly. The pilot testing would be excluded later. Pilot testing is used to make necessary corrections based on the feedback obtained. Accordingly, amendments would be made for the relevance and quality of some of the items and ambiguous words were voided from the main items.

3.8. Procedures of data collection

The study has adopted four procedures in conducting this manuscript. First, relevant literature was reviewed to get adequate information on the topic. Second, objectives and research question were formulated to show the direction of the study. Third, data gathering tools were developed and piloted. After the questionnaires were distributed and collected and classroom observations have been taken place, the study analysis has been conducted. Finally the interview with participant, teachers and students were conducted. So as to have a valuable and reliable data for research purpose, there is a need to follow predetermined procedures. In doing so, the researcher arrange the desire tools for the sake of gathering the information from the respondents. The researcher endeavored to create conducive environment with the school community and stakeholder. As a result, a permission to access the required information was earned from the students and instructors. As a preliminary step of data collection, the student researcher

contacted with the head masters and instructors in the school and explained the purpose of the study. As it was dealt in the sampling techniques subsection, the process of selecting participants of the study, which was one of the most difficult steps to conduct descriptive analysis with the very willingness of the record officer and permission of Horo Guduru Wollega zone education office and the school administrator. Finally the data was analyzed using both excel and SPSS version 20 from which the result, conclusion and recommendation were derived.

3.9. Data analysis technique

Both qualitative and quantitative methods of data analysis and interpretation were employed. In analyzing the quantitative data, respondents were categorized and frequency was tallied. Frequency counts was used to analyze the characteristics of the a percentage, Mean scores, Standard deviations, Independent sample t-test was used for analyzing the items with five point Liker scales (1= very low, 2= low, 3= medium, 4= high, 5= very high) questions was obtained through set of questionnaires that was organized in tabular form and calculated in SPSS. Accordingly, the back ground information was analyzed using percentage. Finally the data obtained through interview, open ended questions, document, and observation was analyzed through narrative description for the purpose of triangulation.

3.10. Validity and Reliability

Checking the validity and reliability of data collection instruments before providing to the actual study subject was the core to assure the quality of data (Yalw Endawoke, 1998). To ensure validity of instruments, the instrument was carried out to pre-test the instrument, thus the researcher would conduct pilot test 12 students; thus 3 students from each four selected secondary school (Sekela, Shambu, Alibo and Haro Aga Secondary School) and 2 physical education teachers of Sekela and Shambu secondary school by lottery method. The reliability of the instrument was measured by using cronbach alpha method in the help of SPSS version 20.

Table 4 Reliability coefficient

No	Items	Number of items	Cronbach Alpha result
1	Interest of students and physical education teachers	5	0.967
2	Factors affecting the implementation of the text book contents	8	0.955
3	Materials and school facilities	6	0.964
4	School administration and stake holders	4	0.948
	Average reliability result	23	0.946

3.11. Ethical Consideration in the Research work

In the journey of the study, efforts were made to protect the research total population to improve the validity of the data gathered, and to maintain rigor of the overall research procedures and findings. Efforts was made to protect the identities and moral values of the research total population, equally, validity and procedural rigor has been taken care of as a part of maintaining ethical standards of the research work. Among others, efforts were made A) Give clear, understandable, and focused directions and Criteria for data collection procedure. B) To maintain anonymity of the data sources, C) to corroborate the research results and interpretations by way of mixing the quantitative and qualitative results. Consequently three ethical principles have been considered in this study: 1, inform consent, 2) anonymit,3) Procedural rigor. Over all, most possible ethical roles have been considered to insure that the researcher is conducted in ethical manner maintaining consent, anonymity and procedural rigor.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1. Demographic characteristics of respondents

Table 5 Characteristics of teachers and school principal respondents

No.	Item	Teachers		School principals	
		No	%	No	%
1.	Sex				
	Male	10	100	4	100
	Female	-	-	-	-
	Total	10	100	4	100
2.	Level of Education				
	Certificate	-	-	-	-
	Diploma	-	-	-	-
	First degree	10	100	4	100
	Second degree	-	-	-	-
	Total	10	100	4	100
3.	Years of experience				
	1-4	-	-	-	-
	5-8	-	-	-	-
	9-12	-	-	-	-
	13-16	5	50	2	50
	Above 16	5	50	2	50
	Total	10	100	4	100
4.	Age				
	Less than 18	-	-	-	-
	21-30	1	30	-	-
	31-40	7	70	4	100

The above table (5) indicates the respondents' characteristics of teachers and school principals. As shown in table this table, none of respondents were females and which implies that all of (100%) the respondents were male teachers and school principals. Regarding the qualification of the resonates, both of the teachers and school principals were degree holders (100%) and there were no teacher and school principal respondents with qualification above or below first degree. Concerning the experience, 50% of teachers' respondents had 13-16 years of experience and

50% of them were above 16 as indicated in table.5. 50% of the teachers and school principals' respondents had the experience 13-16 and above years respectively. 30% of the respondents were at age of 21-30 and 70% of them were 31-40.

Table 6 Characteristics of students' respondents

No	Item	Respondents	
		No	In %
1	Sex		
	Male	180	50
	Female	180	50
	Total	360	100
2	Age		
	15-20	350	85.8
	21-30	6	12.5
	31-40	4	1.7
	Total	360	100
3	Grade level		
	Grade 9	180	50
	Grade 10	180	50
	Total	360	100

As indicated in table.6 half (50%) of respondents were females and half (50%) of the respondents were males. This showed that both male and female students had equal participation. Regarding to the age of the respondents, the majority (85.8%) were between, 15-20, (12.5%) of respondents were also between 21-30 and (1.7%) of respondents had between 31-40 years. Concerning the grade level of respondents, 50% of them were from Grade 9, and 50% of them were from Grade 10 students.

4.2. Interpretation of quantitative data

Table 7 Cross Tabulation of Issues Related the Interest between Teachers and Students Response

No	Items	Respondent	No	Mean	S.D	Sig (2tail) with 0.50 level of sig.
1	Student interest to physical education class	Students	360	4.0333	.54900	0.157
		Teachers	10	3.7500	.46296	
2	P.E teachers interesting to teach physical education	Students	360	3.0667	.71870	0.236
		Teachers	10	3.3750	.51755	
3	Less number of physical education teacher affect the implement PE text book contents	Students	360	3.5167	.64799	0.319
		Teachers	10	3.7500	.46296	
4	P.E teacher commitment to implement the designed PE text book contents	Students	360	2.0833	.61608	0.000
		Teachers	10	3.5000	1.06904	
5	The school have a qualified physical education teachers	Students	360	2.5500	.67176	0.028
		Teachers	10	2.0000	.75593	

Source: own survey result 2018

It was indicated in table 7 about Issues related to Interest of teachers and students towards physical education. As indicated on the above table.7. Item1. The independent t-test value mean 4.03 of students and 3.75 of physical education teachers shows that no statistically significant difference with P-value of 0.15 on the issue of extent of student have interest.

As indicated on the above table.7. Item2. 58.33 % of students and 60 % of teachers responded medium grade for the issues of extent that physical education teacher are interesting to teach physical education. As shown on table8 item 2. The mean value 3.06 and 3.37 of students and physical education teachers respectively shows that no statistically significant difference between students and teachers, because the P- value 0.23 greater than 0.05.

As indicated on the above table.7. Item3. 60% students and 70 % teachers are said that high grade and as illustrated in table 8 item3. the independent t- test mean of students 3.5 and the mean of teachers 3.75 shows that no significant difference because the t-test P-value 0.32 greater

than 0.05 for the issue of extent the less number of physical education teacher affect the implement physical education curriculum.

