

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE



A THESIS SUBMITTED TO JIMMA UNIVERSITY THE DEPARTMENT OF SPORT SCIENCE POST GRADUATE PROGRAM, IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN TEACHING PHYSICAL EDUCATION.

BY NIGUSSIE FEYISSA DEGO

NOVEMBER, 2018

JIMMA, ETHIOPA

PHYSICAL EDUCATION AND ITS SIGNIFICANCE AT SECONDARY SCHOOL
LEVEL OF STUDENTS AND TEACHERS' PRESPECTIVES, THE CASE OF GUDURU
WOREDA SECONDARY SCHOOL, HORO GUDURU WOLEGA ZONE, OROMIA

BY NIGUSSIE FEYISSA DEGO

ADVISOR MR. HIRKO TAYE

CO-ADVISOR MR. MEKOYA MENGESHA

NOVEMBER, 2018

JIMMA, ETHIOPA

STATEMENT OF THE AUTHOR

First, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and completion of this Thesis.

This Thesis is submitted in partial fulfillment of the requirements for a MEd. degree at Jimma University. The Thesis is deposited in the Jimma University Library and is made available to borrowers under the rule of the library. I solemnly declare that this Thesis has not been submitted to any other institutions anywhere for the award of any academic degree, diploma or certificate.

Brief quotations from this Thesis may be made without special permission provided that accurate and complete acknowledgement of the source is made. Requests for permission for extended quotations from or reproduction of this Thesis in whole or in part may be guaranteed by the Head of the School or Department when in his or her judgment the proposed use of the material is in the interest of scholarship. In all other instance, however, permission must be obtained from the author.

Name of the author: Nigussie Feyyisa Dego

Signature: _____

Date of submission _____

Department: Sport Science

JIMMA UNIVERSITY
SCHOOL OF POST GRADUATE PROGRAM DIRECTORATE

I hereby certify that I have read and evaluated this thesis entitled “Physical education and its significance at the secondary school level of students and teachers perspectives; the case study of Guduru Woreda school, Horo Guduru Wollega Zone Oromia Regional State, Ethiopia” prepared under my guidance by Nigussie Feyissa. I recommend that it be submitted as fulfilling thesis requirement.

Mr Hirko Taye (Asst. prof) _____

Name of Major Advisor Signature Date

Mr. Mekoya Mengesha(Msc) _____

Name of Co Advisor Signature Date

Final approval and acceptance of the Thesis is contingent up on the submission of its final copy to the Council of Postgraduate Directorate (CPGD) through the candidate’s department or school of Post Graduate Program Directorate Committee (DGC or SGC).

Mr Samsone Wondirad (Asst.Prof) _____

Name of Chairperson Signature Date

Dr Asim Khan _____

Name of Internal Examiner Signature Date

Dr. Sisaye Mengistu _____

Name of External Examiner Signature Date

Graduate Thesis Ownership Agreement

This thesis is a property of Jimma University, an institution that awarded MSc/PhD Degree to the graduate student and funded its research cost fully or partly. The research work was accomplished under the close support and supervision of the assigned University's academic staff. It is therefore strictly forbidden to publish, modify, or communicate to or put at the disposal of third party the entire document or any part thereof without the common consent of the research supervisor(s) and the graduate student. Disregarding this agreement would lead to accountability according to the Jimma University's Research and Publication Misconduct Policy Article 1.7 of the University's Document for "Guidelines and Procedures for Research, March 2012".

Nigussie Feyissa Dego	_____	_____
Name of the Graduate Student	Signature	Date
Mr Samson wondirad(Asst. prof)	_____	_____
Name (s) of the Research Supervisor (s)	Signature	Date
Mr Samson Wondirad (Asst.Prof)	_____	_____
Name of Chairperson	Signature	Date
Dr Asim Khan	_____	_____
Name of Internal Examiner	Signature	Date
Dr. Sisaye Mengist	_____	_____
Name of External Examiner	Signature	Date

Title of the Thesis: Physical Education and Its Significance at Secondary School Level of Students And Teachers' Prespectives, The Case of Guduru Woreda Secondary School, Horo Guduru Wolega Zone, Oromia.

Degree Awarded: MSc/PhD (Encircle one)

ACKNOWLEDGEMENTS

First and foremost, I would like to express my heartfelt gratitude to almighty God who has guided me this far and to whom goes all the Honor and glory for the successful completion of this study. And I would like to thank my parents for their valuable support and encouragement, blessing and love which has always been a source of inspiration and strength in accomplishing this academic task.

I wish to express my sincere thanks to my guide/major advisor, Mr. Hirko Taye (Assistant Prof.) and co-advisor, Mr. Mekoya Mengesha for their judicious information, expert suggestions, valuable guidance, continuous support, incessant reassurance during every stage of this work and interest shown in this dissertation without which this work would not have been possible. And my heartfelt gratitude to my brother Tolcha Ragassa and my friend Merga Tulu for their help morally and materially for the successful accomplishment of this research

TABLE OF CONTENTS

Content	Page
ACKNOWLEDGEMENTS.....	i
TABLE OF CONTENTS.....	ii
LIST OF TABLES.....	v
ABBREVIATION AND ACRONYMS	ix
ABSTRACT.....	x
CHAPTER ONE.....	1
I. INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Statement of the Problem.....	4
1.3. Research Question.....	6
1.4. General Objective	6
1.5. Specific Objectives	6
1.7. Significance of the study.....	7
1.8. Limitations of the study	7
1.9. Delimitations of the study.....	6
1.10. Operational Definition	8
1.11. Organization of the study.....	8
CHAPTER TWO	9
2. REVIEW OF RELATED LITERATURE.....	9
2.1. Holistic Learning in Physical Education.....	9
2.2 Physical Education in different country.....	10
2.3. Physical Education History in Ethiopia.....	11
2.3.1 History 1900.....	11
2.4. Physical education in the school system.....	12
2.5. Physical Education Programs	13

2.6. Physical Education Curriculum	14
2.7. Assessment in Physical Education.....	15
2.8. Enjoyment of physical education.....	15
2.9. Physical Education and the Needs of society	15
2.10. Society Determines the Place of Physical Education	16
2.13. Positive Social Gains and Increasing Self-Esteem	16
2.15. The impact of physical education	17
2.15.1. The Impact of Quality Physical Education on Healthy Living.....	17
2.15.2. The Impact of Physical Education on Motor Skills.....	17
2.15.3. The Impact of Physical Education on Brain Function and Academic Achievement...18	
2.15.4. The Benefits of Physical Education on Learning in the Affective Domain.....	19
2.15.5. Attention Span and On-task Behavior.....	19
2.16. Physical Education and Academic Benefits.....	20
CHAPTER THREE.....	25
3. Methods and Materials.....	25
3.1. Description of the Study Area.....	25
3.2. Research Design.....	26
3.3. Populations of the study.....	26
3.4. Sample Size and Sampling Techniques	26
3.5. Sources of Data	28
3.6. Data Collection tool	28
3.6.1. Questionnaire.....	28
3.6.2. Interviews.....	29
3.6.3. Observation.....	30
3.7. Data collection procedures.....	31
3.8. Variable.....	31

3.8.1. Independent variables	31
3.9. Method of data analysis	32
3.10. Validity and Reliability	33
3.10.1. Validity	33
3.10.2. Reliability	33
1.11. Ethical Considerations	34
CHAPTER FOUR.....	35
4. RESULT AND DISCUSSION	35
4.2. Quantitative data interpretation.....	38
4.2.1. Curriculum related items questions.....	38
4.2.2. Physical education with motor skill related question items	43
4.2.3. Physical education on Academic achievement related items.....	46
4.2.4. Benefits of physical education on learning affective domain question items.....	49
4.2.6. Interpretation of data from the opinion of teachers about physical education.....	55
4.3. Analyses of Observation.....	59
4.2.2. Observation Check List.....	59
4.2.2.1. Observation through classroom (theoretical) class.....	65
4.2.2.2. Observation Check List with course teacher’s for Practical Class.....	66
4.3. Qualitative data interpretation.....	62
4.3. 1. Semi-Structured Interview.....	62
4.4. Discussion of the findings.....	64
CHAPTER FIVE.....	72
5. SUMMARY, CONCLUSION AND RECOMMENDATION.....	72
5.1. SUMMARY.....	67
5.2. CONCLUSION.....	70
5.3. RECOMMENDATIONS.....	72
REFERANCES.....	xi
APPENDIXES	xiii

APPENDIX A.....	xiii
APPENDIX B.....	xxii
APPENDIX C.....	xxiv
APPENDIX D.....	xxv

List of tables

Table 3.1 - Data Collection Outline	31
Table 3.2:- Individual Reliability Statistics for different category of questions.....	33
Table 4.1:- Research settings and participants of the study	35
Table 4.2. Demographic background of respondents/students.....	36
Table 4.3:- Demographic background of respondents/teachers.....	37
Table 4.3:- Physical education classes are a very important part of the curriculum	38
Table. 4.4:-Physical education classes are just as important as academic classes.....	39
Table 4.5:-Important objectives, such as development cardiovascular fitness, flexibility, and strength, concepts of fair play and working together, and development of physical skills are learned in physical education.....	39
Table 4.6:-Good health throughout life is related to one's level of education	40
Table 4.7:-Physically active people are generally more mentally alert than less active people ...	41
Table 4.8:- Physical education should be required at every levels of education	41
Table 4.9:-Physical education, at the secondary school level, can help build a foundation towards a lifestyle of health and fitness.....	42
Table 4.10:-If there is a needed reduce the number of courses offered in the school program PE should be one of the course dropped.....	42
Table 4.11:- Quality physical education creates experiences which will enable students to transfer skills learned during physical education to their future	43
Table 4.12:- The quality physical education lessons lead to significant improvements in secondary school students' fundamental motor skill mastery	44
Table 4.13:-Skill interventions like those in physical education have a lasting effect on object control skill, which are important as they influence health-related activity	44
Table 4.14:-School physical education stimulates the proper development of motor skills when students attend physical education more than two times per week	45

Table 4.15:- Students who receive physical education from a physical education teacher practicum have significantly greater motor development than those who receive physical education from a theoretical classroom teacher.....	45
Table 4.16:-Physical activity results in greater memory recall and develops greater memory storage processes.....	46
Table 4.17:- Secondary school students in physical education have greater potential for participating in physical activity.....	46
Table 4.18:-Physical activity reduces classroom behavioral problem.....	47
Table 4.19:-Daily physical activity can increase various cognitive abilities, such as fluid intelligence and perceptual speed, of students in secondary schools.....	47
Table 4.20:-Physical education content includes the affective domain which concerns with group/partner work, peer collaboration, self-assessment and reflection skills, sportsmanship and fair play.....	48
Table 4.21:- The quality physical education classes enable students to recognize the value of physical activity from sport and health aspects.	49
Table 4.22:-The quality physical education supports positive social behaviors such as cooperation, personal responsibility and empathy.....	49
Table 4.23:-The physical education classes have a potential to provide students opportunities to develop interpersonal relationship and improve social skills.	50
Table 4.24:- Physical education plays an important role in promoting healthy behaviors.....	50
Table 4.25:- The reduced participation in physical activity has been associated with reduced emotional self-efficacy in secondary school students.....	51
Table 4.26:- Attitudes towards physical education are correlated with energy expenditure and moderate and vigorous physical activity.....	52
Table 4.27:- Do you enjoy physical education?.....	52
Table 4.28:- If you could choose yes how many periods per week would you like to have PE?.	53
Table 4.29:- How would you like the Physical education classes to be organized?.....	53
Table 4.30:- Physical education can contribute for the development of country?.....	54
Table 4.31:- Is the method of teaching physical education in your school follows 60% practical, 40% theoretical manner?.....	54

Table 4.32:-If your answer is "yes" for item number 4.28 is there a sufficient material during practical class?	55
Table 4.33:-Do you believe that the current physical education curriculum satisfies the needs and interests of the students?	55
Table 4.34:-Do you believe that parents, students' background and culture of the society can affect the implementation of physical education in your school?.....	56
Table 4.35:-How do you evaluate students' interests to learn physical education subject when you are teaching?	56
Table 4.36:-Is there sufficient text books, teachers guide and syllabus for each grade level in your secondary school?	57
Table 4.37:-Do you expect that the school time allotment for physical education period is satisfactory?	57
Table 4.38:-Do you have interest in teaching physical education subject in secondary school? .	58
Table4.39:- Do you prepare and use your own physical education lesson plan?	58

ABBREVIATION AND ACRONYMS

Med	Master of Education
Ph E	Physical Education
GWLEPO	Guduru Woreda Land and Environmental Protection Office
HGW	Horo Guduru Wollega
KPS	Kombolcha Preparatory School
SPSS	Statistical Package for Social Science
PEP	Physical education program
EPEC	Exemplary Physical education Curriculum
PC	Personal Computers
SAT	Stanford Achievement Test
SES	Social Economic Status
CPSD	Cambridge Public School Department
NSLP	National School Lunch Program
BMI	Body Mass Index
NASPE	National association for sport and physical education
MOE	Ministry of education
NPE	National police on education

ABSTRACT

Students and teachers have a range of perceptions of Physical Education and how it affects students and their learning. Past research has indicated that Physical Education can influence students' academic results as well as their physical development. This study identified and investigated the perceptions of students and teachers towards Physical Education and its effect on the students and their learning at one school. The prospective cross-sectional study was conducted at three secondary school in Guduru Woreda from May-June 2018. The researcher was employed randomized stratified sampling method to select students required sample size from target population . On the other hand, the data collection instruments for this study were questionnaire, interview and observation and census was used to include teachers so all teachers were included to study. The finding shows that 153 students and five (5) teachers were studied. Majorities of the respondents, stated that physical education was important part of the curriculum, physical education should be required at every level of education, physical education significantly improves secondary school students motor skill, physical activity results in greater memory recall and memory storage, and physical activity reduces class room problem behavior. Majorities of students strongly disagree with the drop out course of physical education from school curriculum. Many students and teachers perceived Physical Education to be enjoyable for students and beneficial to their development. These perceptions show that teachers and students believe that Physical Education has not only physical benefits for students, but that Physical Education can also positively influence students mentally, emotionally and socially. This study also showed that the way Physical Education is timetabled and taught can have an impact on the way students and teachers perceive this curriculum area.

Key words: *Physical activities, Perspectives, Physical education, perception*

CHAPTER ONE

I. INTRODUCTION

1.1. Background of the Study

Education is the process through which students acquire knowledge, develop skill, change in behavior and shape personality .In addition to this education is an essential and basic investment since it results is in the form of human resource development, which return contributes the total aspects of country's development. To bring country's development learners have to follow each curricular instruction on the walls of the school. Through each instructional subject, responsible and ethically matured human resource will be produced. Since the final goal in the study of each instruction is to achieve the objectives of the curriculum (MOE: 1999: 2).

Physical education in schools is obviously one important setting for achieving the goals of a healthy life style. The fact is, however, few students participate in daily physical education, and there is other considerable question about the quality of what is done in physical education classes. (Teaching and curriculum strategies for grade 5-12 Siedentop, Charles, and Andrew Taggart, 2001). Since one primary of education is to prepare students to be productive members of the society, attention must be given to physical education to improve health and welfare of the students (Wuest and Bucher, 1995).

One of the roles of physical educators in school is to modify and prepare activities that suit to their students' interest and abilities, regarding to this Wuest and Bucher, (1995) states that one of the primary goal of physical education educators teaching at the secondary school level is to socialize students in to the role of participant in physical activities suited to their needs and interests.). Pangrazi and Darst (2006) states that "the most important goal of secondary school physical education program should be to help youngsters to incorporate some form of physical activity into their life style".

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

These programs can reach the mission of students; can help them to develop skills, understandings and habits for a healthy lifestyle. Health policy reports call for daily, high quality physical education for all students K-12. high school physical education in addition

to improvement in the students physical skills and well-being, the critical condition that it can make to his/her development is becoming more widely recommended and accepted in school psychological health and academic areas is becoming more widely recognize and accepted in most countries. But currently, in Ethiopia, physical education is not considered that much a significant subject. Since most high schools in Ethiopia, the time allotment reduced to one period per week, the number of students participating in daily education is declining and some researchers show that, daily participation in physical education by high school students decreased.

Among many definitions given by scholars, freemanS (1972) defines physical education as “Physical education is the sum of man’s physical activities selected as to kind; and conducted as to outcomes.” Free man’s definition sets on consideration of the fundamental question whether educating only the physical aspect of the body is sufficient to define the field. In view of the fundamental concept which puts body and mind to be two sides of the coin, physical education for physical wellbeing of the human organism as the union of the mind and the body where a healthy physical status is intimately linked to bright mind setting. Thus, physical education aims at developing the human with a combination of a healthy mind and body as indivisible while through physical activities. With this view operative physical education has concern for emotional responses, personal relationships, group behaviors, mental learning and other intellectual, social and aesthetic out comes. FreemanS (6) is stressing the point that even though physical education seeks to educate people through physical means by working with physical activities; it is also concerned with educational results which are not entirely physical. The goal of physical education is to influence all areas of educational development, including mental and social growth of the students, while the body is being improved physically, the mind should be learning and expanding and there should be some social development such as learning to work with others.

