

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

**PRACTICE AND CHALLENGES OF TEACHING FOOTBALL LESSON  
IN PHYSICAL EDUCATION IN SOME SELECTED SECONDARY  
SCHOOLS OF ASSOSA WOREDA .**

**BY:**

**EYOB YEHUDALA**

**ARESEARCH THESIS SUBMITTED TO THE COLLEGE OF NATURAL  
SCIENCES OF JIMMA UNIVERSITY DEPARTMENT OF SPORT  
SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF EDUCATION IN TEACHING PHYSICAL  
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**October, 2017**

**JIMMA, ETHIOPIA**

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**EYOB YEHUALA**

**ADVISOR: Dr. WONDIMAGEGN DAMISSIE**

**CO-ADVISOR: Mr. HIRKO TAYE**

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Thesis approval form the research entitled as practice and challenges of teaching football lesson in physical education in some selected secondary school of assosa worda. Approved as the original work of Eyob Yehuala has been approved by the department of sport science for partial fulfillment of master of education in teaching physical education.

<b>STUDENT NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>EYOB YEHUALA</b>	_____	_____

**APPROVED BY BOARD OF EXAMINER**

<b>CHAIR OF PERSON</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>AMANU EBA (M.Sc.)</b>	_____	_____

<b>EXTERNAL EXAMINER</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>SIRAK H/MARIYAM (Ph.D)</b>	_____	_____

<b>INTERNAL EXAMINER</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>MD BABUL AKHTAR (Ph.D)</b>	_____	_____

<b>DEPARTMENT HEAD</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>HIRKO TAYE(M.Sc)</b>	_____	_____

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## **Abstract**

*The main objective of this study was to assess the practices and challenges of physical education teaching learning process in case practice and challenges of teaching football lesson in physical education in some selected secondary high schools of Assosa woreda. To achieve the intended objective of this study descriptive research method was used. The primary data were collected through five scale questionnaire from students and from teachers and administrators through interview and observations. The collected primary data were analyzed in percentage, mean and standard deviations as well as the qualitative data that collected through interview and observation were analyzed qualitatively with text explanations. Based on the analysis made on the basis of the collected data, The findings of this study were: lack of sufficient budget, the lack of enough sport field for football practical class, the lack of sport equipment's and the lack of sufficient facilities were challenges for the practices teaching physical educations, the. The result of this study had indicated that the attitude of physical education teachers towards football lesson was not as required, the current status the practices of teaching football the physical education was at medium level and the students participation was better although the extent at which the students had participated in the football lesson was at medium level. Finally, recommendations were given at the last part of this study based on the above findings.*

**KEYWORDS:** *Challenges, practice, football, secondary school and physical education.*

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## **Acronyms**

**ENL:** Ethiopian national league

**EPL:** Ethiopian premier league.

**PE:** Physical education

**FIFA:** Federation of international de football association.

**NASPE:** National associations for sport and physical education

**SNNPR:** South nation, nationalities peoples region

**STYSA:** South Texas Youth Soccer Association

**UK:** United Kingdom

**IFAB:** International Football Association Board

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the study

Physical education is a part of the total education process and has as its aims the developments of physically, mentally, socially & emotionally fit citizens through the medium of physical activities that have been selected and planned to achieve specific outcomes. Specifically, it is used to denote the courses in school in which students receive instruction and practice in physic (Nelson *etal*, 2006).

Physical education, or P.E., is a standard course for primary and secondary schools all over the world. The activities of the course traditionally consist of aerobics, anaerobic exercise (like strength training and sprinting), flexibility training, gymnastics and a wide range of competitive games. In secondary schools, P.E. is often an alternative to participation in organized sports for students to meet state requirements for graduation (Robert, 2006).

Physical education is a formal content area of study in schools that is standards based and encompasses assessment and methods of physically active, healthful living (NASPE, 2012). It is an avenue for engaging in developmentally appropriate physical activities designed for children in school curriculum to develop their fitness, gross motor skills, and health (Sallis, 2003; Good way, 2009 and Robinson, 2011).

Physical education is part of the curriculum in schools, its quality has been only judged by whether and to what extent children have learned and benefited from it. In a landmark document on learning goals, moving into the Future: National Standards for Physical Education, NASPE (2004) proposes six student learning standards specifying both conceptual and behavioral characteristics that a physically educated person must possess and display. These characteristics encompass knowledge, skill, behavior, and confidence critical to the development and maintenance of health and to the enjoyment of a physically active, healthful and lifestyle.