As indicated on the above table.7. Item 4. 62% students are said that low and 75 % teachers are said that high grade for the issues of extent that physical education teacher is committed to implement the designed physical education curriculum, as illustrated in table 8 item4. The independent t-test value mean of student 2.03 and mean of teachers 3.50 shows that statistically significant difference, because the P-value 0.00 less than 0.05. As indicated on the above table.7. Item 5 65% students said that medium and 50 % of teachers are said that low grade for the issues of extent the school have qualified physical education teacher, with the mean value of 2.55 And 2.00 the result shows that statistically significant difference the t-test P- value 0.02 is less than 0.05.as shown in table 8 item 5.

The independent sample t-test statistics shows that the issues about the interest of teachers and students responses are the same idea on the issues of extent of student have interest to physical education class, extent that physical education teacher is interesting to teach physical education and extent the less number of physical education teacher affect the implementation of physical education text book contents but the following two issues extent that physical education teacher are committed to implement the designed physical education text book contents and extent that the school have a qualified physical education teachers are statistically difference response because the t-test sig. value is less than 0.05.

Table 8 Cross tabulation of Issue Related to factors affecting the implementation of physical education text book contents response between students and teachers

No	Items	Variable	Student		Teachers		Total	
			No	%	No	%	No	%
1	P.E teachers cover the content that included in the in text book	Very low	0	0	3	30	3	0.8
		Low	116	32	0	0	116	31.4
		Medium	219	60.8	5	50	224	60.5
		High	25	6.9	2	20	27	7.3
		Very High	-	-	-	-	-	-
2	The subject matter knowledge of PE teacher	Very Low	-	-	-	-	-	-
		Low	225	63	7	70	232	62.7
		Medium	105	29	3	30	108	29.19
		High	30	8	0	0	30	8.11
		Very high	-	-	-	-	-	-
3	Large class size affect the implementation of PE text book contents	Very low	-	-	-	-	-	-
		Low	-	-	-	-	-	-
		Medium	87	24	3	30	90	24
		High	228	63	7	70	235	64
		Very high	45	13	0	0	45	12
4	Time allocated to teach physical education is sufficient	Very low	30	8	3	30	33	8.9
		Low	231	64	5	50	236	63.78
		Medium	99	28	2	30	101	27.29
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
5	Allotted period per week is enough to achieve the designed objectives of PE	Very low	129	36	4	40	133	35.94
		Low	168	47	6	60	174	47.02
		Medium	63	18	0	0	63	17.02
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
6	PE teacher used the allotted period Properly.	Very low	36	10	2	20	38	10.27
		Low	90	25	3	30	93	25.13
		Medium	234	65	5	50	239	64.59
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
7	PE teacher used continuous assessment to evaluate student's achievement.	Very low	36	10	2	20	38	10.27
		Low	234	65	7	70	241	65.13
		Medium	90	25	2	20	92	24.86
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
8	Process of PE text book contents implementation in your school can achieve the objectives of the text book contents.	Very low	42	12	1	20	43	11.62
		Low	189	53	7	70	196	52.97
		Medium	129	36	2	20	131	35.40
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
		Total	360	100	10	100	370	100

With regard to table 8, item, 1, indicated that under issue related to factors affecting the implementation of physical education text book contents teacher's and student's response by the given scale measurement of very low, low, medium and high are response, 60.8% of students and 50 % of teachers are said that medium grade for the extent that physical education cover the content that included in the in text book.

As indicated in table 9 below. Item1. The students and teachers mean value 2.67 and 2.75 respectively and the t- test P-value 0.79 greater than 0.05 this show that no statistically significant difference, which means teachers do not devoted to cover the contents. From this the researchers was conclude that physical education teachers do not cover the content in the text book.

As illustrated in table.8. Item.2. the subject matter knowledge of physical education teacher 63 % students and 70 % teachers are said that low grade. As indicated in table 9, item,2, The independent sample t-test statistics P-value 0.37 shows no different idea on the issue the response of both group lies on low scale, with mean of 2.45 and 2.25 students and teachers respectively. From this researcher conclude that the subject matter knowledge of physical education teacher in school was at low level. As shown in table.8. On item,3 .Large class size affects, physical education textbook contents implementation 63% of student and 70 % of teacher are said that high grade for the issue of large class size affect the implementation of P.E text book contents, as illustrated in table 9 item 3. The independent t-test statistical mean value 3.88 of student and 3.75 of physical education teachers and the t-test P-value 0.53 shows that statistically no significant difference, this is true that large class size highly affect the text book contents implementation in the study area of Horo Guduru Wollega Zone secondary schools. From this the researcher, conclude that large class size affect the implementation of physical education text book contents.

As illustrated in the above table.8. Item4 that the time allocated to teach physical education sufficient 64% students and 50 % teachers are said that low grade for the time allocated to teach physical education is sufficient, as indicated in table 9 item 4.The independent t-test mean 2.19

of student result and 2.00 of teachers responses with t-test P-value 0.38 shows that no statistical significant difference, this is true that the time allotment for the subject do not consider the objective of the designed text book contents , From this the researcher concludes that the time allotted to teach physical education is not sufficient.

As indicated in table.8. item5 -the allotted period per week is enough to achieve the designed objectives of physical education 47% students and 62.5 % teachers are said that low grade. And as shown in table 10 item 5.The independent t-test statistics mean of student 1.8 and mean of teachers 1.62 shows the given period per week not sufficient to address the objective of the text book contents, this is true that the t-test P-value 0.45 is greater than 0.05.From this the researcher concluded that the period allotted per week is not enough to achieve the objective of the text book contents.

As shown in the table above.8.in item 6, that physical education teacher used the allotted period properly, 65% students and 63% teachers are said that medium grade for the issues that physical education teacher used the allotted period properly, and as illustrated in table 9 item 6, the mean of 2.55 and 2.50 of student and physical education teachers respectively this shows that statistically no significant difference with t-test P-value of 0.84. From this the researchers conclude that physical education teachers are not used the allotted period properly. As illustrated on the table.8, in item 7. The extent that physical education teacher used continuous assessment to evaluate student achievement,65% students and 75% teachers are said that low grade for the issues, and as table 10, item7, shows that the independent t-test statistics the mean 2.15 of student and mean 2.00 of teachers and the t-test P-value 0.47 shows no statistically significant difference, because the P-value 0.47 is greater than 0.05.From this the researcher conclude that physical education teachers do not used continuous assessment to evaluate student's achievement.

As indicated in the table.8. on item.8, physical education text book contents implementation can achieve the objective of the curriculum the respondents, respond that 53% of students and 75% of teachers are said low grade, According to table 9, item 8, shows the mean of student 2.24 and

the mean of teacher 2.00 and also the t-test P-value of 0.30 show that no statistical significant difference this is true that the process of physical education text book contents implementation do not meet the objectives. Generally the researcher concluded that physical education text book contents implementation can't achieve the objective of the text book.

Table 9 the independent sample t. test response of students and teachers on Issues factors affecting the implementation of physical education text book contents.