As cited in Wuest and lumbardo (1994). Physical education is an integral part of the total educational curriculum. It is the area of school curriculum that teaches motor skills and understanding human movement and provides opportunities to facilitate their development. Furthermore, physical education when properly planned and thought, can support learning across the curriculum; for example physical education can integrate information about anatomy and physiology as well as nutrition which is science and health cases. Designed and sequenced KG-12 grades physical education program helps students develop the skills and attitudes conducive to lifelong learning, an important educational goal. Quality physical

education instruction can enhance physical activity opportunities and benefit students; health conditions we need to insure that children and youth develop the skills, knowledge, and attitudes necessary for participating in active and healthy life style. This is the role of physical education, in other words, our children and youth need to be physically educated; so they will be physically active through their life. Physical education plays a vital role in the development and growth of all students. In physical education, student learn critical concept and develop attitudes, skills and behaviors that lead to lifelong physical, mental and social wellness. As far as teachers are concerned the International Bureau of Education (1993) remarked, “no one is in any doubt that the chief agent in the process of educational reform is the teacher.” Posner (1992) also stated that teachers play crucial role in determining the success or failure of curriculum implementation. Thus the teacher with his/her attitude, skill and experience is the most importance of all in determining the success or failure of teaching learning. The Ethiopian education policy incorporates the structure of education in relation to the development of student profile, educational measurement and evaluation, media of instruction and language teaching at various levels, the recruitment training, methodology, organization, professional ethics and career development of teachers. The general objective of the policy is bring up citizens who can take care of and utilize resources wisely, who are trained in various skills, by raising the private and social benefits of education and the specific objective in educational structure primary education will be of eight years duration, offering basic and general primary education to prepare students for further general education and training. Physical education programs in high school have been criticized for declining student’s fitness level, for failure to reach sport skills, for life times are serious and not bring addressed by professionals. School physical education program, also face constraints due to budgetary problem, the time allotted to physical education is decreased (Wuest and Bucher, 1995).

Although there has been a substantial amount of quantitative research completed that examines various issues and advantages in the field of Physical Education, there has been little research that examines the students’ perception son their learning in relation to Physical Education (Mahar, et al., 2006). It is crucial to examine the needs and views of the students so that appropriate Physical Education programs can be developed (Benedict, 2010). This can be completed successfully by asking the students about their perceptions through qualitative research methods. This study therefore investigated the students’ and teachers’ perceptions of

Physical Education and how they believe it impacts on students and their learning in Secondary school, Horo Guduru Wollega Zone, Oromia Region.

1.2. Statement of the Problem

The educational system of any country is designed to develop the learner's problem solving capacity and adaptability by building up knowledge, ability, skill and attitude. Thus the teaching learning process, educational policy of the country and the curriculum are required to be backed by suitable methods and strategies (Sidentop, 1998).

Physical education is defined as an educational process that uses physical activity as a means to help an individual acquire skills, fitness, knowledge, and attitudes that contribute to their optimal developments and well-being. Conducive atmosphere and resources (material and human resources) are very important to run the teaching of physical education learning process in the schools. Besides, Curriculum implementation could be affected by many factors. For instance, the well qualified subject teachers should be available which stressed the role of the teacher. According to him, for proper implementation of curriculum, the teacher must have the necessary knowledge, attitude and skill with the right training. These factors hinder the proper utilization of physical education in the school setting. Fullan & Profret (1977)

On the other hand, other researcher argued that the attitude of teachers, students and community at large have tremendous effect on physical education. For instance, Temechegn (2001) argued that the teachers, students and the community have to develop positive attitudes. The researcher further stressed that "a Quality curriculum will be meaningful if there are well qualified teachers with favorable attitudes to implement it."

Moreover, others tried to associate the problems of physical education with lack of necessary facilities and equipments. Vaspoor (1993) stated that poor material and facilities due to economic problem are the main bottleneck in the implementation of educational reform in developing countries. On the contrary, yet others associated the problem with teaching methods and evaluation techniques. Lombardo (1994) noted that, "teachers who are determined to improve their teaching will benefit from employing a diversity of techniques to evaluate their own performance".

As mentioned above, different researchers tried look at the problems of physical education from different perspectives though yet there is unseen part of it. To this effect, the researcher

intended to explore physical education and its significance from students' and teachers' perspective in different context from the previous studies which were done somewhere else. Therefore, taking the stated situations into consideration, the researcher conducted the study in Guduru Woreda, Secondary schools of Horo Guduru Wollega Zone (grade 9th&10th). Moreover, the researcher experienced the perception of students and teachers in the school; during teaching and other incidence. In light of this fact the researcher became interested to conduct this study.

1.3. Research Question

The following are the main questions of this study;

- To what extent physical education benefits students in secondary school?
- How to assess physical education helps students to motor skill and physical activities in secondary school?
- What is the importance of physical education for secondary school teachers?
- Does physical education helps to academic achievements of students in secondary school?

1.4. General Objective

The general objective of this study was to investigate the significance of physical education perspective in both students and teachers at Guduru Woreda secondary school.

1.5. Specific Objectives

Specifically this research tried to address the following specific objectives.

- To identify physical education benefits to students in Secondary school.
- To assess the benefits of motor skill development and physical activities for students
- To determine the importance of physical education for secondary school teachers.
- Describe the importance of physical education to academic achievement for students.

1.6. Delimitations of the study

There are some aspects of this study that may limit its effectiveness. This study was undertaken in just one Woreda in Horo Guduru Wollega zone. Although 153 students contributed to the study by providing responses to questions, only five teachers were interviewed due to time constraints during the data collection process and due to the nature of the honor research study program. It should also be noted that the opinions of the participants involved in this study may not be the same as those of other students or teachers. The study will, however, provide an insight into the topic and produce findings which other researchers may see as being applicable to other schools and classes.

The study was not taking into account who, male or female, students and teachers, filled out the questionnaire once it was received. The study was not control for randomization of which students' and teachers', male or female, filled out the survey and which didn't.

1.7. Limitations of the study

Due to several factors and other constraints, among five secondary schools, the study focused only on three of them. This research is limited to investigate the physical education and its significance at Secondary school level of education-students and teachers perspectives, Oromia region, Horo Guduru Wollega zone, Guduru Woreda, Secondary school. Moreover, the data collected from students and teachers among school communities. Besides, among other tools, the researcher has used only questionnaires, interview and observation as data collection tools.

This study has some limitation such as:

- Time constrain
- Lack of materials
- Insufficient budgets and shortage of reference book.

Though, due these the researcher went up and down to accomplish the study via reading different literature.

1.8. Significance of the study

The study was planned to be done on the physical education and its significance at Secondary level- from students and teachers perspective. Thus, the findings of the study have the varied significances;

- First and foremost, the study enabled the teacher to get familiarity and deep understanding about the subject matter and used as partial fulfillment to get Med in physical education.
- On the other hand, the finding of the study used as an input for prospective decisions around the area under study for teachers, students and school management.
- Moreover, it helped the case study to revise their teaching materials and their curriculum implementation so as to capitalize on the advantage of physical education for teachers and school directors.
- The study was used as an empirical evidence for the consecutive researches in the same area for subject teachers. Last, not the least, it provided possible suggestion for

P E teacher', school principals and concerned bodies in the course of lesson development, policy and decision making and other activities.

1.9. Operational Definition

- Education is the process through which students acquire knowledge, develop skill, and change in behavior and shape personality (MOE: 1999: 2).
- Perspectives in this study referred to how students and teachers think and believe and the way that they view and understand things. Other words often associated with perspectives are attitudes, beliefs and conceptions; however perceptions are the terms that are used in this thesis (Benedict, K. L. (2010).
- Self-efficacy is described as one's perceived capability to complete a particular task in a particular setting (Martin, McCaughtry, Kulinna, and Cothran (2009).
- Educators are continually looking for ways to improve the way students learn (Shephard, 1997; Mahar, et al., 2006).
- Teacher motivation is defined as or relates to decision making, enthusiasm, and commitment to his/her work, Moreira, Fox, and Sparkes (2002).

1.10. Organization of the study

The study has five chapters. Chapter one deals with introduction, statement of the problem, its significance, research question, and delimitation of the study, scope of the study, research objectives, operational definitions and organization of the study. Chapter two, deals with review of related literatures. The research methodology dealt with in chapter three. Chapter four pertain to the discussion and analysis of data chapter five deals with conclusions and recommendations of the study. Lastly, a list of reference materials questionnaires, checklist and appendix that are used in the study and attached at the end of the paper.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Holistic Learning in Physical Education

Physical Education is a broad topic that contains many diverse components. Research has been undertaken in many sub-categories of Physical Education. These include Physical Education in relation to cognitive development (Shephard, 1997), the health benefits of physical activity. However, minimal research has been undertaken regarding how Physical Education may affect the attention span and behavior of students (Mahar, et al., 2006).

There has also been research that examines students' attitudes towards Physical Education however this has largely been completed with college and secondary school students while very little research has been conducted with middle [intermediate] school students (Krousas, 1999). There is currently a gap in researching techniques whereby very few studies consider both teachers' and students' voices (Forrester-Jones, 2003). This underlines the importance of conducting a study that investigates both the students' and teachers' perceptions of Physical Education.

The primary goal of schools is to positively influence their students' mental, social, and physical development. Some schools also aim to enhance their students' spiritual development. Students generally develop socially by being in a caring school community and spending time interacting with fellow students as well as their teachers (Weissberg & O'Brien, 2004). These relationships can be developed in addition to the specified learning topics and can be integrated into whole school learning. The New Zealand Curriculum specifies eight learning areas: English, The Arts, Health and Physical Education, Learning Languages, Mathematics and Statistics, Science, Social Sciences, and Technology (Ministry of Education, 2007).

The main focus during the school day is the development of the mind through traditional subjects like mathematics, English and science. Under this persisting model, children sit passively at their desks attempting to develop their minds and reasoning capacity while ignoring the needs of their bodies. Therefore, the psychomotor or physical component of children's learning often tends to be overlooked (Trost, 2007).

Some students and parents have the perception that replacing cognitive learning with physical learning can have a detrimental effect on a child's cognitive development (Shephard, 1997; Trost, 2007). Some of these studies also provide brief insights into how Physical Education may affect student behavior (Shephard, 1997, p. 122). Because Physical Education can affect student behavior, this may mean that it can also have an influence on the way students learn or their tendency to remain focused during classroom lessons.

2.2 Physical Education in different country

Providing physical education both inside and outside of schools is crucial in helping young people to learn and develop life skills. The perspectives of physical education in Europe and in the USA (Frömel, 2001 & Marshall, 2000; etc.), it is not difficult to notice that the future of the subject and the discipline is being challenged. A careful study and understanding of the history and the development of our subject is a prerequisite to a full understanding of the overall situation. Germany and the USA have been undergoing educational reforms for a longer time than the Czech Republic, so we can gain some valuable information from them, which might help to reform Czech physical education. However, a clear process of European exchange of all previous concepts and currently renewed major vectors of development is visible. This process sits alongside an intention to balance the educational purpose of former core concepts of physical education and this has led to new minor vectors of curriculum development ("in-between approaches") in some other countries. If this process of diffusion is termed as a total "harmonization" of physical education concepts in Europe (see Laporte, 1998), it may be the case that if this process is called "diversification" of former national physical education concepts, it represents a European spectrum of vectors of physical education development in this new millennium. The curriculum and concepts of teaching of physical education in Germany, Budget cuts, higher unemployment rates of physical education teachers, and reductions of curriculum time allocation were three major phenomena to occur in many European countries. They were accompanied by sociologically termed postmodernist societal values, which were reflected in modern lifestyles, new types of child-parent relationships and inclusive 'education for all' policies. "Teachers, leave your kids alone" became not only a refrain of a 'pop' song, it also characterized the change to de-schooling, de-education, de-sporting activities, de-moralization in physical education and devaluation of former Standards in physical education and sport. Disagreement about former common shared concepts of 'good

practice' in physical education teaching occurred in many countries, thus mirroring the Situation in Germany. It clearly demonstrated an important shift in physical education concepts from a former "performance orientated mission" to a new "participation orientated mission"

The four main vectors of European physical education can be explained as: the vector of cultural heritage of physical education, the Sport education vector, the movement education vector, and the health education vector. However, all four dimensions became more evenly balanced in the 1990s in countries, where only a single concept had been dominant earlier. In Germany, for example, the former Sport education concept became more equally balanced by certain "movement" approaches in teaching physical education (Naul, 2002), which assisted in new physical education curricular developments in the year 2000. This represents a minor vector 'in-between' the former Sports education and movement education concepts. In England and Wales, however, the former physical education concept shifted to a more "Sport education concept" after the National Curriculum.

One of the strongest developments in the health education direction in Europe was visible in Finland in the 1990s. The health vector became much more focused than it had been previously in Finnish physical education curricula (see Heikinaro-Johanson, 1998). Currently, the Finnish physical education curriculum has been divided into physical and health education both as separately taught subjects.

2.3. Physical Education History in Ethiopia

2.3.1 History 1900

Until the early 1900s, formal education was confined to a system of religious instruction organized and presented under the aegis of the Ethiopian Orthodox Church. Church schools prepared individuals for the clergy and for other religious duties and positions. In the process, these schools also provided religious education to the children of the nobility and to the sons of limited numbers of tenant farmers and servants associated with elite families. Such schools mainly served the Amhara and Tigray inhabitants of the Ethiopian highlands. Misguided policies caused very few children to receive an education. As a result Ethiopia did not meet the Educational standards of other African countries in the early 1900s. Toward the end of the nineteenth century Menelik II had also permitted the establishment of European missionary schools. At the same time, Islamic schools provided some education for a small part of the

Muslim population. At the beginning of the twentieth century, the education system's failure to meet the needs of people involved in statecraft, diplomacy, commerce, and industry led to the introduction of government-sponsored secular education. The first public school to provide a western style education was the Ecole Imperiale Menelik II, which was opened in October 1908 under the guidance of Hanna Salib and a number of Copt teachers. By 1924, Pankhurst notes that "no fewer than 3,000 students had passed through the school", and states that in 1935 the school had 150 pupils. That same year, Emperor Menelik II established a primary school in Harar.

In 1925 the government adopted a plan to expand secular education, but ten years later there were only 8,000 students enrolled in twenty public schools. A few students also studied abroad on government scholarships; Pankhurst provides minimum numbers for several countries: at least 20 studied in Lebanon, 19 in Egypt, 12 in Sudan, 63 in France, 25 in England, 8 in the United States, 10 in Switzerland, 10 in Italy, and smaller numbers in Germany, Belgium and Spain.

Today, we have improved our system of education and opened a lot of primary, secondary & preparatory and universities with appropriate distribution in ever sub- states of the country. The curriculum, documents like syllabus, textbooks and teachers guide form elementary schools up to secondary 1stand second cycle level needs time schedule in the county. The university education is also arranged in the proper manner and equipped with manpower and material resources in the old and newly opened universities.

In Ethiopia, similar to other countries of the world physical education is given as one type of school subject like biology, chemistry math's and etc. The physical education school curriculum is serving students from KG.-university level. Physical education subject from KG.-grade 12 is evaluated with P/F for each grade level. In college level physical education is given as compulsory for major physical education diploma students and as P/F for common course students. In university level it is also taught as compulsory for major students and no instruction is given to non physical education major students.

2.4. Physical education in the school system

A number of crucial components to the delivery of quality education have been identified by NASPE. These include sport and opportunities for play, consistent with the rights of the child to optimum development. Despite recognition of the positive

impact sport has on education and child development, physical education is being increasingly challenged within education systems across the world. According to Naul, R.(2002) Challenges include a decrease in: The amount of time allocated to physical education, The number of trained staff, The amount of training provided for physical education teachers, and spending on resources required delivering physical education in schools. Girls and young people with disabilities face additional barriers, which limit (and in many cases prevent) participation in physical education and sport in many countries. While physical education systems are vastly different across the world, a recent study conducted in 126 countries indicated that the marginalization of physical education is near universal.

A large number of researchers are focusing on comparative studies in physical education and there have been examples of good practice, however, the situation in developing countries and regions has changed little in the past decade. This has serious implications for access to holistic and quality education for young people, particularly those living in developing countries

2.5. Physical Education Programs

From an educational standpoint, it is imperative that standards be established that will guide the physical development of children and youth throughout their years of formal schooling. Effective physical education programs should set clear expectations of students, specifically designed as age appropriate. Expectations should not only cover the development of motor skills, they should include aspects of the cognitive and affective domains as well. Those in charge of setting standards, such as those implemented in South Carolina (South Carolina Department of Education, 2004), should be applauded for showing a commitment to the overall health of their children.

In South Carolina, seven different standards must be met if an individual is to be considered physically educated. All standards are addressed at each grade level, though each is modified so that it is age appropriate. In addition, all standards at each grade level are given an example of assessment that are used to monitor student learning and development. For example, physical education standard number one states that students should be able to demonstrate competency in many movement forms and proficiency in a few movement forms. The standard is then modified for age appropriateness so that, in preschool and kindergarten, the standard specifies that students should be able to display most fundamental

movement patterns (e.g., throwing, receiving, jumping, and striking) in simple conditions and demonstrate control of the varied use of these patterns.

Each standard includes several benchmarks so that student learning can be monitored. An example of a benchmark for preschool and kindergarten is the student will travel with control forward, backward, and sideways using a variety of locomotor patterns and change directions quickly. In addition to the benchmarks, an example of assessment is given which includes teacher observation along with criteria for assessment of the movement patterns. If the task is to demonstrate a locomotor skill (e.g., slide, hop, skip, or gallop), the teacher assesses the task and three points are given if the student demonstrates each pattern at a level of mature form. If the student demonstrates the beginnings of each pattern but it is not fully developed, two points are given. Finally, one point is given if there is no evidence that the student can demonstrate the pattern at the time. This is just one example of the format used for students in the state at each grade level. The South Carolina Department of Education (2004) website provides further information regarding effective physical education programs and a complete list of state standards. It is of utmost importance that all educational systems adopt these kinds of standards and make a more concerted effort to hold educators accountable for teaching and measuring them. These issues will be addressed later in the paper.

2.6. Physical Education Curriculum

Curriculum documents are used as a vehicle for governments and policy makers to influence the way education is administered in a school environment. These curriculum documents provide guidelines for teachers to assist in the preparation of classroom programs. Certain subjects must be taught in all schools. Physical Education is just one of these subjects and school administrators and teachers often struggle to suitably incorporate it into a classroom timetable. There are growing pressures on teachers and schools to ensure students reach specified standards in academic areas which can often lead to Physical Education being overlooked and replaced with extra academic teaching time (Mahar, et al., 2006).

There is flexibility within the New Zealand school system to allow the staff in individual schools to decide upon the amount of time that is spent teaching each subject (International Review of Curriculum and Assessment Frameworks, 2002).