Teaching physical education to secondary school student effectively and safely requires specific knowledge about children and their physical/mental development, body composition (anatomy)and functions (physiology and biomechanics), and motor skills development and acquisition. In addition, teaching physical education requires substantial knowledge and skill in pedagogy—the science and art of teaching (Bassett, 2013).

Football is currently acclaimed to be the biggest sport making use of it actively and passively. The number of people who patronize this game is more than 200 million worldwide. It is a global sport with a huge following all over the world. It is about the only sport which commands such a big following week, after week and brings together people from different backgrounds and cultures (Bassett, 2013).

Football has successfully outmaneuvered many other team sports, such as basketball or handball, and has been accepted as the number one sport with regard to media attention and audience reception worldwide (Bassett, 2013). It is a famous and popularized sport loved by more people as it has attracted a large amount of faithful fans that will do their best to support it. People will prefer to watch the exciting football game or even learn playing it. However, to those people who are novice to the game, it is necessary from them to know what the football game is all about. It is also a game which requires skill and intelligence, the factor of speeds, and endurance become important as one grows older, the origin of football can be founded in every corner of geography and history. The Chinese, Japanese, Italian, ancient Greek, Persia, Viking and many more played a ball game long before our era. The Chinese played football games date as far back as 3000 years ago. The ancient Greek and the roman used football games to sharpen warriors for battle. In south and Central America a game called “Tilatchi” one flourished. But it was in England that footballs really begin to take shape. It all started in 1863 in England, when two football association (association football rugby football) split off on their different course. Therefore, the first football association was founded in England. The spread of football outside of England, mainly due to the British influence abroad, started slow, but it soon gathered momentum and spread rapidly to all parts of the world.

According to Manzereiter **etal** (2004) why is European football of increasing importance to ongoing research in international business and business administration? Because it is a huge and fast-growing business, operating worldwide – but still lacks systematic knowledge. If this is a bold statement, it is backed by many arguments: football is highly popular (this in itself should

generate interest in research); it has rabid fans (whose sociology is well researched); it involves high uncertainty (the outcome of a game is not always the same as winning a game); and it is an activity where ethnic, gender, social, and economic backgrounds are irrelevant to its practice (but still of great interest to spectators).

The skillful team or the talented football players are visibly obvious; this is intuitively perceived by all spectators. The game has become famous because it is generally linked to our childhood, and its professional teams are on top of pyramid-like organizations of several leagues, with amateur players at all levels, from silver aged teams to kid's teams. And football today is an international business, as players are transferred frequently around the globe, international professional leagues are created, and the European Cup finals or the FIFA World Cup finals are top media events (Beighle, 2010).

The above points that had identified through researchers on football focusing on the going progress of football in Europe and other parts of the world had discussed about unrestricted popularity of football at global level and become as the sources of business. These had confirmed the current necessity of research on football at every level of countries and within countries at every sector particularly in educational sector in the primary and secondary schools. Since these levels are the important levels where children have been building their psycho-motor development at high level which in turn services in the other educational levels.

Nowadays, football league in Ethiopia is structured in to two formats: the top-flight football comprises from 14 to 16 clubs which is known as the Ethiopian Premier league (EPL) and the other league, which is one step down from the premier league, is Ethiopian national league (ENL) commonly known as “Biherawi league”. This league do not have a fixed number of clubs which compete in every season and serves a feeder system enabling those ranking first and second in the league to join the premier league (Beighle, 2010).

The knowledge and skills that students get in the primary school and secondary schools through football teaching and practices is the base for external football clubs in Ethiopia. The previous that had been conducted by different researchers had been reviewed for this study as follows.

The first previous study was conducted by Ejigayehu Kebede June, 2013 on the factors that had affected teaching physical education. The findings of this study had indicated that those factors

which had affected teaching physical education are large class size, time management, lack of material, lack of skill attitude, experience etc.

The second previous research was conducted by Yasin Abafita June, 2013 on factors that affect the development of football in SNNPR with particular to kaffa zone. The findings of the study had indicated that the following major problems were dominant in the zone football sport clubs: less emphasis given to the value of sport in general and football in particular, by the general public, the investors and sport officers at all levels, absence of transparent and accountable administration, lack of cooperation among the concerned stallholders, very low popular participation, absence of permanent fund for the clubs, lack of sufficient football courts in the area and less emphasis given to even the existing ones, lack of trained sport professionals that could supplement the problems man power from zone to woreda levels, less access and opportunity or available structure that could invite the private investors to attract to.