No	Items	Respondents	No	Mean	SD	Sig(2tailed)
1	Cover the content that included in the in text book	Students	360	2.6967	.56205	0.794
		Teachers	10	2.7500	1.16496	
2	The subject matter knowledge of PE teachers	Students	360	2.4583	.64685	0.373
		Teachers	10	2.2500	.46296	
3	Large class size affect the implementation of text book contents	Students	360	3.8833	.59668	0.537
		Teachers	10	3.7500	.46296	
4	The time allocated to teach PE education is sufficient	Students	360	2.1967	.56947	0.368
		Teachers	10	2.0000	.75593	
5	Allotted period per week is enough to achieve the designed objectives of PE	Students	360	1.8167	.70987	0.455
		Teachers	10	1.6250	.51755	
6	physical education teacher used the allotted period properly	Students	360	2.5500	.67176	0.840
		Teachers	10	2.5000	.75593	
7	PE teacher used continuous assessment to evaluate student's achievement	Students	360	2.1500	.57468	0.474
		Teachers	10	2.0000	.53452	
8	Process of PE text book contents implementation in your school can achieve the objective of the text book contents	Students	360	2.2417	.64815	0.305
		Teachers	10	2.0000	.53452	

As indicated in table.9, the independent sample t-test statistics shows that the issues about related to teaching learning response between teachers and students are not different idea in the t value listed issued factors because the t-test statistics p value is greater than 0.05 therefore there is no difference idea or response on the given issues the details are given on the above table.

Table 10 Cross tabulation of Issues related to materials and school facilities response between students and teachers.

No	Items	Variable	Student		Teachers		Total	
			N	%	N	%	N	%
1	Availability of permanent and semi-permanent playground at school	Very low	108	30	2	20	110	29.7
		Low	201	56	6	60	207	55.9
		Medium	51	14	2	20	53	14.3
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
2	Availability of sport materials at your school	Very low	84	23	4	40	88	23.7
		Low	198	55	5	50	203	54.8
		Medium	78	22	1	10	79	21.3
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
3	Material distribution at your school to teach physical education	Very low	99	28	3	30	102	27.5
		Low	213	59	6	60	219	59.2
		Medium	48	13	1	20	49	13.2
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
4	The extent you prepared teaching materials from local resources	Very low	33	9	2	20	35	9.4
		Low	225	63	5	50	230	61.2
		Medium	102	28	3	30	105	28.3
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
5	The school has field for practical Activities	Very low	39	11	2	20	41	11
		Low	207	58	6	60	213	57.5
		Medium	114	32	2	20	116	31.3
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
6	School environment is conducive for PE text book contents implementation	Very low	81	23	2	20	83	22.4
		Low	204	57	6	60	210	56.7
		Medium	75	21	2	20	77	20.8
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
		Total	360	100	1	100	370	100

As indicated in the above table.10.Issues related to materials and school facilities on item 1. Permanent and semi-permanent playground 56% and 60% of students and teachers respectively respond that low level, and as indicated in table 12 item1, the mean 1.84 and 2.12 students and

teacher respectively low level, the t-test P- value 0.23 also shows no statistically significant difference.

As indicated in table.10. On item.2, availability of material 55% of students and 50 of teachers respondents' response that low level, while 23% of students and 40% of physical education teachers are said that very low as illustrated in table 11, item 2, the mean value 1.98 of student and 1.75 of teachers' and the t-test P-value 0.36 shows that there is no significant difference on the above idea, it is true that the schools have not materials for physical education text book contents implementation.

In other hand the response of students and physical education teachers on the idea of material distribution to teach physical education 59% and 60% of students and physical education teachers respectively respond that low level, and as table 10, item3, shows the respondents mean value of 1.85 and 1.87 students and teachers respectively and the t- test P-vale 0.92 is greater than 0.05, this is true that material distribution affect the implementation of physical education text book contents.

Like-wise on the above table .10. Item.4. preparing teaching aids from local resource, the response of 63% of student and 50% of teachers respondents lie on low level and 30 % of teachers are said medium. And as indicated in table 11, item4,the mean value 2.19 and 2.25 of students and teachers respectively and the t-test P-value 0.78 shows that no statistically significant difference, this is true that teacher and students do not prepared teaching aids from local materials.

As indicated on the above table.10.on item5- the school owe fields for practical class 58 % of students and 60 % of physical education teachers response lies on low level and as table 12 item5, shows the mean value 2.22 and 2.12 students and physical education teachers respectively shows that both have similar response on the above ides because the t-test P-value value 0.71 shows that no significant difference it is true that the secondary schools have not open fields for practical class.

As indicated on the above table.10. in item, 6, the school have conducive school environments for physical education text book contents implementation, 57 % of students and 70% of teachers are said that low and as stated in table 11, item, 6,the mean result 1.98 and 2.00 of students and physical education teachers respectively shows that on low scale and the t-test P-value 0.94 greater than 0.05 this indicate no statistically significant difference, both group have similar idea on the issue of conducive school environments, that is true that secondary school of Horo Guduru Wollega zone do have not conducive environment for physical education text book contents implementation.

Table 11 The independent sample t-test response between students and teachers of Issue

No	Items	Respondent	NO	Mean	SD	Sig(2tailed)
1	Availability of permanent and semi-permanent playground at school	Students	360	1.8417	.64815	0.233
		Teachers	10	2.1250	.64087	0.233
2	Availability of sport materials at your school	Students	360	1.9833	.67343	0.346
		Teachers	10	1.7500	.70711	
3	Material distribution at your school to teach physical education	Students	360	1.8583	.62572	0.942
		Teachers	10	1.8750	.64087	
4	Preparing teaching materials from local resources	Students	360	2.1967	.58404	0.788
		Teachers	10	2.2500	.70711	
5	The school has field for practical activities	Students	360	2.2083	.62033	0.714
		Teachers	10	2.1250	.64087	
6	School environment is conducive for physical education text book contents implementation	Students	360	1.9833	.66083	0.945
		Teachers	10	2.0000	.53452	

As indicated on the above table. 11. shows that the issues about Issue related to materials and school facilities response are in average low grade it means that it high problem on the implementation of text book contents and the respondent of teachers and students are not difference idea in the listed issued factors because the t-test statistics p value is greater than 0.05 therefore there is no difference idea or response on the given issues that shows lack of materials and facilities are one problem in the implementation of physical education text book contents.

Table 12 Cross tabulation of Issues related to school administration and stakeholders'

No	Items	Variable	Student		Teachers		Total	
			No	%	No	%	No	%
1	The communities support the school to achieve the objective of PE text book contents	Very low	48	13	3	30	51	14.78
		Low	213	59	6	60	219	59.18
		Medium	99	28	2	30	101	27.29
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
2	The school administration allocate enough budget to implement PE text book contents	Very low	60	17	2	20	62	16.75
		Low	216	60	6	60	222	60
		Medium	84	23	2	20	86	23.24
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
3	School administration follow up implementation of PE text book contents	Very low	30	8	3	30	33	8.9
		Low	204	57	7	70	211	57.02
		Medium	126	35	0	0	126	34.05
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
4	The stakeholders support the implementation of PE text book contents	Very low	30	8	4	40	34	9.18
		Low	261	73	6	60	267	72.16
		Medium	69	19	0	0	69	18.64
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
		Total	360	100	10	100	370	100

As indicated on the above table.12. studies regarding by checking cross tabulation its' indicate that, 59% of students and 60% of physical education teachers are said that the community don't support the school which lies on the scale low and as table13, item 1, shows the mean value 2.14 and 1.87 students and physical education teachers respectively shows that the t-test P-value 0.24 greater than 0.05 with means no statistically significant difference. That is true that the community does not support the schools when the schools implement the text book contents.

As indicated on the above table.12. On item, 2. Budget allocation for the program 60% of students and 70% of physical education teachers are said that low and as table13 item 2 indicate that the mean value 2.06 and 2.00 of students and physical education teachers respectively has not Statistically difference, because the t-test P-value 0.77 greater than 0.05, it is true that no budget for physical education text book contents implementation.

Like-wise the response of students and physical education teachers on the issue of the school administration follow up the implementation of the PE text book contents 57% of students and 60 % of teachers are said that low, and as table 13, item3, indicates the mean value 2.26 of student response and 1.75 and the P-value 0.01 less than 0.05 it shows both groups have deferent idea on the above issue.