This means that there is an inclination for school administrators or teachers to include more academic teaching time to raise the academic profile of the school. This has created a gap

between Physical Education and other seemingly more important subjects (Penney, 2008). Many primary school teachers believe that the curriculum is overcrowded which makes it difficult to teach all the required subjects effectively (Jones, Harlow, & Cowie, 2004). What is required to be taught in schools is constantly in the spotlight. Many groups with an interest in education such as various government departments and educational authorities each have their own agenda with regards to many areas ranging from expanded curricula activities to more streamlined learning programs (Petrie & Hunter, 2011).

Curriculum and syllabus documents are designed to show teachers and schools how each subject should be taught. Despite this, one study has shown that some primary teachers do not actively use the New Zealand Health and Physical Education Curriculum (Petrie, 2008). The positive outcomes that are achieved as a result of Physical Education must be clearly documented and made available to policy makers to ensure this subject remains a critical part of every child's education (Mahar, et al., 2006).

2.7. Assessment in Physical Education

Another area that needs to be investigated is the importance of assessment in physical education classes and how assessment measures are incorporated within the physical education curriculum. Physical education needs to be a viable area on the school report card in order to enhance accountability and give credibility to the subject area (Stevens-Smith, Fisk, Williams, & Barton, 2006).

2.8. Enjoyment of physical education

The enjoyment of physical education is an important correlate for policy to consider because it makes it more likely that students will translate what they gain from the class to their daily lives outside of school (Portman, 2003; Sallis et al., 1999). The enjoyment of physical education correlates with higher physical activity levels (Madsen et al., 2012; Sallis et al., 1999), and it enhances the motivational factors that encourage adolescents to maintain an active lifestyle outside of school (Carroll & Loumidis, 2001).

2.9. Physical Education and the Needs of society

According to Arnoled (1976), in modern society problems like tension, uncertainty low morality, and lack of leisure are to be solved positively. These contribute to the society to create a totally healthy physical environment and understand the influences that are playing upon the personality of a student.

2.10. Society Determines the Place of Physical Education

Whether an item of physical education or sport is popular in colleges and schools largely it depends up on public interest, spectator approval and media popularity. Similarly, young people are exposed to a certain type of sport environment only because society has accepted it rather than because of its real contribution to their individual growth Leonard II and Marcellus, (1984). They further explained that, the following needs and wants with regard to the development of the students: first, social poise and understanding of self; second, social consciousness with an accompanying sense of values; third, leadership and fellowship; fourth, good citizenship; fourth, good citizenship; fifth, good sportsmanship; sixth, cooperation and competitive spirit; seventh, acceptance of all irrespective of language, caste, or religion, and eighth, positive social acquaintances. It is true that some of the observed needs are parallel to the needs and wants of the individual particularly and harmony with societal needs in general.

Like Siedentop (1998) and other experts in the field of education and physical education have come to a common agreement that physical education has to achieve the status of academic discipline since it is an integral part of the total education process. Based on the above concept, one can remark that, the educative value of any co-curricular activity depends on the type of activity itself, abilities and limitations of participants, nature of the physical education teacher who is in charge of the physical education program, the large society in which the institute is located and the objectives of the institute.

2.13. Positive Social Gains and Increasing Self-Esteem

Several reasons for why Physical Education may impact on a student's academic achievement have been discussed. Shephard (1997) offers an alternative reason as to why the students participating in experimental Physical Education classes showed academic growth. He suggested that this development may be linked with a change in attitude of the participants. Both Shephard (1997) and Dwyer et al. (2001) agree that there may be a positive link between physical activity and self-esteem in children. They go on to say that this could have an effect on students' behavior, and high self-esteem may give students a greater desire to learn. Physical Education provides the opportunity for some students who are not academically able to excel in another area. This can give these students an important boost in confidence and improve their self-esteem (Morgan & Hansen, 2008). This could also provide a link as to why students achieve higher academically as a result of Physical Education.

Physical Education may enhance general wellbeing which could in turn help struggling students improve in the classroom (Morgan & Hansen, 2008).

2.15. The impact of physical education

2.15.1. The Impact of Quality Physical Education on Healthy Living

The public is generally aware that being healthy is important. However, the public may not know, or understand, the importance of physical education. Opinions regarding past physical education experiences in school often distort the link between quality physical education and personal health. Central to the association between physical education and health is the teacher.

Teachers trained as physical educators exhibit higher levels of effective teacher behaviors (Constantinides et al., 2013) and create quality physical education programs. Trained physical education teachers can achieve, for example, greater physical fitness improvement in children than physical education teachers who lack appropriate training (Starc & Strel, 2012).

According to the latest Shape of the Nation Report (NASPE, 2012), both the National Association of Sport and Physical Education and the American Heart Association believe physical activity achieved through participation in physical education improves one's overall well-being and is one of the best preventers of significant health problems linked to many chronic diseases (e.g., obesity, high blood pressure, and high cholesterol). No other school subject has the potential to fulfill these health needs. If schools are to make a positive impact on our children's' health now and in the future, physical education must be present in schools, be taught by qualified teachers, and focus on healthy behaviors.

2.15.2. The Impact of Physical Education on Motor Skills

The acquisition of motor skills is important for children. Proficient motor skills lead to feelings of competence and results in more competent performance during sport and recreational sport-like activities. In one example, Barnett et al. (2011) found that children who develop proficient object control skills (e.g., throwing, catching, and kicking) were more likely to become physically active later in life. Overall, there is ample evidence to support the link between motor skill development during childhood and long-term physical activity (e.g., Lopes et al., 2010). Likewise, there is sufficient evidence to support the connection between low motor proficiency and lower physical activity (Williams et al., 2008).

The importance of motor skills is recognized by SHAPE America (2014), who require physical education teachers to develop students who “demonstrate competency in a variety of motor skills and movement patterns.” The importance of effective teachers is not only exposed within national standards but in research as well. For example, McKenzie and Lansbury (2014) recently reported that the potential of a physical education program to effectively teach students ‘skills is closely tied to the quality of the physical education teacher (e.g., the skills and behavior they display). They also propose, from their data analyses, that effective physical education programs must include assessments and the use of data to support subsequent curricula.

2.15.3. The Impact of Physical Education on Brain Function and Academic Achievement

Proponents of physical education often declare that participation in their subject area has a positive impact on academic achievement. If these assertions are to be believed, we must specifically look at the impact of a standards-based physical education curriculum. A standards based physical education curriculum follows an appropriate set of objectives and goals based on national recommendations. All five national standards capture goals grounded in physical activity and movement (SHAPE America, 2014). Therefore, since physical activity is a primary focus in physical education curricula, the relationship between physical education and academic achievement may be observed through the potential academic benefits of physical activity.

Research literature consistently reports that children who participate in quality physical education are physically active outside of the school setting. We know that the activities in which students are taught during physical education (e.g., sports, games, exercise) are directly related to activities and sports students participate in outside of school (Eddy, 2011). Andruschko (2013) found well-planned physical education curricula, in comparison to poorly planned programs, to have potentially large benefits on children’s physical activity outside of the school. Another study reported that physical education increases daily physical activity and decreases sedentary time in middle school age children (Chen et al., 2014). In the long term,

Trudeau et al. (1999) found daily primary school physical education to have a strong positive effect on the exercise habits of adults.

To note, brain function includes cognitive skills while academic achievement includes learning behaviors (e.g., on-task behavior, planning, and organization) and performance on

subject-area standardized tests and other formal assessments. For a review of how physical activity affects the brain, refer to: Centers for Disease Control and Prevention. (2010, July). The Association between school-based physical activity, including physical education, and academic performance. Retrieved from [http://www.cdc.gov/healthyyouth/health and academics/pdf/pape paper.pdf](http://www.cdc.gov/healthyyouth/health%20and%20academics/pdf/pape%20paper.pdf).

2.15.4. The Benefits of Physical Education on Learning in the Affective Domain

The affective learning domain encompasses the social, emotional and psychological components of life, including getting along with others, respecting physical and cultural differences, developing an appreciation for fitness and physical activity for longevity and overall health and wellness, working with partners and within groups successfully, respecting authority, embracing fair play and sportsmanship, and increasing self-esteem, to name just a few examples. Two of the five national standards for physical education require physical educators to teach students “responsible personal and social behavior that respects self and others” and the “value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction” (SHAPE America, 2014). Physical education curriculum includes teaching and learning opportunities that address social, moral and emotional areas of growth and development.

Students in physical education classes experience the benefits of teaching, skill development, cognitive learning, sport play, and moderate-to-vigorous physical activity on their social and emotional well-being.

2.15.5. Attention Span and On-task Behavior

A significant amount of research has been conducted (Bates, 2006; Coe, et al., 2006; Dwyer, et al., 2001; Morgan & Hansen, 2008; Shephard, 1997; Trudeau & Shephard, 2008) that examines the effect Physical Education and physical activity have on students; however there is less literature available regarding the effect Physical Education has on students’ behavior (Mahar, et al., 2006). There may be certain connections between how students behave and the rate at which they learn. Coe et al. (2006) suggest that the reason students improve academically as a result of physical activity may be a product of reduced boredom and therefore increased concentration and attention span. Another reason for changes in student behavior could be that physical activity has a relaxing effect on children which allows them to concentrate for a greater period of time (Dwyer, et al., 2001). Physical Education also provides more active students with the opportunity to release energy (Morgan & Hansen,

2008). These explanations provide evidence as to why students are able to perform better academically after completing Physical Education. This evidence could provide the vital link as to why physical education changes the way students learn (Dwyer, et al., 2001).

Physical activity may have different effects on students' concentration depending on the year level being evaluated. One study showed that year four students increased their concentration levels following a 15 minute physical activity session; however there was no effect on the concentration of year two and year three students (Trost, 2009). These findings indicate that the concentration of the younger students in the study was less influenced by physical activity than the older students in the study.

Student behavior improves when there is a higher level of physical activity during a school day (Mahar, et al., 2006). This is confirmed by Morgan and Hansen (2008) who say that a lack of Physical Education in the day can also cause an increase in behavioral problems in the classroom. The anticipation of Physical Education may induce hyperactivity in students and therefore negate the positive changes in behaviour at the conclusion of the Physical Education lesson. However, this is not always the case. A study by Mahar et al. (2006) discovered that on-task behaviour did not differ prior to a physical activity session. This finding is reinforced by another study which found that students' behaviour did not differ before recess (a short break from classes) even if they were unsure if they would be having recess on that particular day (Jarrett, et al., 1998). This suggests that the anticipation of physical activity does not necessarily distract students from their work.

All of these reasons provide a link between Physical Education and attention span. This also may explain why Physical Education has an effect on students' academic learning. Not only are students more likely to be on-task after completing a Physical Education lesson but they are also more likely to be able to recall information learnt during following lessons (Morgan & Hansen, 2008). Furthermore, students' and teachers' perceptions of Physical Education and how it impacts on behavior and attention span also requires investigation.

2.16. Physical Education and Academic Benefits

Tremarche et al. (2007) believe that movement is a vital aspect of the brain's ability to function cognitively. Furthermore, "the relationship between motor and intellectual performance is strongest at very early stages of development. A physical education program that provides a wide variety of developmentally appropriate activities and experiences

ensures the children can have profound results on academic achievement” (p.59). Educators believed that education is the foremost part of a person’s personality because this is the only thing that has been considered to be the primary point to judge a person’s personality.

Physical activity has been shown to increase cognitive function (Chomitz et al., 2009). The potential relationship between physical fitness to cognitive function may be explained by both physiological and psychological mechanisms. Results from tests have shown that physical activity stimulates neural development including a greater density of neuronal synapses and higher capillary volume (Chomitz et al., 2009). Even in the process of thinking, in which the use of the body seems to be reduced to a minimum, common knowledge indicates that grave mistakes may often be traced to bad health (Tremarche et al., 2007). Staying active has shown to increase self-esteem, self-confidence, physical appearance, decrease anxiety levels while enhancing academic performance (Morgan & Hansen, 2007). In a longitudinal study with an enormous sample of participants, Grissom (2005) uses a database from California of 888,715 students to evaluate the relationship between academic achievement and physical fitness over the course of one school year. The student’s social economic status (SES) and gender were also included in the study. His findings support a positive relation between physical fitness and student achievement assessed through the Stanford Achievement Test 9th Edition. The study concluded that the academic achievements were higher for girls and for those of a higher SES in comparison with those of a lower socio-economic background (Stevens et al., 2006).

In 2002, the California Department of Education released a study indicating that fit children perform better academically.

Numerous studies have shown positive relationships between academic achievement and both physical activity and sports participation, whereas a few have shown no correlation or an inverse relationship (Coe et al., 2006). Furthermore, those same studies suggest a connection between physical activity and increased levels of alertness, mental function and learning. According to the Successful Students Through Healthy Food Policy Resource Guide (2008): schools that offer intense physical activity programs see positive effects on academic achievement, including increased concentration; improved mathematics, reading, and writing test scores; and reduced disruptive behavior, even when time for physical education classes reduces the time for academics, and these intense programs also provide more opportunity for physical activity (by reducing class time) and lead to increased test scores. In one program, a reduction of 240 minutes per week in class academic time in order to increased physical

activity led to higher mathematics scores. Higher achievement was also associated with higher levels of fitness for fifth, seventh, and ninth-graders.

The relationship between academic achievement and fitness was greater in mathematics than in reading, particularly at higher fitness levels. In some places, skeptics believe that the foremost part of education is only the academics. Chomitz et al., (2009) conducted a study with 3990 students enrolled in 12 Cambridge Public School Department (CPSD) from a racially and economically diverse urban public school district. In 2004-2005, these students from elementary grades (kindergarten through eighth grade) were selected. Sixty-four percent of the students were non-white, and 43% qualified for National School Lunch Program (NSLP). For the purpose of this test, school records that included standardized test scores, fitness and Body Mass Index (BMI) information for student enrolled in grades 4-8 during the 2004-2005 academic school years. The findings indicated a significant relationship between students' academic achievement and physical fitness. There was a significant positive relationship between fitness and Math and English scores (Chomitz et al., 2009).

The cognitive reserve hypothesis is further demonstrated by Colcombe, Erickson, Raz, Webb, Cohen, McAuley, and Kramer (2003) who examined the effects of aerobic exercise on the brain of older adults and concluded that aerobic exercise preserved white (myelin sheath) and gray (neurons) matter in the parietal, frontal, and temporal areas, which are vital to higher order thinking. Nevertheless, any positive influence of physical activity and cognitive functions of children is important for at least two reasons: increasing physical education without the risk of decreasing academic performance has strong potentials, and physical education may offer a way to reduce disruptive behavior at school and decrease the dropout rate from educational programs. Academic achievement in individual studies in the past was defined as problem solving, memory, decision-making, and observation.

Even though many schools and institutes oppose physical educators viewpoints, they conclude that the learning a person achieves from his or her academic education can be achieved by the physical or sports education, so it should be of same prominence within the curriculum (Ahamed, Liu-Ambrose, Macdonald, McKay, Naylor, & Reed, 2007). "Nearly three-fourths believe that physical activity and physical education will support learning in other subject areas, such as math, reading or science. Parents also believe physical education makes children more alert, focus better, increases energy, increases their ability to work with others, reduces stress and helps the children to become healthier" (NASPE para.41, 2003).

According to Trudeau and Shephard (2009), “given competent providers, physical activity can be added to the school curriculum by taking time from other subjects without risk or hindering student academic achievement” (p. 25). They continue by saying, “on the other hand, adding time to academics or curriculum subjects by taking time from physical education programs does not enhance grades in these subjects and may be detrimental to health” (Trudeau & Shephard, 2009, p.2). Even in studies that failed to show positive relations from physical activity, Trudeau and Shephard (2009), indicate that the relationship between the students’ grade point average (GPA) and physical activity and education have found no decrease in academic achievement. In a randomized test performed by Murray, Low, Hollis, Cross, and Davis (2007) on physical education and its effect on academic performance, there were significant gains in reading, decrements in language, and no difference for math scores on the standardized tests, suggesting that even with taking time away from the academics program for physical education, overall academic functioning was not impaired. Research indicates that physical activity enhances brain function and produces more cognitive and psychological benefits. When provided with many experiences in life, children at an early age develop an abundance of neurons and are better learners (Tremarche et al., 2007).

There are two main study methods that have been used to examine the effect Physical Education has on academic performance. Shephard (1997) lists these as cross-sectional studies and longitudinal studies. One cross-sectional study undertaken from 2004 to 2005 showed that students who passed more fitness tests during Physical Education also outperformed their classmates in Mathematics and English tests (Trost, 2009). Trudeau and Shephard (2008) state that in the findings of most cross-sectional studies, a positive relationship between physical activity and academic achievement is identified. However, these studies are unable to prove whether or not the high achievement level during Physical Education is a reason why the students also achieve well in other subjects (Shephard, 1997). The only detail proven by these studies is that students who have high Physical Education achievement also perform highly in other intellectual subjects. Longitudinal studies are able to portray a clearer picture of the effects Physical Education has on academic achievement.

There are three quantitative longitudinal studies that are noted as being at the forefront of Physical Education research in regards to how a change in Physical Education program affects student academic achievement. These studies took place in France, Australia and Canada and all have varying results (Shephard, 1997). Each study was undertaken in a

different manner using a range of variables to measure the effects of each Physical Education program. The first relevant study into the effects of Physical Education was undertaken in Vanves, France, in 1950. This study was completed in only one school, using two groups of students (Shephard, 1997). Shephard (1997) goes on to list the particulars of the study. There was one control group and one experimental group. The experimental group participated in a modified program that consisted of extra school hours, two siestas, limiting academic tuition to mornings, taking regular vitamin supplements and spending afternoons participating in a wide range of physical activities (Shephard, 1997).

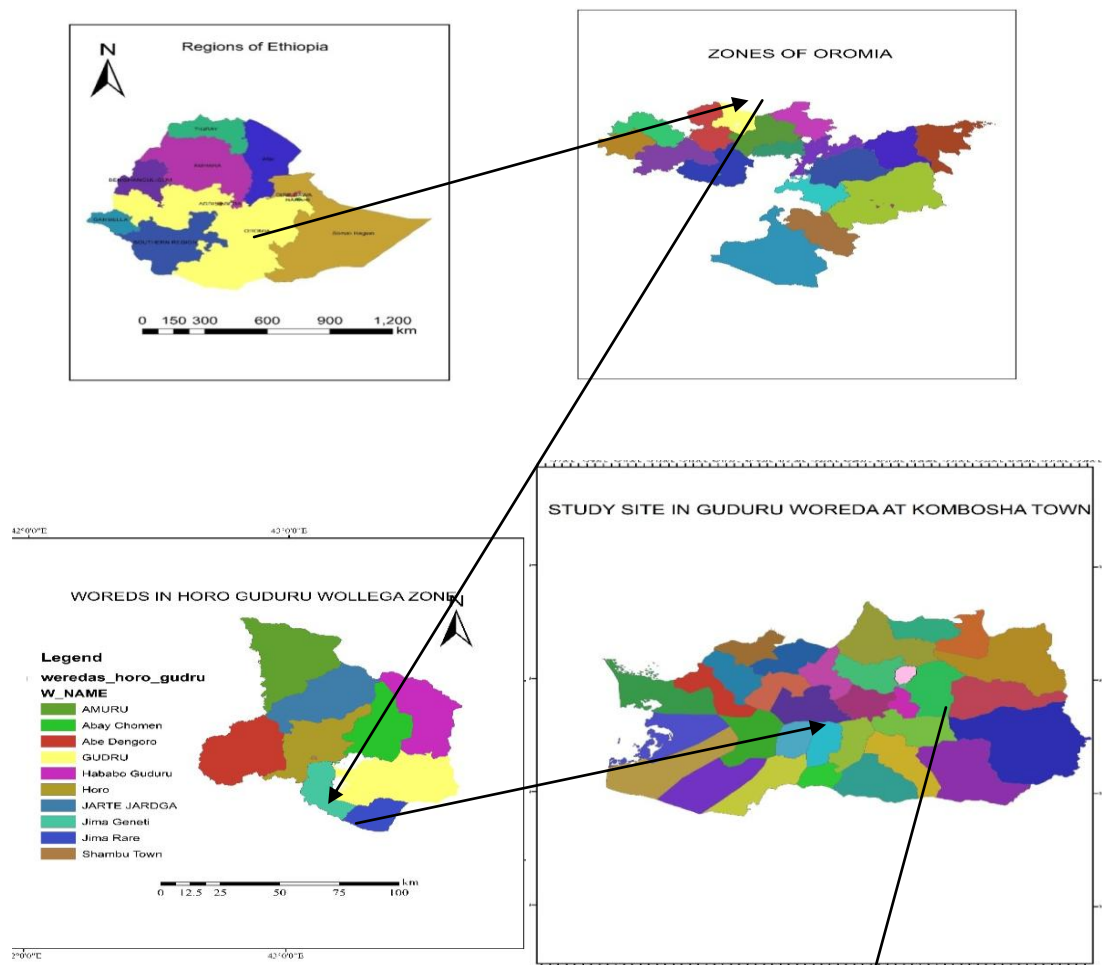
The Australian study was conducted in seven different schools in Adelaide and consisted of over 500 ten year-old students (Trudeau & Shephard, 2008). This program contained two experimental groups plus one control group. Both experimental groups spent 75 minutes per day participating in Physical Education however each group had differing focuses. One group played games that were designed to raise the heart-rate of the participants while the other group emphasized learning new skills (Shephard, 1997). Each study presented various findings related to Physical Education. The results from the French study showed that the students participating in the experimental program academically outperformed the students from the control group. However, no further details were given as to the how the results were collected (Trudeau & Shephard, 2008). Although this study was pioneering in this field and adds weight to the argument that Physical Education may enhance academic learning, it was unable to show which exact aspect of the alternative Physical Education program was really affecting students' learning (Trudeau & Shephard, 2008). The study did however provide a platform on which other research has been developed. The Canadian research showed that students receiving extra Physical Education academically outperformed those in the control group (Coe, et al., 2006). Trudeau and Shephard (2008) add that the students in the experimental group had higher mathematics scores during provincial exams however their English (their second language) scores were lower than that of the control groups. The Australian study indicated that each group – the two experimental groups plus the control group displayed differing results in the variety of curricular areas (Shephard, 1997). Both the Canadian and Australian studies suggest that Physical Education may affect students' abilities in various subject areas differently. While unable to provide clear answers about the effect of Physical Education, these studies have led the way in the research into Physical Education. All of these studies were able to show that physical activity can be helpful in improving student academic performance.

CHAPTER THREE

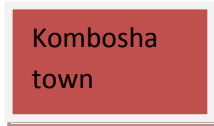
3. METHODS AND MATERIALS

3.1. Description of the Study Area

The study was conducted in Oromia Regional State Horo Guduru Wollega Zone Guduru Woreda Kombolcha Secondary School. It is one of the western Zones of the region with as its administrative center, Shambu. Hence, Guduru Woreda is one of the Woreda of the Zone. It has area coverage of 140869.069 hector or 1406.89km² (GWLEPO, 2013) Guduru Woreda is absolutely located between 9⁰20' North to 9⁰30' North and 37⁰20' East to 37⁰30' East. On the North of the study area Abbay Coman and Hababo Guduru are found, to South of it Jima Rare Woreda is located, to the West of the study area Jimma Genet Woreda is found and to the East of it Ginde beret Woreda, Western Showa zone is located Guduru Woreda is also found 67 kilometer from Zonal administrative town (Shambu) and 314 kilometer to the West from regional administrative town, Addis Ababa.



Source: (GIS, 2017)



3.2. Research Design

The study design used was cross-sectional study. Cross-sectional studies are sometimes carried out to investigate associations between risk factors and the outcome of interest. This involved prospective cross sectional study that examines the physical education and its significance at Guduru Woreda Secondary school level of students and teachers in Horo Guduru Wollega Zone (HGWZ), Guduru Woreda Secondary School. The study focused mainly on describing, analyzing and interpreting the conditions that exists in the relation to the participation of students and teachers. The study employed mixed research approach i.e the combination of quantitative and qualitative approach so as to make the data reliable.

3.3. Populations of the study

The total population of the study is the students and teachers in secondary schools found in Horo Guduru zone, specifically Guduru Woreda. In Guduru Woreda there are five (5) secondary schools. For the seek of convenience and effectiveness of data collection, the researcher has chosen three of them to use as source of sample unit using convenience sampling method. Thus, the total population size of this research is 2663 students from which the sample selected and five (5) more Physical Education Teachers.

3.4. Sample Size and Sampling Techniques

The census was used to include teachers in the study. Since the number of teachers in this three secondary schools were limited. The method employed to select teacher's participants into the study was convenience as sampling technique. According to this method all teachers (5) were included to the study.

The total number of students in these three secondary schools was 2663. Since it was impossible to study all of these students sampling was very important.

The Kothari (2004) formula was used to calculate the required sample size for the study:

$$n = \frac{z^2 * p * q * N}{e^2(N-1) + z^2 * p * q}$$

Where,

n = representative sample respondent

z = degree of confidence level (1.96)

P = proportion of population included in the sample (0.12)

q = proportion of population excluded in the sample (0.88)

e = Standard error (0.05)

N = Total size of population (Total Number of students) (2663)

Then, n =

N =2663

$n = \frac{(1.96)^2 \times 0.12 \times 0.88 \times 2663}{(0.05)^2(2663-1) + (1.96)^2 \times (0.12) (0.88)}$

$\frac{3.8416 \times 263.6832 + (0.0025)^2(2662) + 3.8416 \times 0.1056}{6.24 + 0.40567296}$

$n = \frac{3.8416 \times 263.6832}{6.64817296}$

$n = \frac{1012.96538}{6.64817296}$

$n = 153$

So, the actual representative sample respondent is = 153

The stratified random sampling method was used to include the study participant.

Table 1: Summary of sample size drawing from total population

Item	Selected Secondary Schools									Total
	Kombolcha			Gabate			Ayele			
Grade	9 th	10 th	Total	9 th	10 th	Total	9 th	10 th	Total	
Population size	984	781	1765	277	207	477	250	171	421	2663
Sample size	56	45	101	16	12	28	14	10	24	153

Source: Constructed by researcher (2018)

As tried to be indicated in the table 1 above, first the researchers took sample from all three secondary schools proportional which is 101, 28 and 24 respectively. Moreover, the researcher planned to further proportionally took the required sample size from grade 9th and 10th of the three secondary schools. Accordingly;

Kombolcha: $1765/2663 \times 153 = 101$

Gabate: $477/2663 \times 153 = 28$

Ayele: $421/2663 \times 153 = 24$

Eventually, once the researcher came to know the required sample size to be taken from each stratum (selected schools), simple random sampling was used.

On the other hand, for the actual a classroom and field observation in grade 9 and 10 only physical education subject was observed and the observation was done while the lessons are

given. The observations are conducted two times in each practical and theoretical class. In addition to the above respondents, the study involved the necessary information regarding the physical education and its significance at secondary school level of students' and teachers' perspective, teaching materials, the curricular and how to overcome the problems in the area.

3.5. Sources of Data

Primary data was used for this study. These data was gathered from the students and teachers physical education in the study area. The secondary data were also used from different observation, structured interviewed to get relevant and sufficient information regarding the study.

3.6. Data Collection tools

The data collection tools used was developed questionnaire. Multiple methods such as interviews, observation, and document review (Triangulation) were used, and information was sought from multiple sources using the same method.

Triangulation through the process of using multiple data collection methods ensures that the research is credible (Ary, et al., 2010). All data sources were examined and used to justify the themes that were found which is known as triangulation (Creswell, 2008). All the data collection methods were considered concurrently to develop themes. Using a range of data collection and analysis methods created triangulation which provided meaningful results.

Each aspect of the data collection process is described in detail below.

3.6.1. Questionnaire

To support the interviews and observations, and to provide triangulation of the data, a questionnaire was administered to the 153 students who returned their consent forms, from the class that was being observed. The purpose of the questionnaire was to add the perceptions of more students to the data that had already been collected.

The questionnaires were administered to the students in printed form and contained thirty (30) questions (Appendix A: Questionnaire). Questionnaires were selected as a data collection tool as they have the ability to produce a large amount of data in a quick and easy manner and can also provide the participants with the opportunity to respond in an anonymous way (Burton, Brundrett, & Jones, 2008). Bell (2010) states that the contents of a questionnaire should only be decided upon after planning has been under taken. The questions were written after considering the responses that were given from the interviews

with the students and teachers. A draft of the questionnaire was then given to a person with a non-vested interest to check that it was easily decipherable and not ambiguous. This was done to ensure the questions on the questionnaire aligned directly to the overall research question. Burton et al. (2008) say that questionnaires must be checked prior to being administered to ensure that the instructions are manageable for the participants so that completion of the questionnaires is achievable.

Two forms of questionnaires were prepared to obtain information from teachers and students. To this end, open ended and close ended questions were prepared and distributed to students and teachers. Close ended questionnaires were distributed to students so as to gather quantitative data whereas open-ended were administered with Physical education teachers so as to elicit qualitative data to compliment quantitative data collected from students. Moreover, the questions were translated to Afan Oromo in order to avoid the presumably misunderstanding of the message conveyed with the questions.

3.6.2. Interview

Interviews were conducted with five physical education teachers. Prior to each interview, a schedule was prepared with suggested questions. The location for an interview should be organized in advance and should be in a quiet place so that the interview can concentrate on the questions but also in an open place where neither the researcher nor the interview can be compromised (O'Toole & Beckett, 2010).

Considering these facts, an open, up-stairs balcony in the schools teacher staff was selected in which to conduct the interviews. This location was quiet as it was in a library yet in a place where all parties felt safe. The teachers also felt comfortable here as they were not removed from their natural setting.

Interviews were selected as appropriate data gathering tools for this study as they provide the opportunity for the participants to share their point of view on a particular environment or situation (Cohen, et al., 2000). Interviews also give the researcher the opportunity to clarify his/her interpretation of the participants' ideas, as produced in the interviews. By undertaking interviews every participant had the opportunity to share their personal view and perspective toward the research topic.

Guba and Lincoln (1981, p. 155) say that "the ability to tap into the experience of others in their own natural language, while utilizing their value and belief frameworks, is virtually

impossible without face-to-face and verbal interaction with them.” Interviews provided this necessary personalized, face-to-face and verbal interaction.

Semi-structured interviews were chosen because they allow for flexibility and they provide the opportunity for unanticipated findings to be discovered, for mid interview clarification and for further questions to be asked and explored (O'Toole & Beckett, 2010). This flexibility can be achieved as the researcher has the power to change the order in which the questions are asked and remove, add or reword questions as the conversation progresses (Lodico, et al., 2010). The questions from the pre-written schedule (Appendix 12: Interview Schedule) provided a base for the interview which developed according to the data that were being received. It is important that interviewers respond to what the participants are saying and adapt their questions accordingly (Seidman, 2006). For this reason each interview developed into a conversation more than a prescribed interview.

Besides, other tools interview was also employed in order to gather qualitative data. Therefore, the researcher would use semi-structured interview for school physical education teacher's to get relevant information that related with their benefit from and perceptions towards physical education and how they facilitate conditions for the class.

3.6.3. Observation

Observations of lessons provide a way to gain extra data that may differ from what is found in the interviews. Lichtman (2010, p. 245) states that observation is “a technique of data collection in which the researcher observes the interaction of individuals in natural settings.” Observations therefore give the researcher the chance to grasp the context of a situation, to discover ideas from participants that they may not feel like sharing in an interview and they provide a fresh, raw set of data not found using other methods (Cohen, et al., 2000). Although observations do not allow the opinion of the participants to be determined, they do provide the opportunity to examine the behavior of teachers and students in the classroom and then compare how they acted with what they shared in the interviews (Bell, 2010).

The observations that were undertaken as part of this study are categorized as descriptive field notes. Descriptive field notes give a brief account of what the researcher can see and hear within the natural setting and subjectively portray the events that are occurring (Lodico et al., 2010). The observations that were completed were descriptive and briefly explained what was happening in the classroom during the lesson (Appendix D: Observations). The

notes were typed during the lesson using a bullet-point format. This gave the researcher the opportunity to expand on any points that appeared more closely related to the research topic or to add notes about any perceptions that had been received from students or teachers during interviews.

In addition to the above two instruments, the researcher used observation method in order to collect the data that couldn't be collected using other instrument i.e data that deserve noticing. To this effect, the researcher would observe both class room and practical periods of physical education at least for two times every two weeks.

This table outlines the dates during which the data were collected:

Table 3.1 - Data Collection Outline

Date	Data collection
1 st week of June 2010	Questionnaire
1 st week of may 2010	First round theoretical observations
2 nd weeks of may 2010	Second round theoretical observations
3 rd weeks of may 2010	First round practical observations
4 th weeks of may 2010	Second round practical observations
1 st weeks of June 2010	Semi-structured interview

3.7. Data collection procedures

To collect the necessary data, the researcher had followed the following procedures. First the ethical consent questionnaires interviewed questions and checklists for observation were prepared. Next the concerned bodies or respondents were contacted by researcher. Following this activity, the researcher distributed questionnaire to students' and teachers and interview and observation was conducted for the teachers' sources of data. Moreover, the researcher would be following up questionnaire during filling up and timely collect back so as to minimize unreturned questionnaires or left-over.

3.8. Variable

3.8.1. Independent variables

Independent variables are the causes supposed to be responsible for bringing changes to dependent variables (Ary et ai, 2010). Therefore, the independent variables are incorporated

to see physical education and its significance at secondary school level of students and teachers perspectives. To this effect, the independent variable of this study is the importance of physical Education.

3.9. Method of data analysis

After carrying out the collection of data through questionnaires, structured interview and observation, based on the available data, the tabular data presentation would be carried out for quantitative data.

Data was analyzed by the statistical package for social science (SPSS) version 20. The items then are first classified into different tables according to the nature of issues raised in questionnaires and interview and the data were analyzed. In analyzing the data both the quantitative and qualitative methods were used. Accordingly, all the close ended questions of the questionnaires were analyzed quantitatively using frequency count and percentage. On the other hand, the data obtained from the open ended questions of the questionnaires, interview and observation were analyzed qualitatively using theme analysis or narration and served as supportive v.20 program. Moreover, data taken from documents, open-ended questionnaire and documents formed part of qualitative data analysis in the form of narration.

3.10. The pilot study

Three secondary school teachers from schools are selected for this study purposively for piloting the questionnaire. The purpose of the pilot study is to check the clarity of the questionnaire items and instructions; eliminate poor wording; check the readability and understanding levels of the research respondents; gain feedback on the time required to complete the questionnaire; gain feedback from the teacher respondents on the suitability of the questionnaire items; gain feedback regarding the appropriate time to conduct the data collection; and identify irrelevant items. Based on the pilot study, the following changes was made to the questionnaire items and the following decisions are made concerning the data collection, namely vague or unclear items are deleted, items having similar concepts or ideas are rephrased and replaced, and irrelevant items are deleted. Regarding the data collection, it is decided, based on the comments from the teacher respondents, that the data was collected effectively early in the morning (before the start of the classes), or during lunch.

3.11. Validity and Reliability

3.11.1. Validity

Since the most questions used measure the construct were adapted from previous related studies on the subject elsewhere, its validity is ascertained. Moreover, the researcher tried to conduct a sort of pilot study with sample questions and informants mainly informally. Besides, the researcher translated the questions into the mother tongue of respondents so as to minimize the likelihood of misunderstanding of message conveyed with question by respondents.

3.11.2. Reliability

With regard to the reliability of question statements, the computed Cronbach's coefficient Alpha of all statements (29), in the table 2 below, measured 0.723 which is higher than threshold value of 0.65. According to Nunnaly (1978), this measurement can be stated as a reliable scale.