As indicated in table12, item 4, the support of stakeholders 73% of students and 60% of physical education teachers are says that low and as illustrated in table 13, item4, the independent t-test mean value 2.10 and 1.62 of students and physical education teachers respectively, but the t-test P-value 0.01 is less than 0.05 this shows that both groups have different response on the issue.

Table 13 The independent sample t-test statistics of Issue relate to school administration and stakeholders between students and teachers

No	Items	Respondent	No	Mean	SD	Sig(2taild
1	Communities support to achieve the objective of PE text book contents	Students	360	2.1417	.62572	0.246
		Teachers	10	1.8750	.64087	
2	Allocate enough budget to implement PE text book contents	Students	360	2.0667	.63157	0.771
		Teachers	10	2.0000	.53452	
3	The administration follow up the implementation of PE text book contents	Students	360	2.2667	.60437	0.019
		Teachers	10	1.7500	.46296	
4	The stakeholders support the implementation of PE text book contents	Students	360	2.1083	.51524	0.011
		Teachers	10	1.6250	.51755	

The independent sample t-test statistics shows that the issue about the support of school administration and stakeholders' response between teachers and students are significant difference idea in the issues of the extent that the school administration follow up the implementation of P.E text book contents and extent that the stakeholders support the implementation of physical education text book contents because the sig. value of t-test is less than 0.05 but the other two issues extent the communities support the school to achieve the

objective of physical education text book contents and extent that the school administration allocate enough budget to implement physical education text book contents are not statistically difference ideas between student and teachers the details are given on the table above.

4.3. Qualitative data analysis

4.3.1. Qualitative data analysis for open-ended questions, Response from students and PE teachers

Here under, the researcher has analyzed the responses of physical education teachers and students obtained from the open ended questions qualitatively. Almost all the respondents have given similar responses for the question the problems physical education teachers face during the teaching learning process of physical education. They replied that physical education teachers faced the main problems like lack of sufficient sport materials and facilities, lack of students' text books, insufficiency of the allotted period per week, lack of training from the teacher and lack of attention of stakeholders during the teaching learning process of physical education which affect physical education text book contents implementation.

Regarding to the solution for better physical education text book contents implementation, majority of the respondents gave similar response, such as the school should fulfill the necessary teaching materials for physical education practical class, publish adequate number of student text books, allocating adequate budget, revise the period allotted for physical education, give additional training for physical education teachers, create awareness on the stakeholders.

Moreover, the respondents have given their own suggestion about physical education text book contents implementation and its benefits. Both students and physical education teachers agree that the text book contents were well structured and organized, which is very important to build up fit and healthy productive citizens. They added that to address quality education for students and to achieve the desired objectives of the physical education the stakeholders should work cooperatively for better physical education text book contents implementation.

4.3.2. Qualitative data analysis for school principal interview

In order to gather adequate information about the study, the researcher has prepared some semi-structured interview questions with four school principals in the study areas and the responses given from the interviewees were discussed as follows:-

Majority of the respondents gave similar responses for the “question how do you explain the problems of teaching learning process of physical education.” They replied that physical education embedded by numerous problems like the absence of workshops for physical education teachers, large class size (overcrowded class), scarcity of student text books, teacher guide, syllabus, scarcity of well-trained physical education teachers, less commitment of physical education embedded by numerous problems like the absence of workshops for physical guide, syllabus, scarcity of well-trained physical education teachers, less commitment of physical education teachers, inadequacy of budget, absence of pedagogical center, scarcity of sport fields, teaching materials, facilities and absence of community sport.

For the second interview question, “do you believe that the text book contents of physical education are effectively implemented?” Majority of the respondents have provided similar responses that “No”, because there are no conducive school environments in the study area for better implementation of physical education text book contents due to the constraints mentioned above.

Regarding “the availability of qualified teachers in the school” majority of school principal’s response indicate that most of teachers who teach in the schools are at degree level so they fit to teach the grade level.

Regarding the question, “do physical education teachers participate in workshops to improve their teaching skill?” all the respondents have provided their own responses that “No” in the zone and in the region there is no work shop given particularly for physical education teachers.

Regarding the question, for the availability of pedagogical in the schools and preparation of teaching aid in pedagogical center of the school, all the respondent were given similar responses “No” added that the absence of pedagogical center and the scarcity of teaching aid in the school have strongly affect the implementations of physical education text book contents and teachers also do not take part to prepare teaching aid from local resources.

In other hand school principals also asked about the availability of sport materials and playing fields for physical education practical activities, they respond that there is no full sport material that help to conduct each contents that are presented in the text book for the grade level and also the playing fields also not this much conducive to teach practical activities.

Regarding to the question, for budget allotment for physical education text book contents implementation all principals respond that the schools do not have separate budget for physical education because of the schools have scarcity of budget to accomplish different programs in the schools including physical education. According to the response of all school principals, secondary schools did not get any support from the communities and stakeholders to achieve the designed objectives of physical education.

Finally all school principals suggested that the following measures must be taken for effective physical education textbook contents implementation. The stakeholders including students’ parent, and the community should be involved to fulfill the necessary materials to create conducive school environment, for effective curriculum implementation. And physical education teachers and students should be take part to prepare teaching aids from local resources. Lastly they suggested that the Woreda education offices, Zone education office and Regional education bureau collaborate with the schools to provide training or workshops for physical education teachers, accordingly, the school principals mentioned different problems associated with physical education text book contents implementation.

From the above response the researcher concludes that, non-availability of school facilities and materials, absence of qualified teachers for the grade level, the class size and lack of

commitment on the side of physical education teachers, lack of community support, are problems in Oromia Regional State Horo Guduru Wollega zone secondary schools to implement physical education text book contents.

4.3.3. Observation check list analysis of school facilities

Table 14 School facility observation check list

No	Facilities	Availability of facilities											
		Available				Partial availably				Not available			
		ShS	SS	HA	AS	ShS	SS	HA	AS	ShS	SS	H	AS
1	Gymnastics facilities												
	Mat									X	X	X	X
	Parallel bar									X	X	X	X
	Horizontal bar									X	X	X	X
	Spring board									X	X	X	X
2	Team game facilities												
	Volleyball court					X	X	X	X				
	Volleyball					X	X	X	X				
	Volleyball net and posts					X	X	X	X				
	Football court									X	X	X	X
	Football									X	X	X	X
3	Athletics Facilities												
	Athletics field									X	X	X	X
	Starting blocks									X	X	X	X
	Javelin									X	X	X	X
	Relay baton									X	X	X	X
	Shot put									X	X	X	X
	High jump stand and bar									X	X	X	X
4	Curricular materials												
	Syllabus									X	X	X	X
	Student text book									X	X	X	X
	Teacher guide									X	X	X	X
	Reference book									X	X	X	X
5	Sport store									X	X	X	X
6	Water supply									X	X	X	X
7	Room for changing cloth									X	X	X	X

ShS. (Shambu Secondary school)

SS. (Sekela Secondary school).

AS. (Alibo Secondary school)

HA.(Haro Aga secondary school)

According to table, 14, Item. 1, observation checklist analysis result in Horo Guduru Wollega zone selected secondary schools Gymnastics facilities such as Mat, Parallel bar, Horizontal bar and spring board are not available.

Based on the table,1, item.2. Team game facilities like Volley ball court, volleyball, volleyball net and posts, football court and football are partially available. Based on the table,15. Item.3. Athletics facilities like athletics field, starting blocks, Javelin, Relay baton, shout put, and, High jump stands and bar are not available. According to table,14. Item.4. 5, 6, and 7, curriculum materials, syllabus, student textbooks, Teacher guide , reference books, water supply and room for changing clothes are not available.

From the above observation check list presentation the researcher conclude that the availability of facilities for physical education can be one problem in implementing physical education text book contents in Oromia Regional State regional state of Horo Guduru Wollega zone secondary schools. According to Doughter Greson and Jhon Wood (1971:224) suggested that students in secondary schools need facilities like permanent and semi- permanent facilities such as basketball back board, Football court, and ball, net, for class room instruction and extracurricular activities.

G.Miller and White Comb (1968:2) also stated concerning well equipped schools, that “the well facilitated school will supply services such as rooms, Offices, instructors, adequate storage rooms for physical education equipment’s and prepares different play grounds”, otherwise this lack of facilities affects the implementation of the text book contents and the target objectives of physical education will not be achieved.

4.4. Discussions of the results

4.4.1. Discussion on Result of independent sample t-test of interest of students and teachers

Teachers are the first and for most provocateurs who set the step for students to teach, they are initiators’ of their student by providing and setting lesson interestingly according to the need and

interests of the students. If physical education teachers show interest to teach physical education, so that the teacher had considerable positive influence on students need and interest.

Hence, students and physical education teachers were asked about the extent that student have interest to physical education class, to this end students and physical education teachers asked to rate the items using five point rating scale from very high to very low. To achieve this end independent t-test was conducted and the results are presented in table 8, as indicated in above table.7. item1. the response of 70% of the student was at high level and also the response of 75% of physical education teachers was at high level, and according to table 8, item,1, the independent t-test mean value 4,03 and 3.75 students and physical education teachers respectively shows the t-test P-value 0.15 is no statistically significant difference because P-value 0.15 is greater than 0.05 this is true that students have interest for physical education class.

Likewise students and physical education teachers were asked about the interest of physical education teachers to teach physical education, as indicated in the table.7, the response of 58% of students was at medium level and the response of 60% of teachers also at medium level, as illustrated in table,8, item2, the mean value 3.06 and 3.37 students and physical education teachers respectively and the t-test P-value 0.23 shows that no significant difference on the issue, that is true that the interest of physical education teachers decrease / medium/ when we compare to the interest of the students, the cause that teachers may lose interest to teach physical education was due to lack of materials, and equipment and qualification to teach the grade level. Regarding to this literature revealed that less number of equipment decrease the teaching learning interest of student as well as the teachers. Doughtrey,G.& Woods J.B..(1971).

As indicated in table 8, item3, the result of independent t-test mean value 3.51 and 3.75 students and physical education teachers respectively and the P-value 0.31 greater than 0.05 this shows no statistically significant difference on the response they gave that is true that in secondary school of Horo Guduru Wollega zone the number of physical education teachers was less when we compare to the number of students in the school, so this is one problem that hinder the effective physical education text book contents implementation in the study area.

On the other hand, students and physical education teachers were asked about the extent physical education teachers committed to implement the designed physical education text book contents to this end student and physical education teachers asked to rate from very high to very low to achieve this, the independent t-test was conducted and the results were presented in table. 8. as indicated in table.7.item, 4. The response of 62% of the student was at low, and the response of 75% of physical education teachers' was also at low level. As indicated on table.8. Item 4, the independent t-test mean value 2.08 of and 3.50 of students and physical education teachers respectively the response shows statistically significant difference with P value 0.00 on these issue students and teachers gave different response.

In addition to this the result of interview in the sample secondary school principals revealed there was some resistance from the secondary school physical education teachers side, that reasonable number of secondary school physical education teachers in Horo Guduru Wollega zone were not sufficiently committed to implement the text book contents.

As indicated on above table.8. it shows mean value of student 2.55 and mean value 2.00 of physical education teachers and the t-test P-value of 0.02 is less than 0.05 this shows that statistically difference responses, which means both respondents have different idea on the issue of qualified teachers this is may be students have not information about the qualification of teachers those teach in the school.

Likewise, the result of document analysis shows that 7 (70 %) of physical education teachers are not qualified for the grade level they teach, they are at diploma level, the interview result shows that in the sample secondary schools of Horo Guduru Wollega zone the number of qualified physical education teachers was less in number so this is one major problem to implement the designed physical education text book contents.

4.4.2. Result of independent sample t-test of Issue Related to factors affecting the implementation of physical education text book contents Response between student and teachers

The teaching learning process in school focus on learner's need and interest and application of appropriate teaching method in which students are not only acquires information but also do something active in relation to this idea. Miller and Whit Comb (1963) stated, teaching physical education for students help them to develop characteristics such as cooperation and competition through games and sport and develop their intellectual objectives including knowledge and appreciation.

As indicate in table.8. student and physical education teachers were asked about the extent that physical education teachers cover the content presented for the grade level, to this end students and teachers asked to rate the item using five point rating scale from very high to very low to achieve this end independent t-test was conducted and the result were presented in table.10,as indicated in table.9.on item1,the response of 59% of the students was at medium level and the response of 50% of physical education also lies on medium level.

As shown in table.9. item 1, the independent t-test mean2.69 of student and 2.75 of physical education teachers respectively and the t-test P-value 0.79 greater than 0.05 this shows that no statistically difference, this is true that the response of both students and PE teachers, that the majority of secondary school teachers of Horo Guduru Wollega zone, do to cover or teach some selected contents which are included in the text book contents. Although the result of document analysis revealed that the majority of secondary schools physical education teachers in Horo Guduru Wollega zone do not lead their teaching learning by the annual plan.

Likewise, the result of interview in the sample secondary school there were some resistance from secondary school physical education teachers side. Regarding to this issue majority of secondary school principals informed that most physical education class teachers are still resistant to cover the contents the text book set for the grade level. In addition to the above indicated problem, result of open ended questions of physical education teachers indicate that some selected

contents are not covered because of the allotted time insufficient to cover and the teacher himself lack some skills to demonstrate for the students. Additionally PE teachers indicated that most of the time the school principals enforced to use the period for labor education program and for special school activities.

In order to assess the filling of respondents about the level of the subject matter knowledge of physical education teachers on effective text book content implementation, as table 8 item2, response of 63 % of students and 70% of physical education teachers show at low level, as indicated in table.9.on item2, the independent t-test mean value 2.45 and 2.25 students and teachers respectively and the t-test P-value 0.37 greater than shows 0.05 this shows that no statistically significant difference on the idea, The result of interview from school principals all of them informed that physical education teachers teach in Horo Guduru Wollega zone were no fit to teach the grade level. Regarding this literature revealed teachers need to have adequate academic and professional knowledge and they are required to apply appropriate teaching method that help in teaching large and diversified class room (MoE, Ethiopia 2007).

As indicated on table.8, on the item.3, issue of the extent large class size affect the implementation of physical education text book contents implementation, the response of 63% of students and 70% of physical education teachers imply that at high level, and on the above table.9 Item, 3 the independent t-test mean value 3.88 and 3.75 of students and teachers respectively shows that no statistically significant difference with P-value of 0.53. That is true that large class size affect to implement physical education text book contents in Horo Guduru Wollega zone secondary schools. In the above indicated problem the result of open ended question of students and physical education teachers indicate that large class size was one problem in physical education text book contents implementation. The result of document analysis shows that in majority secondary school of Horo Guduru Wollega zone the number of students per class was about 75 – 85. Regarding to this Literature revealed that for effective teaching learning process class size is determining factor unless the number of pupils per class is determined there would be a problem during instruction, the pupil teacher ratio and the teacher

load in physical education should be comparable to that for other teachers in the school. Realistically 39 to 40 pupils per teacher (Daughtrey, G & Wood, J.B., 1971).