Table.2:- Individual Reliability Statistics for different category of questions

No	Items	Cronbach's Alpha	No of Items
1	Curriculum items	.735	7
1.	Physical education with motor skills items	.925	6
2.	Physical education on academic achievement items	.795	4
3.	Benefits of physical education on learning affective domain items	.793	6
4.	Feeling for physical education items	.887	6

The above table 3 depicted the individual Cronbach's coefficient Alpha of different category. According to rule of Cronbach's coefficient Alpha, the statements under each category are higher than the standard value of 0.65. To this effect, they measure, 0.735, 0.925, 0.795, 0.793 and 0.887 respectively. From this we can say that, though statements constructed in relation to motor skills and academic achievement, yet all categories are much more than the threshold value which indicates the questions and resulting data were reliable.

1.12. Ethical Considerations

The study would be dealt with the ethical issue related to the investigation. It protected the privacy of research participants and makes guaranty and confidentiality of the information that had given to the study, and risk harm due to participation. Therefore, the study would be conducted all action based on the university rule, code of conduct and policies concerning research ethics.

CHAPTER FOUR

4. RESULT AND DISCUSSION

Identifying, analyzing and interpreting the respondent's characteristics are very important that it provides essential information on respondent's ability to provide accurate data.

Table 1:- Research settings and participants of the study

Types of participation in the study	Research instrument used	Research setting & Total number of participants		
	Questionnaire	Grade 9th	Grade 10 th	Total
Students	Questionnaire	(86)	(67)	153
Teachers	Observation and Interview	3	2	5
Total	—	57	83	158

Based on the above table 1, the researcher took only one hundred fifty three (153) Students as representative samples among 2663 total populations. Similarly, the five (5) Physical Education teachers were used as the sample of the study.

Table 2. Demographic background of respondents/students

Items	Frequency of school	Frequency	Percent
Valid	Name of School		
	Kombolcha	101	66.0
	Gabate	28	18.3
	Ayele	24	15.7
	Total	153	100.0
	Frequency gender	Frequency	Percent
	Male	90	58.8
	Female	63	41.2
	Total	153	100.0
	Frequency of age	Frequency	Percent
	15-20	134	87.6
	21-25	16	10.5
	26-30	3	2.0
	Total	153	100.0
	Frequency of grade	Frequency	Percent
	9 th	87	56.9
	10 th	66	43.1
	Total	153	100.0

As it can be seen from the above table 2, majority (66%) of respondents were from Kombolcha Secondary since the proportion of respondents from the school is relatively large. Moreover, significant percentages (18.3%) of respondents followed by 15.7% were taken from Gabate and Ayele respectively. This implies that there is high variability among schools regarding the number of students they hold.

As indicated in the table above 4.3, majority (58.8%) of respondents are male whereas the remaining significant number 41.5% are female. This implies though the gap between female and male students is small, yet the participation of female is less than male in this sector. As far as the age of respondents concerned, the above table 4.4 reveals that large number (87.6%) of respondents are between 15-20 range while significant number (10.5%) are

between 21-25. On the other hand, very insignificant numbers (2%) of respondents are between 26-30 ranges. This indicates that currently students are going to school at their very childhood. As it can be seen from the above table 4.5, majority (56.9%) of respondents is from grade nine (9th) while the remaining 43.1% are from grade 10th. This implies that there is slight drop out of students even at this level

Table 3:- Demographic background of respondents/teachers

Name of school			
Valid		Frequency	Percent
	Kombolcha	3	60.0
	Gabate	1	20.0
	Ayale	1	20.0
	Total	5	100.0
	Gender		
	Male	3	60.0
	Female	2	40.0
	Total	5	100.0
	Teachers work of experience		
	2-5 years	1	20.0
	6-10	3	60.0
	Greater than 11 year	1	20.0
	Total	5	100.0
	Total period/load experience per week		
	2-8	1	20
	9-12	1	20.0
	13-17	3	60.0
	Total	5	100.0
	Teachers educational status		
Diploma Holder	1	20.0	
Bsc Degree Holder	3	60.0	
Msc And Above	1	20.0	
Total	5	100.0	

As it can be seen from the above table 3, majority (60%) of respondents were from Kombolcha Secondary since the proportion of respondents from the school is relatively large. Moreover, significant percentages (20%) of respondents followed by 20% were taken from Gabate and Ayele respectively. This implies that there is high variability among schools regarding the number of teachers they hold.

As indicated in the table above 3, majority 3(60%) of respondents are male whereas the remaining significant number 2(40%) are female. This implies though the gap between female and male students is small, yet the number of female is less than male in this study.

As far as the age of respondents concerned, the above table 3 reveals that large number (60%) of respondents are between 6-10 range while significant number (20%) are between 2-5. On the other hand, very significant numbers (20%) of respondents are greater than 11 years. This indicates that currently average teachers work experience is between 6-10 years old.

4.2. Quantitative data interpretation

4.2.1. Curriculum related items questions

Table 4:- Physical education classes are a very important part of the curriculum

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	2	1.3	1.3	1.3
Disagree	1	.7	.7	2.0
Agree	28	18.3	18.3	20.3
Strongly agree	122	79.7	79.7	100.0
Total	153	100.0	100.0	

As it can be seen from the above table 4 very large number of respondents strongly agreed that physical education class is very important part of the curriculum. Moreover, significant number is also agreed on the subject. However, very insignificant number of respondents replied the physical education class is not important part of the curriculum. This implies that physical education classes are crucial part of the curriculum.

Table 5:-Physical education classes are just as important as academic classes

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	7	4.6	4.6	4.6
Disagree	12	7.8	7.8	12.4
Undecided	13	8.5	8.5	20.9
Agree	46	30.1	30.1	51.0
Strongly agree	75	49.0	49.0	100.0
Total	153	100.0	100.0	

As it can be seen from the above table 5 very large number of respondents strongly agreed 75(49%) that physical education class is very important as academic classes. Moreover, significant number is also agreed 46(30.1%) on the subject. However, very insignificant number of respondents replied the physical education class is not important part of the academic. This implies that physical education classes are essential part of the academic.

Table 6:-Important objectives, such as development cardiovascular fitness, flexibility, and strength, concepts of fair play and working together, and development of physical skills are learned in physical education

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	3	2.0	2.0	2.0
Disagree	4	2.6	2.6	4.6
Undecided	6	3.9	3.9	8.5
Agree	39	25.5	25.5	34.0
Strongly agree	101	66.0	66.0	100.0
Total	153	100.0	100.0	

From the above table 6 very large number of respondents 101(66%) strongly agreed that physical education class is very important objectives the ways to develop fitness are learned in physical education. Besides, significant number is also agreed on the subject. However, very insignificant number of respondents replied the physical education class is not important part learned in physical education. This indicates that the important objectives such

development of fitness and concepts of fair play and working together are learned in physical education

Table 7:-Good health throughout life is related to one's level of education

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	4	2.6	2.6	2.6
Undecided	5	3.3	3.3	5.9
Valid Agree	43	28.1	28.1	34.0
Strongly agree	101	66.0	66.0	100.0
Total	153	100.0	100.0	

As it can be seen from the above table 7 very large number of respondents 101(66%) strongly agreed that good health life is related to one's level of education. Moreover, significant number is also 43 (28.1%) agreed on the subject. However, very insignificant number of respondents replied the physical education class is not good health not related to one's level of education. This implies that good health throughout life is associated to one's level of education.

Table 8:-Physically active people are generally more mentally alert than less active people

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	23	15.0	15.0	15.0
Disagree	3	2.0	2.0	17.0
Valid Undecided	4	2.6	2.6	19.6
Agree	31	20.3	20.3	39.9
Strongly agree	92	60.1	60.1	100.0
Total	153	100.0	100.0	

The above data presented by the above bar chart concern with mental alertness. To this effect, majority of respondents strongly and slightly agreed that people who are active physical are more mentally active than those who are less active. However, very few numbers of respondents reacted that there is no relationship between physically activeness and mental alertness. This indicates that those people who perform physical activity and who are physically active are mentally alerted.

Table 9:- Physical education should be required at every levels of education

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	2	1.3	1.3	1.3
Disagree	6	3.9	3.9	5.2
Valid Undecided	5	3.3	3.3	8.5
Agree	35	22.9	22.9	31.4
Strongly agree	105	68.6	68.6	100.0
Total	153	100.0	100.0	

The above table 9 presents data on the requirement of physical education. Thus, as we can see from the graph very almost all number of the respondents said that physical education is

required at all levels education. This reveals that there is an interest for physical education at all levels of education.

Table 10:-Physical education, at the secondary school level, can help build a foundation towards a lifestyle of health and fitness

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	2.6	2.6	2.6
Disagree	12	7.8	7.8	10.5
Valid Undecided	5	3.3	3.3	13.7
Agree	46	30.1	30.1	43.8
Strongly agree	86	56.2	56.2	100.0
Total	153	100.0	100.0	

The above concrete data presented with table 10 concerns with whether physical education can help to lay down a foundation for students' future lifestyle. Accordingly, large number of respondents strongly and moderately agreed that physical education can shape the lifestyle of students. This indicates that apart from shaping behavior and developing skills, physical education has a potential to lay down the foundation for lifestyle.

Table 11:-If there is a needed reduce the number of courses offered in the school program ph e should be one of the course dropped

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	75	49.0	49.0	49.0
Disagree	30	19.6	19.6	68.6
Valid Undecided	7	4.6	4.6	73.2
Agree	11	7.2	7.2	80.4
Strongly agree	30	19.6	19.6	100.0
Total	153	100.0	100.0	

The above table 11 presents data on possibility of course drop out. To this effect, very large number of respondents reacted that physical education delivers is shouldn't be conditional. That means even when there is the possibility to reduce course, the physical education will remain the same. This implies that physical education needs to be delivered unconditionally.

4.2.2. Physical education with motor skill related question items

Table 4.11:- Quality physical education creates experiences which will enable students to transfer skills learned during physical education to their future

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	8	5.2	5.2	5.2
Disagree	3	2.0	2.0	7.2
Undecided	3	2.0	2.0	9.2
Agree	46	30.1	30.1	39.2
Strongly agree	93	60.8	60.8	100.0
Total	153	100.0	100.0	

As indicated in the above table 12 on skill transfer, large number (60.8%) of respondents strongly agreed that physical education highly helped them to transfer acquired skills into their future life while significant number (30.1%) said the same thing on the subject. On the contrary, very few respondents that is 5.2%, 2% and 2% respectively reflected strongly disagree, disagree and undecided. This indicates that physical education can play indispensable role in designing the future live of student. On the other hand, it can be implied that the physical education has far reaching effect since its effect can be extended to the real world live of students.

Table 13:- The quality physical education lessons lead to significant improvements in secondary school students' fundamental motor skill mastery

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	8	5.2	5.2	5.2
Disagree	6	3.9	3.9	9.2
Undecided	2	1.3	1.3	10.5
Agree	38	24.8	24.8	35.3
Strongly agree	99	64.7	64.7	100.0
Total	153	100.0	100.0	

In the above table 13, Majority 99(64.7%) and 38(24.8%) of respondents responded strongly agree and Agree that means there is high correlation between quality physical education and the required motor skill. On the contrary, few respondents disagreed with the statement on the subject. This implies that quality physical education has positive impact on other courses since it enhances the motor skill of the students.

Table 14:-Skill interventions like those in physical education have a lasting effect on object control skill, which are important as they influence health-related activity

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	42	27.5	27.5	27.5
Disagree	8	5.2	5.2	32.7
Undecided	10	6.5	6.5	39.2
Agree	22	14.4	14.4	53.6
Strongly agree	71	46.4	46.4	100.0
Total	153	100.0	100.0	

From the above table 14, large number 71(46.4%) respondents strongly agreed that skill interventions in physical education have influence on health-related activity. Besides, significant number 22(14.4%) respondents agreed on the same statement above. On the contrary, very significant of number 42(27.5%) respondents followed by 8(5.2%) replied that

skill intervention in physical education has no impact on health related activity. This indicates that skill intervention has positive effect on health related activities.

Table 15:-School physical education stimulates the proper development of motor skills when students attend physical education more than two times per week

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	13	8.5	8.5	8.5
Disagree	7	4.6	4.6	13.1
Undecided	18	11.8	11.8	24.8
Agree	58	37.9	37.9	62.7
Strongly agree	57	37.3	37.3	100.0
Total	153	100.0	100.0	

As the concrete data presented in the above table 15 shows, majority 58(37.9%) followed by 57(37.3%) of respondents responded strongly agree and agree respectively. They said there is strong relation between the frequency of physical education attendance and motor skill development. However, on the contrary small number (13.1%) responded that there is no relationship between frequency of physical education attendance and motor skill development. This implies that though physical education has a capacity to develop motor skill, it can be so only with high frequency.

Table 16:- Students who receive physical education from a physical education teacher practicum have significantly greater motor development than those who receive physical education from a theoretical classroom teacher

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	32	20.9	20.9	20.9
Disagree	25	16.3	16.3	37.3
Undecided	17	11.1	11.1	48.4
Agree	46	30.1	30.1	78.4
Strongly agree	33	21.6	21.6	100.0
Total	153	100.0	100.0	

As shown on the above table 16, out of 153 respondents, 46(30.1%) respondents followed by 21.6% respondents responded agree and strongly agree to the question asked. On the other hand, very significant number 20.5% followed by 6.3% respondents replied that practicum cannot better help to develop motor skill than theoretical class room effort. This indicates that practicing by doing is better to develop motor skill.

Table 17:-Physical activity results in greater memory recall and develops greater memory storage processes

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	1	.7	.7	.7
Disagree	1	.7	.7	1.3
Undecided	8	5.2	5.2	6.5
Agree	52	34.0	34.0	40.5
Strongly agree	91	59.5	59.5	100.0
Total	153	100.0	100.0	

As data presented in the above table 17, shows that almost all (59.5%) of respondents strongly and slightly agreed that physical activity has paramount effect in upgrading memory recall and greater memory storage. This implies that physical education and activity can boost the memory recall and storage.

4.2.3. Physical education on Academic achievement related items

Table 18:- Secondary school students in physical education have greater potential for participating in physical activity

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	7	4.6	4.6	4.6
Disagree	24	15.7	15.7	20.3
Undecided	24	15.7	15.7	35.9
Agree	56	36.6	36.6	72.5
Strongly agree	42	27.5	27.5	100.0
Total	153	100.0	100.0	

As it is indicated in the above table 18 with relation to potential of the students in the physical activity, large number (36.6%) of respondents agreed and almost comparable number (27.5%) of respondents strongly agreed on the subject i.e they are capable enough to engage in physical activities. On the other hand, significant percent (20.3%) of respondents, who responded disagree and strongly disagree, reacted as they are not capable enough to participate in physical activities. However, the remaining (15.7%) of respondents preferred to be in between the two positive and negative perception. This implies that apart from interest, the students are physically capable enough to engage in physical activities.

Table 19:-Physical activity reduces classroom behavioral problem

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.3	1.3
	Disagree	9	5.9	5.9
	Undecided	9	5.9	5.9
	Agree	65	42.5	42.5
	Strongly agree	68	44.4	44.4
	Total	153	100.0	100.0

As far as data depicted on behavioral related in above table 19 concerned, large number (44.4%) respondents strongly agreed followed by 42.5% respondents who agreed on the importance of physical activity in reducing classroom behavior problem. However, only very few respondents disagreed with the statement. This indicates that physical education can largely help to shape the student's behavior in classroom.

Table 20:-Daily physical activity can increase various cognitive abilities, such as fluid intelligence and perceptual speed, of students in secondary schools.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	4.6	4.6
	Disagree	4	2.6	7.2
	Undecided	5	3.3	10.5
	Agree	51	33.3	43.8
	Strongly agree	86	56.2	100.0
	Total	153	100.0	100.0

As far as data depicted on the frequency of physical activity in above table 20 concerned, large number (56.2%) respondents strongly agreed followed by 33.3% respondents who agreed on claim that the daily physical activity can increase various cognitive abilities of students. However, only very few respondents disagreed with the statement. This implies the frequency of physical activity and cognitive abilities of students are proportionally related i.e the more repeated physical activity, the more benefits it offers.

Table 21:-Physical education content includes the affective domain which concerns with group/partner work, peer collaboration, self-assessment and reflection skills, sportsmanship and fair play

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	3	2.0	2.0	2.0
Disagree	4	2.6	2.6	4.6
Undecided	6	3.9	3.9	8.5
Agree	39	25.5	25.5	34.0
Strongly agree	101	66.0	66.0	100.0
Total	153	100.0	100.0	

As the concrete data presented in the above table 21 shows, majority 101(66.00%) of respondents strongly agree that physical education contains areas that can promote the affective domain of students. Moreover, significant number 39(25.5%) of respondents likewise agreed on the subject. However, on the contrary small number (3.9%) responded that physical education content doesn't include areas that will upgrade the affective domain /skill of students at school. This implies that physical education subject being delivered at secondary school comprises required areas to enhance the students' group/partner work, peer collaboration, self-assessment and reflection skills, sportsmanship and fair play.

4.2.4. Benefits of physical education on learning affective domain question items

Table 22:- The quality physical education classes enable students to recognize the value of physical activity from sport and health aspects.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	4	2.6	2.6	2.6
Undecided	5	3.3	3.3	5.9
Valid Agree	43	28.1	28.1	34.0
Strongly agree	101	66.0	66.0	100.0
Total	153	100.0	100.0	

As shown on the above table 22, out of the total (153) respondents, 101(66%) respondents followed by 28.1% respondents responded agree and strongly agree to the question asked. Thus the large number agreed with claim that quality physical education enables students to recognize the value of physical activities. On the other hand, very significant number 3.3% followed by 2.6% respondents replied that quality physical education has no any effect on students' recognition of the value of physical activities. This indicates that the quality physical education is one prominent determinant for students to value the physical activities.

Table 23:-The quality physical education supports positive social behaviors such as cooperation, personal responsibility and empathy

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	5	3.3	3.3	3.3
Disagree	6	3.9	3.9	7.2
Valid Undecided	3	2.0	2.0	9.2
Agree	43	28.1	28.1	37.3
Strongly agree	96	62.7	62.7	100.0
Total	153	100.0	100.0	

As indicated in the above table 23 on quality of physical education, large number (62.7%) of respondents strongly agreed that physical education highly helped to enhance smooth social behaviors. Moreover, significant number (28.1%) said the same thing on the subject. On the

contrary, very few respondents that is 7.2% (strongly disagree and disagree altogether) of respondents replied that even quality physical education can't promote smooth social behavior. This indicates that apart from shaping classroom behavior of students, if delivered in better way, physical education has a tremendous impact in creating smooth social behavior.

Table 24:-The physical education classes have a potential to provide students opportunities to develop interpersonal relationship and improve social skills.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	2.6	2.6	2.6
Disagree	2	1.3	1.3	3.9
Undecided	7	4.6	4.6	8.5
Agree	39	25.5	25.5	34.0
Strongly agree	101	66.0	66.0	100.0
Total	153	100.0	100.0	

As it can be seen from the above table 24, large number 101(66%) of respondents followed by 25.5% of respondents respectively supported the claim strongly and moderately by saying physical education classes can highly enhance students' interpersonal and social skills. On the contrary, very significant of number 4(2.6%) and 2(1.3%) replied physical education classes don't allow students to develop interpersonal relationship and social skills. This indicates that physical education classes have a potential bring about smooth relationship between and society at large.

Table 25:- Physical education plays an important role in promoting healthy behaviors

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	1	.7	.7	.7
Disagree	5	3.3	3.3	3.9
Undecided	1	.7	.7	4.6
Agree	30	19.6	19.6	24.2
Strongly agree	116	75.8	75.8	100.0
Total	153	100.0	100.0	

As it can be seen from the above table 25, the table presented the data on the importance of Physical education in promoting the healthy behavior. To this end, very large number (75.8%) of respondents responded that Physical education can highly promote healthy behavior followed by 19.6% of respondents who agreed on the subject likewise. This implies that physical education has significant role in shaping the way students behave.

Table 26:- The reduced participation in physical activity has been associated with reduced emotional self-efficacy in secondary school students

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	14	9.2	9.2	9.2
Disagree	17	11.1	11.1	20.3
Undecided	9	5.9	5.9	26.1
Agree	42	27.5	27.5	53.6
Strongly agree	71	46.4	46.4	100.0
Total	153	100.0	100.0	

As it can mentioned in the above table 26, the table presented the data on reduced participation in physical activity has been associated with reduced emotional self-efficacy. To this end, very large number 71(46.4%) of respondents responded that there is direct relationship between emotional self-efficacy and participation in physical activity. In addition, significant number 42(27.5%) of respondents also said the two variables are proportional likewise. On the contrary, altogether 20.3% of respondents reacted that the variables have no any correlation. This implies those students who repeatedly participate in physical activities have good emotional self-efficacy that those whose participation is low.

Table 27:- Attitudes towards physical education are correlated with energy expenditure and moderate and vigorous physical activity

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	102	66.7	66.7	66.7
Disagree	22	14.4	14.4	81.0
Undecided	5	3.3	3.3	84.3
Agree	8	5.2	5.2	89.5
Strongly agree	16	10.5	10.5	100.0
Total	153	100.0	100.0	

As shown in the above table 27, very large number 102 (66.7%) of the respondents answered that there is no correlation between physical education and the degree of difficulty of physical activities followed by 14.4% of respondents who reacted similarly. On the other hand, 16(10.5) and 8(5.2) of respondents replied that the nature of physical activity they perform have impact on their attitude toward the physical education. This implies that the students' attitude toward physical education is unconditional i.e.it has no correlation with energy expenditure and moderate with vigorous physical activities.

4.2.5. How students feel physical education question items

Table 28:- Do you enjoy physical education?

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	152	99.3	99.3	99.3
No	1	.7	.7	100.0
Total	153	100.0	100.0	

The above table 28 depicted data collected on whether students enjoy physical education or not. To this effect, almost all (99.3%) of respondents agreed that they enjoy physical education. This implies that students have better understanding about the benefits of physical education and thus they are highly motivated do physical activities i.e. their readiness is very high.

Table 29:- If you could choose yes how many periods per week would you like to have PE?

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1	18	11.8	11.8	11.8
2	32	20.9	20.9	74.5
Valid 3	64	41.8	41.8	53.6
4	39	25.5	25.5	100.0
Total	153	100.0	100.0	

On the other hand, the above table 29 concerns with the period per week that a students like to attend. Accordingly, majority 103(67.3%) of respondents replied that they like to learn physical education 3-4 days a week whereas the remaining 40(32.7%) responded that they like to learn physical education 1-2 days a week. This implies that the students are highly inspired to attend more classes of physical education per week. This in turn indicates that students have good perception of the subject.

Table 30:- How would you like the Physical education classes to be organized?

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	24	16.0	16.1	16.1
Physical ability	59	38.6	38.8	53.9
Valid As they are now	17	11.1	11.2	65.1
The combination of all the above	53	34.6	34.9	100.0
	152	99.3	100.0	
Total	153	100.0		

From the above table 30 , large number 59(38.6%) respondents said that the physical education class need to be organized based on physical abilities. On the other hand, still large number 53(34.6%) of respondents reacted that the physical education class need to be organized by taking gender, physical ability and current situation into account. Besides, 24(16%) of respondents responded that physical education need to be organized in the

manner that consider gender. However, only very few number 17(11.1) of respondents favored for the existing way of teaching. This implies that the existing way of delivering physical education is not appropriate and need to be revised.

Table 31:- Physical education can contribute for the development of country?

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	144	94.1	94.1	94.1
Valid No	9	5.9	5.9	100.0
Total	153	100.0	100.0	

As it can be seen from the above table 31, almost all number 144 (94.1%) of respondents replied that physical education can highly contribute to development of a country through creating healthy and active citizens. However, insignificant number 9(5.9%) of respondents reacted that physical education has no contribution for development of country. From this we can imply that physical education can significantly contribute to development of country through creating healthy and productive citizens

Table 32:- Is the method of teaching physical education in your school follows 60% practical, 40% theoretical manner?

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	108	70.6	70.6	70.6
Valid No	45	29.4	29.4	100.0
Total	153	100.0	100.0	

As the data presented in the above table 32 indicates, majority 108(70.6%) of respondents agreed that the current teaching method of physical education pursues 60%/40% (practical and theoretical) composition. However, the remaining 45(29.4%) of respondents reacted that the current teaching method doesn't follow 60%/40% composition. From this we can infer that the current teaching method of physical education in schools mainly emphasize the practical aspect of the subject.

Table 33:-If your answer is "yes" for item number 4.28 is there a sufficient material during practical class?

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	32	20.9	20.9	20.9
Valid No	121	79.1	79.1	100.0
Total	153	100.0	100.0	

As indicated in the above table 33 on required facilities, large number 121(79.1%) of respondents said that there is shortage of required facilities whereas the remaining few 32(20.9%) of respondents reacted that there is important facilities. This implies that there is a big gap between students' interest and available facilities.

4.2.6. Interpretation of data from the opinion of teachers about physical education

Table 34 :-Do you believe that the current physical education curriculum satisfies the needs and interests of the students?

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	2	40.0	40.0	40.0
Valid To some extent	3	60.0	60.0	100.0
No				
Total	5	100.0	100.0	

The above table 34: presents data on appropriateness of the curriculum. As we can see from the table, large number (60%) of respondents said that the existing curriculum is not serving the interest of students to the full extent. On the other hand, the remaining 40% of respondents agreed that the existing curriculum is capable enough to satisfy the interest of students to the full extent. This implies that the existing curriculum is not inline the existing interest and needs of students.

Table 35:-Do you believe that parents, students' background and culture of the society can affect the implementation of physical education in your school?

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1	20.0	20.0	20.0
Valid To some extent	4	80.0	80.0	100.0
No				
Total	5	100.0	100.0	

The above table 35 presents data on factors in the external environment of schools. As we can see from the table, very large number (80%) of respondents said that the factors in the external environment such as parents, students' background and culture have no impact on physical education implementation. On the other hand, 20% of respondents agreed that these factors have impact how to implement the physical education. From this we can infer that the physical education implementation is independent of external factors.

Table 36:-How do you evaluate students' interests to learn physical education subject when you are teaching?

Response	Frequency	Percent	Valid Percent	Cumulative Percent
High	1	20.0	20.0	20.0
Valid Medium	4	80.0	80.0	100.0
Low				
Total		100.0	100.0	

The above table 36 presents data on interests of students. As we can see from the table, very large number (80%) of respondents said that the students have moderate interest to attend and learn physical education subject. On the other hand, the remaining 40% of respondents agreed that the students have high interest to learn the subject. This indicates that though there is lack of required facilities in the school yet the students have an interest to learn.

Table 37:-Is there sufficient text books, teachers guide and syllabus for each grade level in your secondary school?

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	0	0	0	0
No	5	100.0	100.0	100.0
Total	5			

The above table 37 presents data on availability of materials. As we can see from the table, all (100%) of respondents responded that there is no required facilities in the schools. This indicates that there is alarming problem regarding material required to delivery physical education.

Table 38:-Do you expect that the school time allotment for physical education period is satisfactory?

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	2	40.0	40.0	40.0
To some extent	0	0	0	40.0
No	3	60.0	60.0	100.0
Total	5			

The above table 38 presents data on delivery time. As we can see from the table, large number (60%) of respondents replied that the current allotted time for physical education is not satisfactory whereas the remaining (40%) of respondents reacted that the assigned time

is enough. This implies that the delivery system/time assigned to physical education needs revision since there is high demand from student (target group) aspect.

Table 39:-Do you have interest in teaching physical education subject in secondary school?

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	3	60.0	60.0	60.0
Valid To some extent	2	40.0	40.0	100.0
No				
Total	5	100.0	100.0	

The above table 39 presents data on interests of teachers. As we can see from the table, large number (60%) of respondents said that, though there is lack of facilities in schools, they have still an interest to teach the subject. On the other hand, the remaining 40% of respondents replied that they have no an interest to teach the subject. This implies that regardless of the availability of required materials and facilities, the teachers have an interest to teach i.e. they have unconditional interest for the subject.

Table 40:- Do you prepare and use your own physical education lesson plan?

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	4	80.0	80.0	80.0
Valid To some extent	1	20.0	20.0	100.0
No				
Total	5	100.0	100.0	

The above table 40 presents data on teacher's preparedness. As we can see from the table, large number (80%) of respondents said that they prepare a lesson plan for what they are going to teach. On the other hand, the remaining 20% of respondents replied that they don't prepare lesson plan for what they teach. This implies that apart from their interest the teachers have high degree of preparedness to deliver the subject.

4.3. Analyses of Observation

Data Observations were originally seen as a significant section of the data collection process. Although they did provide results that were used in the findings, the way the observations were utilized developed over time through the process of emergent design. Emergent design allows flexibility so that adjustments can be made to the project (Drew, et al., 2008). Data collection methods are one component of a research study that may be changed throughout the research process so that the information that is gained is meaningful (Creswell, 2009). The field notes that were taken while observing Physical Education and other class lessons provided useful information that was then able to be used during the semi-structured interviews.

4.2.2. Observation Check List

4.2.2.1. Observation through classroom (theoretical) class

General information

1. Name of the school _____
2. Date of visit _____
3. Grade and section observed _____
4. Topic of the lesson _____
5. Length of the observation period _____
6. Number of periods allotted per week _____
7. Number of students in the class _____
8. Sex _____
9. Age _____
10. Qualification _____
11. Major _____
12. Minor _____
13. Total experience _____

Items	Yes	No
1. Is the teacher mobile during theory class?		✓
2. Is the teacher providing feedback throughout the class session?		✓
3. Is the teacher organized? (Lesson plans, structure of theoretical class)	✓	
4. Is the teacher providing feedback to the class as a whole?	✓	
5. Is the teacher providing feedback to individual students?		✓
6. Did the teacher teach any skills to the students?		✓
7. Were the teacher's expectations posted for the class?		✓
8. Did the teacher provide goals or objectives for the class?	✓	

The above table presents data on teachers' character regarding theoretical class. To this effect, according to researcher observation, teachers are not teaching by moving from place to place. Moreover, teachers are not providing feedback throughout class session. However, though a teacher doesn't go through all session, a teacher provides a feedback to a class as a whole. On the other hand, regarding preparation, a teacher goes to class well prepared.

Besides, the teacher doesn't provide feedback to individual students. They don't teach skill to students likewise. In addition, the teacher doesn't aware students about his/her expectation of students. The teacher doesn't post the expectation for students. On the other hand however, the teacher provides goals and objectives to the class.

4.2.2.2. Observation Check List with course teacher's for Practical Class

General information

1. Name of the school _____
2. Date of visit----- Grade and section observed-----
3. Topic of the lesson-----Length of the observation period-----
4. Number of periods allotted per week-----Number of students in the class-----
5. Sex-----Age-----Qualification-----major-----Minor-----Total experience-----

Yes To some extent No

No Variable to be observed

- | | | | |
|----|------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 1. | Teachers ability of clarify the objectives of the lesson | ✓ | |
| 2. | Teachers ability of motivating and allowing the students to practice & express themselves | | ✓ |
| 3. | Teachers manner of conduct and willingness to listen students problem | ✓ | |
| 4. | Teachers ability of demonstrating the practical drills and guided by the lesson plan | ✓ | |
| 5. | Teachers ability to demonstrate & revise again for the questions raised by the students which are not clear in the lesson delivery | ✓ | |
| 6. | Appropriateness of the teaching methods and class organization used by teacher to teach the lesson | ✓ | |
| 7. | Teachers effective use of teaching aids & giving attention of safety rules | | ✓ |
| 8. | Teachers ability of using different practical assessment and evaluation techniques | | ✓ |

The above table constructed to collect data on practical physical education. The Teachers ability to clarify the objectives of the lesson is moderate. On the other hand, teachers have no ability of motivating and allowing the students to practice & express themselves. Besides, to some extent teachers have ability of demonstrating the practical drills and guided by the

lesson plan. Moreover, teachers have moderate ability to demonstrate & revise again for the questions raised by the students which are not clear in the lesson delivery and also appropriateness of the teaching methods and class organization used by teacher to teach the lesson. On the other hand, teachers have no the effective use of teaching aids & giving attention of safety rules and teachers have no the ability of using different practical assessment and evaluation techniques.

4.3. Qualitative data interpretation

4.3. 1. Semi-Structured Interview

Semi-structured interviews were conducted with the teacher participants. Each interview was then transcribed. The data that were received from the interviews were then coded to establish themes. The process of inductive analysis was then undertaken. According to Fraenkel, Wallen, and Hyun (2012), inductive analysis is when the researcher begins by exploring open questions. The researcher undertakes this process of inductive analysis by being immersed in the details and specifics of the data to determine significant categories, dimensions, and interrelationships (Fraenkel, et al., 2012). Inductive reasoning is a type of discovery approach that involves the researcher moving from specific observations to general statements (Lodico, et al., 2010). The methods of inductive analysis used in this research include some aspects of grounded theory, because multiple steps of data collection and interpretation have been used to begin to create a theory (Gay, Mills, & Airasian, 2009). In this study, the data were analyzed in an inductive way. The detailed findings gained from the data were summarized and categorized into general interpretation.

The first step in the process of analyzing the data involved open coding. During open coding initial categories are formed by studying the information received during the data collection (Creswell, 2008). One technique to begin the process of analyzing the data is to list themes that have arisen from the data and are linked to the literature (Gay, et al., 2009). In the case of the study documented in this thesis, many different words and phrases were identified from the data that were used as initial codes.

The interview with teachers on the feeling about the importance of physical education was done and all the first teachers stated “physical education is very important for the society, it can develop endurance, mentally alert, physically fit and as well as for public health of the society and to have productive effective citizens, and the second teacher stated ” the

importance of physical education is for physical, mental, emotional and spiritual and social well being,” the 3rd teacher stated I feel that physical education is the science which is more important for human being life style and it is a base for the rest subject matter.”

The interview stated on the improvements within the physical education that “There is no improvement specially in the case of directors of the school that haven’t give value for this subject”, still now no improvement in physical education program; it has only one period per week with this program it is too difficult developing students skill,” the lack of physical education teaching aids, the lack of time, lack of positive attitude for physical education subject,”

With the implementation of the physical program/curriculum the interview stated that “if it is given as it is needed it is very good but the attitude of the society as a whole with this subject is very low”, I was learned from this program implementation, the negative attitude of the directors, other subject teachers, students attitude, staff members for this subject”, they haven’t give an attention for for this lesson completely.

The interview of students’ participation in physical education classes stated “the students’ participation is moderate if the teacher motivates the students they participate actively,” they have less participation, especially in practice class”, the physical education subject is not less than other subjects, so you should have to participate 100%.”

In the change with regards to the physical education curriculum the interview expressed “the curriculum of the subject evaluated most of the time in the secondary school by the teachers’ from time to time, but the with this subject the correction is only on the cover page of the subject, but the period in week not evaluated,” if changed the old curriculum of the physical education,” the number of period in a week, the negative attitude of the society, if it become on national examination”, the period of the lesson must be at least two in a week and if it is included in national examination”,

The interview with the proposed idea of what the physical education curriculum/program look likes that states “The subject must 50%/50% percent theoretical class and practical,” it should be look like of other subjects included in national examination.”

The perception of physical education students in the school interview stated that “is moderate but the curriculum and the period given to teach is not enough and low attitude towards school principals”, some of the students think as physical education subject is as a

bonus subject and the other is not”, simply they are participated without interest and they think as it is an important subject matter”

The administrators /principals interview perception of physical education in the school that stated “it is very low because they haven’t give any attention to the subject, they didn’t facilitate any materials to teach the subject, only ball, this also by count one up to two (1-2)”, they think as recreational subject or as non academic subject, they did not give an attention and the think as a simple matter”.