As shown in table 8 on item 4, the extent of time allocated to teach physical education, hence of students and physical education teachers were asked about the issue and the results were presented in table 8, the response 64% of students responded that at a low level and from the total respondents of physical education teachers half of them are said low, and as indicated in table 10 item 4, the independent sample t-test mean values 2.19 and 2.00 of students and physical education teachers show that statistically no difference, which is the t-test P-value 0.36 greater than 0.05, it is true that the time allotted to teach physical education is not sufficient. Similarly the response of both students and physical education teachers on open-ended questions indicates that the time allocated to teach physical education is not sufficient. Regarding this Anne Jewett (1985) the time allotment for secondary school for instructional condition or task-oriented physical education period ranges 45 minutes to one hour, but the standard class time for secondary school pupils a sixty-minute period being desirable. As shown in table 9, on item 5, the allotted period per week is sufficient to achieve the objective of the textbook contents regarding this idea. Jewett, A.E., Bain, L.L. & Ennis (1995) explained that- To accomplish the textbook contents on time and to achieve its objectives the standard class period per week is five days, daily program of directed physical education should be provided for secondary school pupils this will enhance the actual physical fitness, skills and good health condition. And according to Melograno VJ (2004) stated that for high school students 225 minutes per week help to give quality physical education to meet the designed objective of the textbook contents.

On the above issue the response from both categories revealed the allotted period per week is enough to achieve the designed objective of physical education 36% of students say that very low level, and 47% of students respond that low level additionally 63% of PE teachers are said that low and as shown in table 10 item 5, the independent T-test mean values 1.81 and 1.62 of students and teachers respectively and the t-test P-value 0.45 shows that statistically no significant difference, this shows that the period allotted per week is not enough to achieve the objectives of the textbook contents.

As shown in table.8.on item 6, the extent that physical education teacher used the allotted period properly, the response of 65% of students and 63% of teachers was at an average, As illustrated on table.9. item,6, the independent t-test mean value,2.55 and, 2.55 of students and physical education teachers respectively and the t-test P-value of 0.84 is greater than 0.05 this shows no statistically significant difference this means both students and physical education teachers gave similar answer in issue the teacher used the period properly. The result of open ended question response of students and physical education teachers informed that the school principals forced them to use the period for other special school activities.

As shown in table.8, on item7, the issue the extent physical education teacher used continuous assessment to evaluate students' achievement, the response of 65% of students and 70% of physical education teacher's lies on low level. As illustrated on table.10.item7, the independent t-test mean value 2.15 and 2.00 students and physical education teachers and the t-test P-value 0.47 also show that no statistically difference this means both student and physical education teachers gave similar answer that agree on the problem that teachers in Horo Guduru Wollega zone do not use continuous assessment to evaluate students achievement.

The result of document analysis show that physical education teachers found in the sample secondary schools of Horo Guduru Wollega zone do not used continuous assessment to evaluate student achievement. They used the oldest (teacher centered) assessment method; this is one problem in physical education text book contents implementation.

As indicated in table.8.on the item, 8, the process of physical education text book contents implementation achieve the objectives of the text book contents, the response of 53% of student and 75% of physical education teachers lies on low level. As illustrated in table.9.item8, the independent t-test mean 2.24 and2.00 of students and physical education teachers' respectively and the independent t-test P-value0.30 also shows that no statistically significance difference, because the P-value 0.30 greater than 0.05 this is true that both categories of respondents gave almost similar answer that means the process of physical education text book contents implementation do not achieve its objectives.

4.4.3. The results of Independent t test and cross tabulation of issue related to materials and school facilities response between students and teachers.

For effective teaching learning process every subject need proper equipment and supply to facilitate the learning process. So that materials are the determine factors for effective text book contents implementation. Regarding materials and facilities, Millar and White Comb (1963) suggest that the lack of facilities affects the implementation of the curriculum and the target objectives of physical education curriculum will not be achieved. Additionally Melograno, V.J (1996) suggested that quality physical education require materials, proper equipment and facilities to achieve the objective of the text book contents.

As indicated in table.10, on item1, availability of permanent and semi-permanent play ground in the school, the response of 56% of students and 60 % of physical education teachers lies on the scale low level and as table.11. item1, Indicate the independent t-test P-value 0.23 greater than 0.05 It indicate that no statistically significant difference with the mean of 1.84 and 2.1 student and physical education teachers respectively. From this permanent and semi-permanent play ground is one problem for effective text book contents implementation. Like- wise the response from observation shows, all the secondary school of Horo Guduru Wollega zone have not permanent and semi-permanent playground like volleyball court, football court and athletics fields.

As indicated in table 10, on item 2, 3, 4, 5 and 6, availability of sport materials, material distribution in the school, availability of fields for practical activities and availability conducive school environments for physical education text book contents implementation, 55 % and 50%, 59% and62.5%, 63% and 50%, 58% and 60% ,57% and 70% of students and physical education teachers respectively were respond that at low level. In the same way as shown in table 12,on items 2,3,4,5,and6, the independent t-test mean value 1.98 and1.75, 1.85 and 1.87, 2.19 and 2.25, 2.20 and 2.12, 1.98 and 2.00 of students and physical education teachers respectively also shows there is no different ideas or response on the given issues because the t- test statistics value is greater than 0.05 of all. In the same way the response of open ended questions majority of students and physical education teachers indicate that sport materials, fields, play grounds,

teaching aids, are the main problem in the implementation of the designed physical education text book contents.

Likewise the response of interview of the majority secondary school principals indicate that materials and school facilities are the major factor that hinder the implementation of physical education text book contents in the study area. In the other hand the response of field observation also shows that the entire sample secondary schools of Horo Guduru Wollega zone have not play ground, sport materials, teaching aids, and the school compound is not conducive for physical education practical activities.

4.4.4. The result of independent t-test and cross tabulation of issue related to school administration and stakeholder's response of students and physical education teachers

Stakeholders are resource for effective text book contents implementation in the schools and school administration also the one who enables the group to achieve its objectives. Regarding to a good administration Daugtery and Woods (1971) stated good administration is vital for instructional process and help the organization to achieve its objectives with the least amount of cost and time, so that stakeholders and school administrators can play a great roll for effective physical education text book contents implementation. As indicated in table 12 on item.1.community support, Majority of students 59 % of are responds at low level and the response of 60 % of physical education teachers shows at low level, and table.13.item1, the independent sample t-test value also shows that no statistically significant difference among both respondents with mean value of 2.14 and 1.8 of student and teachers respectively and P-value of 0.24. The community do not support the schools in the text book contents implementation process.

Likewise, the responses of the interview of all the sample secondary school principals indicate that the communities do not support the school to achieve the objectives of the program. As indicated in table,12.on item,2, on the issue that budget allocation for physical education text book contents implementation, the response of 60% of students lies on low level and the response of 70% of teachers are also lies on low level, and table.13.item 2,the independent

sample t-test value also shows that no statistically significant difference with mean response of 2.06 and 2.00 of students and physical education teachers respectively and the t-test P-value 0.77 greater than 0.05, this is true that secondary schools of Horo Guduru Wollega zone have not budgets to support physical education text book contents implementation. Regarding the idea review revealed that physical education is one of the subjects that require the proper allocation of budget for equipment supply .Daughtrey,G, & Woods,J.B. (1971).

The response of interview the sample secondary schools principals of zone office informed that the schools have not separate budget for physical education text book contents implementation. As indicated in table.12.on item,3, the extent that school administration follow up the implementation of physical education text book contents, the response of 57% of students was shows at low level in similar way the responses' of 70% of physical education teachers also shows that at low level, according to table.13.item, 3, the independent t-test value show that statistically significant difference with the mean of 2.26 and1.75 student and teachers respectively which is the t-value 0.019 less than 0.05.Fromthis researcher conclude that both group has different idea on the issue but the result of the cross tabulation indicate the truth that the school administration do not follow up the implementation of physical education text book contents implementation in the Horo Guduru Wollega zone secondary school. Andin other hand the response of open ended question of physical education teachers and students indicated that the school administration do not follow up the ongoing text book contents implementation.

As indicated in the above table.12, item. 4, on the issue of the stakeholders support the implementation of physical education text book contents, The response of 73% of students and 60% of physical educating teachers were similar which lies on low level and as indicated on table.13.in item, 4, the result of the response mean of student 2.10 rests on low level, and the result of the response of mean of physical education teachers 1.62 rests on low level. And the independent t- test P-value 0.01 than less 0.05 this shows that significantly different idea but the result of the cross tabulation this shows that stakeholders do not support the schools for effective physical education text book contents implementation and the result of interview also shows that

no support from the side of the stakeholders for effective text book contents implementation in Horo Guduru Wollega zone secondary school.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The purpose of the study was to investigate the major problems in implementing physical education textbook contents in grades 9 and 10 in selected secondary schools of Horo Guduru Wollega zone Oromia Regional state. In line with this following questions were raised.

1. Do physical education teachers and students have interest to physical education class?
2. What are the major problems that hinder the implementation of physical education text book contents in the study area?
3. To what extent the schools have material and facilities for effective text book contents implementation?
4. Do the school administrative and stakeholders support the school for effective physical education text book contents implementation?

To achieve the objective, 4 selected secondary schools were selected by random sampling technique, 10 physical education teachers and 4 school principals were included by availability sampling technique because of they are few in number, and 360 students were employed purposively. The method employed for the study was descriptive survey type conducted in Horo Guduru Wollega zone Oromia Regional State in 4 selected secondary schools. The data were obtained from the respondents through questionnaires, interview, observation and document analysis data collecting tools were employed in the study.

In this the necessary information was gathered mainly through questionnaires filled by physical education teachers and students, in addition the interview was conducted with 4 principals. The data obtained was analyzed using various statistical tools, percentage mean, and standard deviation, and independent T- test, the summery of the findings was presented as follows.

Regarding students' interest towards learning physical education most of them are highly interested to participate in the teaching learning process of physical education class and physical education teachers were also interested to teach the subject physical education. On the other hand, teachers' performance which means lack of the subject matter knowledge, lack of appropriate teaching method, lack of commitments, the time allotted and the period given per week for the subject are factors that affect physical education teachers to implement or to teach the designed physical education text book contents in the schools and as it has been perceived by respondent students physical education teachers and school principals the major problems that hinder the implementation of physical education text book contents in the study area were the absence of qualified physical education teachers, in adequate provision of period to the subject, absence of in service training or work shop for physical education teachers, lack of budget, large class size, lack of student text books and reference books, poor school facilities and the participation of the stakeholders are the observed problems that hinder the implementation of physical education text book contents in Horo Guduru Wollega zone secondary schools.

The finding of the study assured that the surveyed schools of Horo Guduru Wollega zone have no adequate materials, playing grounds, fields for practical activities, have no teaching, aids, moreover these schools have no adequate text book contents materials and adequate school facilities and infrastructures to implement physical education text book contents effectively.

Regarding the school administration and stakeholders support the findings revealed that most activities principals in their school are not congruent with the prescribed duties and responsibilities; they do not support and follow up the physical education text book contents implementation in the school. The stakeholders also do not involve in making the physical education text book contents implementation effective.

5.2. Conclusions

Based on the findings the following conclusion were drawn on the major problems in implementation of physical education text book contents in grade 9 and 10 in general secondary school of Horo Guduru Wollega zone Oromia Regional State.

1. With regard to, students and physical education teachers' interest for physical education class, in Horo Guduru Wollega Zone of secondary schools teachers' and student have good interest towards physical education, but some physical education teachers lack commitment to teach the subject, this lack of commitment has negative impact on the implementation of physical education text book contents.
2. Regarding to major problems that hinder the implementation of physical education text book contents, to deliver quality education, physical education teachers have faced different problems in implementing the designed physical education text book contents, teaching physical education text book contents material highly depend on the subject matter knowledge of the teacher and used appropriate method of teaching, commitment of teacher, but as indicated in this research findings physical education teachers those who teach in Horo Guduru Wollega zone were not qualified to teach the grade level and not committed to implement the text book contents as intended. In the surveyed Horo Guduru Wollega zone general secondary schools the implementation of physical education curriculum of grade 9 and 10 were not congruent with the demand of education and training policy of the country. It is possible to conclude from the result that the major problems that hinder the implementation of physical education text book contents in the study area were absence of qualified physical education teachers, lack of training or workshop, inadequate financial resource, inadequate provision of period for the subject, large class size, lack of student text books, lack of commitment on the part of physical education teachers side, principles and other stakeholders, all these problems can negatively affect the implementation of physical education text book contents implementation.
3. Regarding to materials and facilities for effective text book contents implementation, according to the result of the study, Horo Guduru Wollega zone secondary schools have no sufficient instructional facilities and materials, no play grounds, fields for practical activities and curriculum materials.

So the absence of the above mentioned schools facilities and lack of favorable school environment was obstacle for effective implementation of physical education text book contents in Horo Guduru Wollega zone secondary school. Finally with regard to stakeholders and the

school administration, they were not support and follow the implementation of physical education text book contents in the surveyed selected secondary schools.

5.3. Recommendations

In light of the findings of the present study, the researcher has forwards the following recommendation hoping to be applied by the stakeholders for effective implementation of physical education text book contents.

1. 1-Teachers are important for effective text book contents implementation therefore:-
 - ☞ It is advisable that the regional education bureau need to give sustainable training to fill the skill gap of PE teachers and also PE teachers should gate in-service training and workshop to upgrade themselves to develop their subject matter knowledge and skill, and to develop proper utilization of teaching aids, applying active teaching and learning styles in the class and the way how to use continuous assessment.
2. In order to minimize the shortage of teaching materials it is preferable that physical education teachers should try to produce teaching materials from their locality.
 - ☞ It is advisable that physical education teachers have to give awareness about the goals and objectives of physical education to the community and other stakeholders in the form of workshops and seminars.
3. For effective text book contents implementation of physical education it is advisable that the school management and other stakeholders should fulfill necessary equipment, facilities' and text book contents materials.
 - ☞ It is preferable that the school administration allocates proper budget for physical education text book contents implementation and also mobilize the school community and other concerned bodies to generate income to solve the problem of facilities and equipment's that hinder the implementation of physical education text book contents.
 - ☞ It is advisable that if the School principal gives emphasis when the period scheduled, not to arrange it with the highest solar isolation of the day this helps to create favorable learning environment.

☞ It is advisable that the Minister of education looks for additional periods to meet the objective of the text book contents and to implement effectively, because one period per week is not sufficient to meet the objectives of the text book contents. It is advisable that the Ministries of education check and follow up the ground implementation of physical education, text book contents by all stakeholders.

4. At the end for effective physical education text book contents implementation and to solve the problems

☞ It is advisable that the Woreda and Zone education office in collaborate with regional bureau need to avail secondary schools with important financial, material and human resources. Beside, Woreda and Zone education office in collaborate regional bureau should timely supervise and support the physical education department.

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APPENDEX 1

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by Physical Education Teachers

This questionnaire is designed to assess the major problems in implementing grades 9 and 10 physical education text book contents in selected secondary school of Horo Guduru Wollega zone Oromia regional state. It focuses on governmental secondary school in the zone. It will be conducted for academic purpose and do not affect your personality. The information you will provide by filling this questionnaire will be remained confidential. The success of this study evidently depends on your honest response to all parts of the questionnaire. Therefore I kindly request you to fill this questionnaire openly.