4.4. Discussion of the findings

The study was designed to ascertain students and teachers perspective on the importance of physical education at secondary school level. In chapter one there were four research questions formed to generate information on students and teachers perspective on the significance of physical education at the secondary school level. The analysis was carried out by gathering information from survey obtained from students on their perspectives on how they viewed physical education and its significance in their students’ curriculum. Sheehy (2006) continues by saying that throughout published literature in physical education there has been considerable rhetoric about the need to recruit and maintain the support of students. Students felt strongly about physical education and its inclusion into the curriculum. The findings for this study are very positive when observing how students felt about physical education for their students at the school where this study was performed. Overall the results reflected a great deal of consideration towards the importance of physical education within the curriculum. Many students, without being asked, stated that physical education was just as important to a holistic approach to education as the other core subjects. In a study conducted by Murnan et al., (2006), they found that 37% of the parents realize that teaching examples of physical activities and inactivity were very important. This study indicated that of the 153 students surveyed over 95% of the students believe that physical education and physical activity are very important for their students. This was in contradiction to Murnan et al., (2006) study where they only found 37% of the students who considered teaching physical education and physical activity to be of importance.

Results from research question one, that students was generally respond with a positive attitude towards physical education and physical activity in the secondary school curriculum, indicated a very positive response towards physical education as a whole and also concerning inclusion of physical education into their academics. This indicated in tables 1, 2, 3 and, 4. In

all of these tables students strongly agree and agreed that physical education and physical activity are an important part of their secondary students' curriculum and daily life.

Research indicates that students perceive the amount of time spent in physical education to be lower than the minimum amount established by national authorities, 180 or 240 minutes a week for secondary school students (Morgan & Hansen 2007). Students do recognize the importance of physical education within their students of secondary school curriculum; they are still hesitant to increase the time allotted per week. This could possibly be due to the increases unawareness by parents on the benefits of fitness and physical activity and its correlation with increased academic achievements and student awareness. A study conducted by (Tremarche et al., 2007) showed that students who received more hours of physical education than students who didn't scored significantly higher on the English, Language Arts (ELA) test. A study conducted by (Chomitz et al., 2009) indicated a significant relationship between physical fitness and academic achievement. Their results demonstrated a significantly positive relationship between fitness, Math and English. By increasing the time allowed for physical education, other academics, which were considered just as important, would have to reduce in duration, or possible, extend the school day to allow for expansion of all subject areas. Observation results from the Trois Rivieres study, according to (Coe et al., 2006), suggests that students who received an hour of physical education per day in addition to the standard physical education class (one-day/week for 40 min) showed better academic performance compared with control subjects who only had the standard physical education class.

Furthermore, research where additional time during the school day was allocated to physical education programs showed similar results, demonstrating that decreasing time spent in academic programs did not adversely affect the academic performance of the students (Trudeau and Shephard, 2009).

Students viewed physical education and other academic subject to be equally important. Although physical education was considered to be of importance, eliminating other academic subject or increasing the time allocated for physical education during a regular school day was not acceptable. Students emphasized that even though they felt strongly about all academic subjects; there should never be a case where any subject is dropped. Students stated that physical education should only be dropped if there are no other alternatives to solving the budget crisis faced by many districts. Students strongly support the idea that physical

education along with all other academics presented a holistic approach to education which is what they expected for students who attends school. Table 34 identified physical education as the third least subject within the curriculum according to, students. This indicates no need for fitness and health within the curriculum for all students at the secondary school level.

Morgan and Hansen (2007) have noticed “some major barriers that seriously inhibit teachers include inadequate training, insufficient equipment and facilities, low level of teacher expertise and confidence, and time constraints for teaching physical education in an already crowded curriculum” (p.99). Qualifications and lack of confidence are areas that affect classroom teachers from teaching physical education classes (Morgan & Bourke, 2005).

(Coe et al., 2006) has suggested daily physical education classes may provide the opportunity for children to meet Healthy People 2010 guidelines for physical activity. Healthy People 2010 goals advocate increasing the proportion of schools requiring daily physical education for all students and increasing the adolescents who participate in daily school based physical education to 50%. However, according to (Chomitz et al. 2009), simultaneous pressures to meet academic achievement testing thresholds legislated by the federal “No Child Left Behind Act of 2001” has required some school administrators to shift resources away from physical education towards time on academics. Students in this study have also indicated that if subjects are to be dropped from the secondary school curriculum, physical education should not be one of them. Over 70% of the students’ surveyed indicated that physical should not be dropped if there was a need to replace or delete a program. When asked to rank subjects by their importance within the curriculum, many students’ refused to answer because that they believe there should be a holistic approach to education, not narrowed down to 3 or4 subjects as indicated in the No Child Left Behind Act. Students’ viewed physical education to be just as important as other academic courses. Nevertheless, they also believe that if a subject had to be dropped, physical education was 3rd only to Science and History in order of dropping core subjects.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. SUMMARY

After intensive analysis of data collected through questionnaires, interview and observation and presented using tables and graphs, the researcher tried summarize it as below.

Accordingly, as far as sex of respondents concerned, majority (58.8%) of respondents are male. On the other hand, the age distribution indicates that, large numbers (87.6%) of respondents are between 15-20 ranges. Concerning the number of students, majority (56.9%) of respondents is from grade nine (9th) while the remaining 43.1% are from grade 10th.

The data presented and analyzed indicated that, very large number of respondents strongly agreed that physical education class is very important part of the curriculum. On the other hand, regarding mental benefits of physical education, majority of respondents strongly agreed that people who are physical active are more mentally active than those who are less active. Concerning requirement of physical education, almost all number of the respondents said that physical education is required at all levels education. In addition to other benefits of physical education, large number of respondents strongly and moderately agreed that physical education can shape the lifestyle of students and thus, very large number of respondents reacted that physical education delivers is shouldn't be conditional

Concerning participation, large number (36.6%) of respondents agreed and almost comparable number (27.5%) of respondents strongly agreed on the subject i.e they are capable enough to engage in physical activities. On the other hand, very large number 102 (66.7%) of the respondents answered that there is no correlation between physical education and the degree of difficulty of physical activities.

On the other hand, large number (60.8%) of respondents strongly agreed that physical education highly helped them to transfer acquired skills into their future life.

On the quality of physical education, majority 99(64.7%) of respondents responded there is high correlation between quality of physical education and the required motor skill. Apart from quality of the subject, large number 71(46.4%) respondents strongly agreed that skill interventions in physical education have influence on health-related activity. On the top of this, majority 58(37.9%) followed by 57(37.3%) of respondents responded there is strong relationship between the frequency of physical education attendance and motor skill

development. On the other hand, majority 46(30.1%) respondents responded that practicum can better help to develop motor skill than theoretical class room effort

Moreover, large number (59.5%) of respondents agreed that physical activity has paramount effect in upgrading memory recall and greater memory storage while large number (44.4%) respondents agreed on the importance of physical activity in reducing classroom behavior problem. Regarding the frequency of physical activity, large number (56.2%) respondents agreed that the daily physical activity can increase various cognitive abilities of students.

Regarding behavioral benefits of physical education, large number (75.8%) of respondents responded that Physical education can highly promote healthy behavior.

On the other hand, the majority 101(66.00%) of respondents said that physical education contains areas that can promote the affective domain of students. Moreover, majority 101(66%) respondents said that quality physical education enables students to recognize the value of physical activities. In addition to this, large number (62.7%) of respondents agreed that physical education highly helped to enhance smooth social behaviors. Besides, large number 101(66%) of respondents agreed physical education classes can highly enhance students' interpersonal and social skills. Moreover, on the related issues, very large number 71(46.4%) of respondents responded that there is direct relationship between emotional self-efficacy and participation in physical activity

On the other, almost all (99.3%) of respondents agreed that they enjoy physical education. On the top of this, majority 103(67.3%) of respondents replied that they like to learn physical education 3-4 days a week. On the other hand, large number 59(38.6%) respondents said that the physical education class need to be organized based on physical abilities. However, still large number 53(34.6%) of respondents reacted that the physical education class need to be organized by taking gender, physical ability and current situation into account. Moreover, almost all number 144 (94.1%) of respondents replied that physical education can highly contribute to development of a country through creating healthy and active citizens.

Regarding practical and theoretical composition, majority 108(70.6%) of respondents said that the current teaching method of physical education pursues 60%/40% (practical and theoretical) composition. On the other hand, large number 121(79.1%) of respondents said that there is shortage of required facilities.

Regarding the curriculum of physical education, large number (60%) of respondents said that the existing curriculum is not serving the interest of students to the full extent. On the other hand, very large number (80%) of respondents said that the factors in the external environment such as parents, students' background and culture have no impact on physical education implementation.

But regarding students attendance, very large number (80%) of respondents said that the students have moderate interest to attend and learn physical education subject. On the other hand, though there is interest, all (100%) of respondents responded that there are no required facilities in the schools. Moreover, large number (60%) of respondents replied that the current allotted time for physical education is not satisfactory. However, large number (60%) of respondents said that, though there is lack of facilities in schools, they have still an interest to teach the subject. Concerning the teachers' preparedness, large number (80%) of respondents said that they prepare a lesson plan for what they are going to teach.

Regarding researcher's observation, teachers are not teaching by moving from place to place. However, though the teacher doesn't provide feedback to individual students yet they provide feedback throughout class session. On the other hand, regarding preparation, a teacher goes to class well prepared. However, they don't teach skill to students likewise. In addition, the teacher doesn't aware students about his/her expectation of students in advance. On the other hand however, the teacher provides goals and objectives to the class.

On the other hand, teachers have no ability of motivating and allowing the students to practice & express themselves. However, to some extent teachers have ability of demonstrating the practical drills and guided by the lesson plan. Moreover, teachers have moderate ability to demonstrate & revise again for the questions raised by the students which are not clear in the lesson delivery and also appropriateness of the teaching methods and class organization used by teacher to teach the lesson. On the other hand, teachers have no the effective use of teaching aids & giving attention of safety rules and teachers have no the ability of using different practical assessment and evaluation techniques.

5.2. CONCLUSION

From the above summary the researcher deduce the following conclusions.

- ❖ The number of male students is dominant at these selected schools.
- ❖ The large numbers of students at high school are very young.
- ❖ Physical education class is very important part of the secondary school curriculum.
- ❖ Moreover, people who are physical active are more mentally active than those who are less active.
- ❖ Concerning requirement of physical education, physical education is required at all levels education. On the other hand, physical education can shape the lifestyle of students and thus, very large number of respondents reacted that physical education delivers is shouldn't be conditional
- ❖ On the other hand, physical education highly helpful to transfer acquired skills into future life.
- ❖ From the analysis it was found that, there is no correlation between physical education and the degree of difficulty of physical activities for students.
- ❖ On the other hand, it is found that there is high correlation between quality of physical education and the required motor skill. On the top of this, there is strong relationship between the frequency of physical education attendance and motor skill development.
- ❖ On the other hand, it was known that practicum can better help to develop motor skill than theoretical class room effort.
- ❖ Moreover, physical activity has paramount effect in upgrading memory recall and greater memory storage.
- ❖ Regarding the frequency of physical activity, the daily physical activity can increase various cognitive abilities of students.
- ❖ The physical education has behavioral benefits. It can highly promote healthy behavior.
- ❖ On the other hand, it was found that physical education contains areas that can promote the affective domain of students.
- ❖ According to data analyzed indicates, physical education highly help to enhance smooth social behaviors. Besides, It is found that physical education classes can highly enhance students' interpersonal and social skills. In relation to this, there is

direct relationship between emotional self-efficacy and participation in physical activity.

- ❖ All students are motivated to learn physical education i.e they enjoy physical education. On the top of this, the students like to learn physical education 3-4 days a week. Besides, want the physical education class need to be organized based on physical abilities.
- ❖ However, the gathered and analyzed data indicates, contrast to students' interest to learn, there is high shortage of required facilities.
- ❖ The finding with regard to curriculum of physical education revealed that the existing curriculum is not serving the interest of students to the full extent.
- ❖ According to data collected from teachers indicate, the current allotted time for physical education is not satisfactory.
- ❖ Regarding researcher's observation, teachers are not teaching by moving from place to place. However, though the teacher doesn't provide feedback to individual students yet they provide feedback throughout class session. On the other hand, regarding preparation, a teacher goes to class well prepared. However, they don't teach skill to students likewise. In addition, the teacher doesn't aware students about his/her expectation of students in advance. On the other hand however, the teacher provides goals and objectives to the class.

5.3. RECOMMENDATIONS

From the above conclusion the researcher forwarded the following constructive recommendation that can be used as the way out.

- ❖ As the findings indicates that there is high demand regardless of the level of education. Thus, bureau and minister of education and other concerned body need to understand this reality and promptly react accordingly.
- ❖ School should be allocated budget to fulfill necessary facilities and equipment required for teaching and learning physical education process.
- ❖ On the other hand, the students' interest to learn, there is high shortage of required facilities. To this effect, the school management and concerned body should be committed to fulfill the required facilities that will support the practical activities.
- ❖ According to data collected and analyzed indicates, currently students are learning once a week. But, the finding reveals that students like to learn physical education 3-4 days a week and all students are motivated to learn physical education i.e. they enjoy physical education.
- ❖ According to the finding since physical education has multitude of benefits on one hand and the students have high interest on the other hand, it is better to add more time for the subject.
- ❖ Thus, the concerned bodies including Teachers and school management need to do awareness creation activities regarding physical education from different aspects.
- ❖ They students need to be aware about health benefits and professional (career development) related benefits.
- ❖ Apart from high interest of students and shortage of materials, yet the existing curriculum is not serving the interest of students to the full extent.
- ❖ Thus, physical education secondary school curriculum should be revised the manner that take the existing interest of students into account.
- ❖ On the top of this, the revision need take time allocation to this subject likewise.
- ❖ On the other hand, though physical education teachers have an interest to teach yet they have pedagogical gap especially regarding class management, providing feedback to students' questions and others. Thus, they need to be given short term training to fill this gap and also to enhance their current performance.

- ❖ In all selected school, the teacher doesn't aware students about his/her expectation of students in advance so the teacher must be aware students' expectation student move forward.
- ❖ On the other hand however, the teacher provides goals and objectives to the class.

REFERENCES

- Ahamed, Y. et al (2007). School-Based Physical Activity Does Not Compromise Children's Academic Performance. American College of Sport Medicine.
- Andruschko, J. E. (2013). Effect of a school-based activity program on the motor skills, perceived physical competence, enjoyment and physical activity of adolescent girls: The Sport Fun pilot randomized controlled trial. Doctoral dissertation. University of Wollongong.
- Arnold, p. (1976). Physical Education and Personality Development. London Heinemann Education Books Ltd.
- Ary, D et al. (2010). Introduction to research in education (8th ed.). Belmont: Wadsworth, Cengage Learning.
- Barnett, L. et al (2009). Childhood motor skill proficiency as a predictor of adolescent physical activity. *Journal of Adolescent Health*, 44, 252-259.
- Bates, H. (2006). Daily physical activity for children and youth. Alberta: Alberta Education.
- Bell, J. (2010). Doing your research project: A guide for first-time researchers in education, health and social science (5th ed.). Berkshire: Open University Press.
- Beltrán-Carrillo, et al. (2012). When physical activity participation promotes inactivity: negative experiences of Spanish adolescents in physical education and sport. *Youth & Society*, 44(1), 3-27.
- Benedict, K. L. (2010). Middle school students' perceptions of a Physical Education program. Rochester, New York: University of Rochester.
- Bouchard, C, and Sheppard RJ. (1994). Physical activity, fitness and health: The model and key concepts In: C. Bouchard, R. J Shephard, T Stephens (Eds.): Physical Activity Fitness and Health: International Proceedings and Consensus Statement, Human Kinetics, Champaign (III), pp. 7788.
- Burton, N., Brundrett, M., & Jones, M. (2008). Doing your education research project. London: SAGE Publications Ltd.
- Butcher, A.C. (1972). Foundation of Physical Education 7th. New York: The C.V. Mosby Company.

- Centers for Disease Control and Prevention. (2010, July). The Association between school-based physical activity, including physical education, and academic performance. Retrieved from http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pe_paper.pdf.
- Chen, S., Kim, Y., & Gao, Z. (2014). The contributing role of physical education in youth's daily physical activity and sedentary behavior. *BMC Public Health*, *14*, doi: 10.1186/1471-2458-14-110.
- Chomitz, V. et al (2009), Is There a Relationship Between Physical Fitness and Academic Achievement? Positive Results from Public School Children in the Northeastern United States, *Journal of School Health*.79 (1), 30-37.
- Clark, E. G. (2008). The Immediate Effects of an Acute Bout of Moderate Physical Activity on Cognitive Processing in Children. Retrieved March 12, 2009 from <http://etd.library.pitt.edu/ETD/available/etd-07312008-064225/unrestricted/GaryE.Clark08-final.pdf>.
- Coe, D.P., et al (2006) Effect of Physical Education and Activity Levels on Academic Achievement in Children. *38*(8), 1515-1519.
- Colcombe, S.J., et al (2003). Aerobic fitness reduces brain tissue loss in aging humans. *Journal of Gerontology: Medical Sciences*, *58A* (2), 17680.
- Constantinidies, P. et al. (2013). Teaching processes in elementary physical education classes taught by specialists and non specialists. *Teaching and Teacher Education*, *36*, 68-76.
- Cothran, D. J. & Kulinna, P. H. (2008). Teachers' knowledge about and use of teaching models. *Physical Educator*, *65*(3), 122-133. Retrieved October 8, 2010 from Academic Search Complete database.
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed method approaches*. Thousand Oaks: SAGE Publications, Inc.
- Darst, P.W., Pangrazi, R.P. (2006), *Dynamic Physical Education for Secondary School*. San Francisco, CA: Pearson Education.
- Dean, M., et al (2005). The effect of a female physical educator's appearance on physical fitness knowledge and attitudes of junior high students. *Physical Educator*, *62*(1). Retrieved October 16, 2010 from Education Research and Complete database.