Thank you in advance for your cooperation.

N.B -No need of writing your name.

-Please replay to questions by putting “ X “ or “√ “ mark in the space provided and write a brief response/s to open ended question that require your reflection. PART ONE

1. Back ground information

1. Region-----zone----- Woreda-----

2. Name of the school-----

3. Sex Male----- Female-----

4. Age 17 – 20 21 – 30 31 – 40 41 – 50 51 and above

5. Position -----

6. Level of education: Certificate, Diploma, BA/BSC Degree or MA/MSc Degree

7. Work experience 1 -4 5 -8 9 -12 13 – 16 17 and above

In your opinion to what extent grades 9 and 10 physical education text book contents are implemented in your school, Based on the current practical observation indicate the degree of the problem in the implementation.

1. Very low 2. Low 3. Medium 4. High 5. Very high

No	Items	Rating scale				
		1	2	3	4	5
1	To what extent your students have interest to physical education class?					
2	To what extent physical education teacher is interested to teach physical education?					
3	To what extent physical education teachers affect the implementation of physical education text book contents?					
4	To what extent you are committed to implement the designed physical education text book contents?					
5	To what extent your school does have a qualified physical education teacher?					
6	To what extent physical education teachers cover the content included in the text book?					
7	The subject matter knowledge of your physical education teacher?					
8	To what extent large class size affect the implementation of physical education text book contents?					
9	To what extent the time allocated to teach physical education is sufficient?					
10	To what extent physical education teacher used the allotted period properly?					
11	To what extent physical education teacher used continuous assessment to evaluate student's achievement?					
12	To what extent physical education text book contents implementation in your school can achieve the objectives of the physical education?					
13	The availability of permanent and semi-permanent play ground at your school?					
14	Availability of sport materials at your school?					
15	Material distribution at your school to teach physical education?					
16	To what extent that you prepared teaching materials from local resources?					
17	To what extent that the school has field for practical activities?					
18	To what extent that your school environment conducive for physical education text book contents implementation?					
19	To what extent the communities support the school to achieve the objective of physical education text book contents?					
20	To what extent that the school administration allocates enough budgets to implement physical education text book contents?					
21	To what extent that the school administration follow up the implementation of physical education text book contents?					
22	To what extent the stakeholders support the implementation of physical education text book contents?					

23. What are the problems that the schools face in implementing physical education text book content?-----

24. In your point of view how physical education text book contents give benefits to the students? -----

25. give your suggestion regarding the implementation of the designed physical education text book contents.-----

APPENDEX 2

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by Students

This questionnaire is designed to assess the major problems in implementing physical education text book contents in selected secondary school of Horo Guduru Wollega zone Oromia regional state. It focuses on governmental secondary school in the zone. It will be conducted for academic purpose and do not affect your personality. The information you will provide by filling this questionnaire will be remained confidential. The success of this study evidently depends on your honest response to all parts of the questionnaire. Therefore I kindly request you to fill this questionnaire openly.

Thank you in advance for your cooperation.

N.B - No need of writing your name.

-Please replay to questions by putting “ X “ or “√ “ make in the space provided and write a brief response/s to open ended question that require your reflection. PART ONE

2. Back ground information

1. Region-----zone----- Worked-----

2. Name of the school-----

3. Sex Male----- Female-----

4. Age 15 – 20 21 – 30 31 – 40 41and above

5. Grade -----

In your opinion to what extent physical education text book contents are implemented in your school? Based on the current practical observation indicate the degree of the problem in the implementation.

1. Very low 2. Low 3. Medium 4. High 5. Very high

No	Items	Rating scale				
		1	2	3	4	5
1	To what extent you are interested to physical education class?					
2	To what extent your physical education teacher is interested to teach physical education?					
3	To what extent physical education teacher affect the implementation of physical education text book contents?					
4	To what extent your Physical Education teacher is committed to implement the designed physical education text book contents?					
5	To what extent that the school have a qualified physical education teachers?					
6	To what extent physical education teachers cover the content that included in the text book?					
7	The subject matter knowledge of your physical education teacher?					
8	To what extent large class size affect the implementation of physical education text book contents?					
9	To what extent that the time allocated to teach physical education is sufficient?					
10	To what extent that your physical education teacher used the allotted period properly?					
11	To what extent that your physical education teacher used continuous assessment to evaluate student's achievement?					
12	To what extent the process of physical education text book contents implementation in your school can achieve the objective of physical education?					
13	The availability of permanent and semi permanent play ground at your school?					
14	Availability of sport materials at your school?					
15	Material distribution at your school to teach physical education?					
16	To what extent that you prepared teaching materials from local resources?					
17	To what extent that the school has field for practical activities?					
18	To what extent that your school environment conducive for physical education text book contents implementation?					
19	To what extent the communities support the school to achieve the objective of physical education text book contents?					
20	To what extent the school administration allocate enough budgets to implement physical education text book contents?					
21	To what extent the school administration follow up the implementation of physical education curriculum?					
22	To what extent that the stakeholders support the implementation of physical education text book contents?					

23. What are the problems that the schools face in implementing physical education text book contents?-----

24. In your point of view how physical education curriculum gives benefits to the

25. give your suggestion regarding the implementation of the designed physical education curriculum.-----

APPENDEX 3

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Interview for principals

1. Introduction

The purpose of this interview is to collect information about the major problems in implementing physical education text book contents in selected secondary school of Horo Guduru Wollega Zone Oromia Regional State. The information to be collected through this interview will be used only for research purpose.

I, therefore, kindly request to you to provide genuine information for it highly determine the success of the study.

I'm very much grateful to you as well as your organization for kindly cooperation.

Thank you in advance

Interview guide line

Part one

1. Name of the institution -----
2. Name of the administrator ----- Sex ----- Age-----
3. Area of specialization Major ----- Minor -----
4. Your current position -----
5. Your work experience: In the present position -----year/s other position-----year/s

Part Two

1. How do you explain the problems of teaching learning process of physical education in the school?
2. Do you believe that physical education text book contents are effectively done?
3. Does the school have qualified physical education teachers for the grade level?

4. Do physical education teachers participate in any training / workshop to improve their teaching profession?
5. Does physical education teachers produced teaching aids from local resources?
6. Does the school have sport materials and playing fields for physical education practical class?
7. Does the school allocate budget for physical education text book contents implementation
8. Does the community support the school to achieve the designed objectives of physical education?
9. What do you suggest about measures to be taken by the stakeholders regarding physical education text book contents implementation?

APPENDIX 4

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

School facility Observation check list

Part one

Name of the school-----

Geographical setting Zone----- Wereda -----Town -----

Years of establishment as secondary school ----- Number of sections -----

No	Facilities	Availability of facilities											
		Available				Parcial available				Not available			
		ShS	SS	HA	AS	ShS	SS	HA	AS	ShS	SS	HA	AS
1	Gymnastics facilities												
	Mat												
	Parallel bar												
	Horizontal bar												
	Spring board												
2	Team game facilities												
	Volleyball court												
	Volleyball												
	Volleyball net and posts												
	Football court												
	Football												
3	Athletics Facilities												
	Athletics field												
	Starting blocks												
	Javelin												
	Relay baton												
	Shot put												
	Cones												
	High jump stand & bar												
4	Curricular materials												
	Syllabus												
	Student text book												
	Teacher guide												
	Reference book												
5	Sport store												
6	Water supply												
7	Room for changing cloth												

ShS. (Shambu Secondary school)
SS. (Sekela secondary school)

HA. (Haro Aga secondary school)
AS(Alibo secondary school)