- Drew, C. et al (2008). *Designing and conducting research in education*. Thousand Oaks: SAGE Publications, Inc.
- Dwyer, T., et al (2001). Relation of academic performance to physical activity and fitness in children. *Pediatric Exercise Science*, 13, 225-237.
- Eddy, B. E. (2011). The effects of a physical education games unit on children's participation in neighborhood physical activity. Master's Thesis. University of Kentucky.
- Forrester-Jones, R. (2003). Students' perceptions of teaching: The research is alive and well. *Assessment and Evaluation in Higher Education*, 28(1), 59-69.
- Fraenkel, et al (2012). *How to design and evaluate research in education* (8th ed.). New York: McGraw-Hill.
- FreemanS (1972) *physical education and sport in changing society*. India Burgess Published Company
- Fullan & Profret (1977) noted for effective implementation process adequate training prior and essential.
- Gay, L. et al (2009). *Education research: Competencies for analysis and applications* (9th ed.). London: Pearson Education Ltd.
- Geier, A., (2007) Study links obesity to absenteeism, Penn Current. Retrieved May 7, 2009 from: <http://www.upenn.edu/pennnews/current/research/100407.html>.
- Grissom, J. B. (2005). Physical Fitness and Academic achievement. *Journal of Exercise Physiology*, 8, 11-25.
- Heikinaro-Johanson, P. (1998). *Curriculum Reform and Secondary School Physical Education in Finland*. New York: Adelphi University.
- Hillman, C. et al (2008). Be smart, exercise your heart: exercise effects on brain and cognition. *Nature Reviews Neuroscience*, 9, 58-65.
- International Bureau of Education (1993). *Teachers and educational change: educational innovation and information*. No. 75
- International Review of Curriculum and Assessment Frameworks. (2002). Thematic probe. Primary education: An international perspective. *International Review of Curriculum and Assessment Frameworks*. Retrieved October 3, 2012, from http://www.inca.org.uk/pdf/probe_new_zealand.pdf
- Jones, A et al (2004). New Zealand teachers' experiences in implementing the Technology Curriculum. *International Journal of Technology and Design Education*, 14(2), 101-119.

- Kahan, D. (2008). Recess, extracurricular activities and active classrooms: means for increasing elementary school students' physical activity. *The Journal of Physical Education, Recreation & Dance*, 79(2), 26-39.
- Krouscas, J. A. (1999, May 6). Middle school students' attitudes toward a Physical Education program. Blacksburg, Virginia: Virginia Polytechnic Institute and State University
- Leonard II (1993). *A sociological perspective of Sport*. New York. Print Press.
- Lichtman, M. (2010). *Qualitative research in education: A user's guide* (2nd ed.). Thousand Oaks: SAGE Publications, Inc.
- Linek, W., et al (1997). Teacher perceptions of parent involvement in literacy education. *Reading Horizons*, 38, 90-106.
- Lodico, M. et al (2010). *Methods in educational research: From theory to practice* (2nd ed.). San Francisco: Jossey-Bass.
- Lombardo (1994) noted that, “teachers who are determined to improve their teaching will benefit from employing a diversity of techniques to evaluate their own performance”.
- Lopes, V. et al (2011). Motor coordination as predictor of physical activity in childhood. *Scandinavian Journal of Medicine & Science in Sports*, 21, 663–669.
- Mahar, M. et al (2006). Effects of a classroom-based program on physical activity and on task behavior. *Medicine & Science in Sports & Exercise*, 2086-2094.
- McKenzie, T. L et al (2014). The pill not taken: Revisiting physical education teacher effectiveness in a public health context. *Research Quarterly for Exercise and Sport*, 85, 287-292.
- Mertens, D. M. (2010). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (3rd ed.). Thousand Oaks: SAGE Publications, Inc.
- Ministry of Education (2000). *Education Statistics Annual Abstract (1992 E.c. /1999- 2000/)*, Addis Ababa, Ethiopia.
- Morgan, P., & Hansen, V. (2007). *Recommendations to Improve Primary School Physical Education: Classroom Teachers Perspective*, University of Newcastle, New South Wales, Australia, Faculty of Education and Arts. *Journal of Educational Research*.101 (2), 99-111.

- Morgan, et al (2008, August 20). Physical education in primary schools: Classroom teachers' perceptions of benefits and outcomes. *Health Education Journal*, 67(3), 196-207. Retrieved March 9, 2012.
- Murray, N. et al (2007). Coordinated School Health Programs and Academic Achievement: A Systematic Review of the Literature. *Journal of School Health*. 77(9), 589-600.
- NASPE (2009), United States Sports Academy. *How Teens & Adults Feel About Physical Activity & Physical Education*.
- NASPE (2003). National Association of Sport and Physical Education. Retrieved on May 7, 2009 from: <http://www.aahperd.org/naspe/template.cfm? Template executive summary.html>.
- NASPE. NASPE resource brief: Quality physical education. Reston, VA: AAHPERD; 2009.
- NASPE. Opportunity to learn: Guidelines for elementary, middle, and high school physical education. Reston, VA: AAHPERD; 2010.
- National Association of Sport and Physical Education. (2012). *Shape of the nation report: Status of physical education in the USA*. Retrieved from <http://www.shapeamerica.org/advocacy/son/2012/upload/2012-Shape-of-Nation-fullreport-web.pdf>.
- Naul, R. (2002). Physical education in schools. In: R. Naul (Eds.) *Sport and Physical Education in Germany* (pp.87-98). London: Routledge.
- New Zealand Ministry of Education. (2010). *Well-being, hauora*. Retrieved October 10, 2012, from Te Kete Ipurangi: http://www.tki.org.nz/r/health/curriculum/statement/page31_e.php
- O'Toole, J., & Beckett, D. (2010). *Education research creative thinking & doing*. Melbourne: Oxford University Press.
- Pangrazi, R. (2007). *Dynamic physical education for elementary school children* (15th ed.).
- Penney, D. (2008). Playing a political game and playing for position: Policy and curriculum development in health and physical education. *European Physical Education Review*, 14(1), 33-49.
- Petrie, K. (2008). Physical education in primary schools: holding on to the past or heading for a different future? *Journal of Physical Education New Zealand*, 41(3), 67-80.

- Petrie, K., & Hunter, L. (2011). Primary teachers, policy, and physical education. *European Physical Education Review*, 17(3), 325-339. San Francisco: Benjamin Cummings.
- Posner, C.J.(1992). *Analyzing the curriculum*. New York Mc graw Hill Inc.
- Sallis, J. et al (1999). Effects of health-related Physical Education on academic achievement: Project SPARK. *Research Quarterly for Exercise and Sport*, 70(2), 127-134.
- Schneider, C. (2014, September 3). Can PE make kids smarter Know. Retrieved from <http://www.utexas.edu/know/2014/09/03/physical-education-research/>.
- SHAPE America. (2014). *National standards and grade-level outcomes for K-12 physical education*. SHAPE America: Reston, VA.
- Shephard, R. J. (1997). Curricular physical activity and academic performance. *Pediatric Exercise Science*, 9, 113-126.
- Sidentop (1998). *Introduction to PE. Fitness and sport 3rd ed* by Mayfield publishing Company London. *Speaking NOCs Africa*. Addis. *Sociology of sport journal*. Pp15,231-262
- Smith, M. A. & St. Pierre, P. E. (2009). Secondary students' perceptions of enjoyment in physical education: An American and English perspective. *Physical Educator*, 66(4). Retrieved November 22, 2010 from Education Research Complete database. *School Health Policies and Programs Study (2010)* <http://www.cdc.gov/shpps>.
- South Carolina Department of Education.(2004). *South Carolina physical education curriculum standards*. Retrieved July 15, 2004, from <http://www.myscschools.com>.
- Starc, G, & Strel, J. (2012) Influence of the quality implementation of a physical education curriculum in the physical development and physical fitness of children. *BMC Public Health*, 12, doi: 10.1186/1471-2458-12-61.
- Stevens-Smith, et al (2006). Principals' perceptions of academic importance and accountability in physical education. *International Journal of Learning*, 13(2), 7-19. Retrieved November 16, 2010 from Education and Research Complete database.
- Stevens, T. et al (2006). The Importance of Physical Activity and Physical Education in the Prediction of Academic Achievement. *Journal of Sports Behavior*.
- Teaching and curriculum strategies for grade 5-12 Siedentop, Charles, and Andrew Taggart, (2001).

- Siedentop, and Andrew Taggart, (2001). Teaching and curriculum strategies for grade 5-12
- Temechegn (2001) stress the fact that “a Quality curriculum will be meaning if there are well qualified teachers with favorable attitudes to implement it.”
- Tremarche, et al (2007).Physical education and its effect on elementary testing results. The Physical Educator.
- Trost, S. G. (2007). Active education: physical education, physical activity and academic performance. San Diego: Active Living Research.
- Trost, S. G. (2009). Active education: physical education, physical activity and academic performance. San Diego: Active Living Research.
- Trudeau, F., Shephard, R.J. (2009).Physical education, school physical activity, school sports and academic performance. Retrieved March 9, 2009 from <http://www.ijbnpa.org/content>.
- Trudeau, F. et al (1999). Daily primary school physical education: Effects on physical activity during adult life. *Medicine and Science in Sports and Exercise*, 31, 111-117.
- Trudeau, F., & Shephard, R. J. (2008).Physical education, school physical activity, school sports and academic performance. *International Journal of Behavioral Nutrition and Physical Activity*.
- Weissberg, R. P., & O'Brien, M. U. (2004). What works in school-based social and emotional learning programs for positive youth development *The Annals of the American Academy of Political and Social Science*, 591(1), 86-97.
- Woods, M. et al (2008). Physical educators’ technology competencies and usage. *Physical Educator*, 65(2), 82-99.
- Wuest and Bucher, 1995, *Fundamental of physical education and sport* 13th edition.30.www.jasonline.com/news/gen/apr04/224866.asp).
- Wuest Bucher, (1999). *Foundations of Physical Education and Sports*.13th edition, by McGraw- Hill Companies USA.
- Wuest. D. and Lumbardo B. (1994) *curriculum and instruction. The secondary school PE experience* Rholde Island college, providence Rhode Island.
- Williams, H. G., et al. (2008). Motor skill performance and physical activity in preschool children. *Obesity*,16, 1421-1426.

^ [a](#) [b](#) [c](#) [d](#) [e](#) [f](#) [g](#) "Education in Ethiopia" (Ethiopian Embassy website

APPENDIXES

APPENDIX A



JIMMA UNIVERSITY

SCHOOL OF POST GRADUATE DIPLOMA STUDIES

FACULTY OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

QUESTIONNAIRE

This questionnaire is designed to necessary data around the research entitled “Physical education and its significance at secondary school; from students’ and teachers’ perspectives”. Read each statement carefully; and mark the number which best expresses you’re feeling about the statement. After reading a statement you will know at once, in most cases, whether you agree or disagree with the statement. If you agree, then mark (5) "Strongly Agree" or (4) "Agree." If you disagree, then mark (2) "Disagree" or (1) "Strongly disagree." In case you are undecided (or neutral) concerning your feeling about the statement, mark (3) "Undecided.

Thank you in advance for your concern and cooperation!

Instructions:

- No need to write your name
- Please provide your answer according to instructions
- Regarding demographic information, please respond to only questions that concerns you.

Part-I: Personal/demographic information

1. Name of the school _____
2. Sex A. Male B. Female
3. What is your profession? A. Student B. Teacher
4. Age class A. 15-20 B. 20-25 C. 25-30 D. 30-35 E. 35-40 F. >40
5. Grade A. 9th B. 10th C. 11th D. 12th

NO	Items	1	2	3	4	5
1.	Physical education classes are a very important part of the curriculum					
2.	Physical education should be required at every levels of education.					
3.	Physically active people are generally more mentally alert than less active people.					
4.	Physical education classes are just as important as academic classes					
5.	Important objectives, such as development cardiovascular fitness, flexibility, and strength, concepts of fair play and working together, and development of physical skills are learned in physical education					
6.	If there is a need to reduce the number of course offered in the school program, ph e should be one of the courses dropped.					
7.	Physical education, at the Secondary school level, can help build a foundation towards a lifestyle of health and fitness.					
8.	Quality physical education lessons lead to significant improvements in secondary school students' fundamental motor skill mastery.					
9.	Skill interventions like those in physical education have a lasting effect on object control skills, which are important as they influence health-related activity.					
10.	Students who receive physical education from a physical education teacher have significantly greater motor development than those who receive physical education from a classroom teacher.					
11.	School physical education stimulates the proper development of motor skills when students attend physical education more than two times per week					
12.	Quality physical education creates experiences which will enable students to transfer skills learned during physical education to their future.					
13.	Physical activity results in greater memory recall and develops greater					

	memory storage processes.					
14.	Physical activity reduces classroom problem behaviors.					
15.	Daily physical education can increase various cognitive abilities, such as fluid intelligence and perceptual speed, of students in secondary schools.					
16.	Secondary school students in physical education have greater potential for participating in physical activity.					
17.	Physical education content includes the affective domain with group/partner work, peer collaboration, self-assessment and reflection skills, sportsmanship and fair play.					
18.	The quality physical education classes enable students to recognize value physical activity from sport and health aspects					
19.	The quality physical education supports positive social behaviors such as cooperation, personal responsibility, and empathy.					
20.	Physical education classes provide students opportunities to develop interpersonal relationships and improve social skills					
21.	The reduced participation in physical activity has been associated with reduced emotional self-efficacy in secondary school students.					
22.	Attitudes toward physical education are correlated with energy expenditure and moderate and vigorous physical activity.					
23.	Physical education plays an important role in promoting healthy behaviors.					

Part III. Circle the response that best explains how you feel physical education.

1. Do you enjoy physical education?

A. Yes B. NO

2. If you could choose “yes” how many periods per week would you like to have P.E.?

A. 1 C. 4

B. 2 D. 3

3. How would you like the Ph.E. classes to be organized?

A. Gender

- B. Ph.E ability
 - C. As they are now
 - D. A rotation between all three
5. Physical education can contribute for your health and development of your country?
A. Yes B. No
6. What is the Teachers' perception towards the relevance of Ph E curriculum?
A. high B. medium C. low
7. Is the method of teaching physical education in your school follows 60% practical, 40% theoretical manner?
A. Yes B. NO
8. If your answer is "yes" for item No. 7 is there sufficient materials during practical class?
A. Yes
B.NO

APPENDIX B



JIMMA UNIVERSITY
SCHOOL OF POST GRADUATE DIPLOMA STUDIES
FACULTY OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

General Information for Physical education teachers

Dear teacher, the main aim of this study is to investigate the significance of physical education in Secondary Schools of Guduru Woreda. Be confident that the information gathered will be used only for the research. Hence, you are kindly requested to provide the necessary information that is very help full to the quality of the research as well as to bring practical solutions to the problems.

Therefore, I would like to thank you for your cooperation!

Part-I: Personal/demographic information

1. Name of the school _____
2. Qualification _____
3. Subject taught _____
4. Grade level _____
5. Work of experience _____
6. Sex _____
7. Work load _____
8. Age class
 - A. 20-25
 - B. 26-30
 - C. 31-35
 - D. 36-40
 - E. 41-45
 - F.>46
9. Educational status A. Diploma Holder B. Bsc degree holder C. Msc and above

Part II. Circle the response that best answer.

1. Do you prepare and use your own physical education lesson plan?
A. Yes B. To some extent C. No
2. Do you have interest in teaching physical education subject in secondary school?
A. Yes B. To some extent C. No
3. Do you expect that the school time allotment for physical education period is satisfactory?
A. Yes B. No
4. Is their sufficient text books, teachers guide and syllabus for each grade level in your secondary school?
A. Yes B. No
5. How did you get students interest to physical education subject when you are teaching?
A. High B. Medium C. Low
6. Do you believe that parents, students back ground and culture of the society can affect the implementation of physical education in your school?
A. Yes B. To Some extent C No
7. Do you have office and material displaying room in your school community?
A. Yes B. No
8. Do you believe that the current physical education curriculum satisfies the needs & interests of the students?
A. Yes B. To Some extent C. No

APPENDIX C

Part III. Interview Questions: To be filled by Teachers alone

The following interview questions will administered with teachers that are teaching physical education in the selected secondary schools.

1. What are your feelings about the importance of physical education? _____

2. What improvements have you observed within the physical education program? _____

3. What have you learned from the implementation of this program/curriculum? _____

4. How would you describe student participation in your physical education classes? _____

5. What would you like to see change with regards to the physical education curriculum? _____

6. Have you ever proposed an idea of what the physical education curriculum/program should look like? _____

7. How do you think your students perceive physical education in your school? _____

8. How do you think your administrators (principal) perceive physical education at your school? _____

APPENDIX D

Part I. Observation Check List with course teacher's for Theory Class

General information

1. Name of the school_____
2. Date of visit_____
3. Grade and section observed_____
4. Topic of the lesson_____
5. Length of the observation period_____
6. Number of periods allotted per week_____
7. Number of students in the class_____
8. Sex_____
9. Age_____
10. Total experience_____

Instructions: Put check mark (√) in the column which tells “Yes” or “No”

	Items	Yes	No
1.	Is the teacher mobile during theory class?		
2.	Is the teacher providing feedback throughout the class session?		
3.	Is the teacher organized? (Lesson plans, structure of theoretical class)		
4.	Is the teacher providing feedback to the class as a whole?		
5.	Is the teacher providing feedback to individual students?		
6.	Did the teacher teach any skills to the students?		
7.	Were the teacher's expectations posted for the class?		
8.	Did the teacher provide goals or objectives for the class?		

Part II. Observation Check List with course teacher's for Practical Class

General information

5. Name of the school_____
6. Date of visit----- Grade and section observed-----
7. Topic of the lesson-----Length of the observation period-----
8. Number of periods allotted per week-----Number of students in the class-----

9. Sex-----Age-----Qualification-----major-----Minor-----Total experience-----

Instructions: Put check mark (√) in the column which tells “Yes”, “To some extent” and “No”

Yes To some extent No

No Variable to be observed

1. Teachers ability of clarify the objectives of the lesson
2. Teachers ability of motivating and allowing the students to practice & express themselves
3. Teachers manner of conduct and willingness to listen students problem
4. Teachers ability of demonstrating the practical drills and guided by the lesson plan
5. Teachers ability to demonstrate & revise again for the questions raised by the students which are not clear in the lesson delivery
6. Appropriateness of the teaching methods and class organization used by teacher to teach the lesson
7. Teachers effective use of teaching aids & giving attention of safety rules
8. Teachers ability of using different practical assessment and evaluation techniques