The first previous study above was related to the current study in that the above factors will cross-checked through this study in the setting area of this study. However, this study was not focused particularly on practices and challenges of teaching football secondary schools. The second previous study was not related to this current study. However, primary schools and secondary schools are the sources of football players since every team members have gone through primary and secondary life so that the factors that had identified through this study may be addressed by the results of the current study.

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

Teaching football in the secondary schools is very important for the development of knowledgeable exercisers and skillful movers who value and adopt a physically active, healthy lifestyle. students who were active in sports like soccer, football and even skateboarding performed 10 percent better in core subjects like math, science, social studies and language arts (Gareth.S,2004).

The school is the sources of skilled labor in every aspect. The football team members have been generated from schools since they have passed through primary and secondary schools. They have got experiences while they have been learning theoretical and practical football practices in these primary and secondary schools. The experiences that students have obtained can help the

students to become active team members (Gareth.S, 2004). These points had motivated the researcher to conduct research on this topic to assess the current the practices and challenges of teaching football in the sample schools. Therefore, assessing the practices and challenges of teaching football in physical education in the secondary schools. So, this study attempted to survey the current practices and challenges of football teaching-learning classes' methods in some selected Assosa woreda secondary high schools of Assosazone of Benshangul region.

### **1.3. Research Questions**

The following research questions were selected to in light of the objective of the study.

These were:

- What are the challenges in relation to teaching learning process of football lesson in physical education program?
- What do the current status of teaching football lesson in physical education program?
- To what extent do students participate in football lesson as compared to other activities of physical education lesson?

### **1.4. Objective of the Study**

The study attempted to meet the following research objectives:

#### **1.4.1. General Objectives of the study**

The general objective of this study was to assess the practices and challenges of teaching football in physical education in some selected secondary high schools of Assosa woreda.

#### **1.4.2. Specific objectives of the study**

More specifically this study will have the following specific objectives.

- To assess the challenges in teaching of football in physical education.
- To identify the current status of teaching football lesson in physical education program.
- To examine the extent at which students participates in football lesson as compared to other activities of physical education lesson.



### **1.5. Significance of the Study**

The study will have the following significances:

- 1) It will create good awareness for principals, physical education department, physical education teachers and students on the practices and challenges in teaching football.
- 2) The Assossa zone education bureau will benefit from the findings of the study in getting information on the practices and challenges of teaching football in the physical education in the secondary school.
- 3) The finding may contribute as a source for education experts to plan on minimizing the challenges and
- 4) Will be used as the sources of information for the researchers those will be interested to conduct research in this area.

### **1.6. Delimitation of the Study**

This study was delimited to some selected governmental secondary high school of Assosaworeda geographically. Those are Nebar-comshinga School, Oura secondaryschool and Hoha number 2secondary School. Even though, these secondary schools have grade 9 and grade 10 students, this study was delimited to grade 10 students and only on physical education teachers. The study was focused on the major practices and challenges of teaching football in physical education in football conceptually.

### **1.7. Limitations of the Study**

This study had been conducted under challenges that had made the researcher to become busy. The researcher had conducted this study side by side with the regular work since the researcher had been teaching physical education in Nebar-comshinga School in that shortage of time was the limitations of this study.

## **1.8. Organization of the Study**

This study was organized in five chapters, chapter one is about the problems and its approach, back ground of the problem, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study and definition of operational key terms..

## **1.9. Operational Definition of Key Terms**

**Physical education:** - is one phase of the total education process and that it utilized activity drives in horrent in each individual to develop a person organically (Bucher1975:13).

**Practice:** - is occasions you do something in order to become better at it or the time that you spending (<http://www.macmillian dictionary .com>).

**Challenges:** to call invite or summon to a contest controversy, debate or similar affair especially to invite or duel ([www.thefreedictionary.com/challenges..](http://www.thefreedictionary.com/challenges..))

**Motivation:** - is internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job Role ([www.businessdictionary.com/definition/motivation..Html](http://www.businessdictionary.com/definition/motivation..Html)).

**Football** – a form of Football played by two teams of eleven players with round ball which may not be handled during play except by the goal keepers, the objective of the game being to score a goals by kicking or heading the ball into the opponents goal (<http://www.macmillian dictionary .com>).

**Secondary school:** - refers to school that offer education from grade nine to twelve in Ethiopian system ([www. Mecriam .website .com](http://www.Mecriam .website .com))

## **CHAPTER TWO**

### **2. Review of the related literature**

This chapter provides revised review literatures focusing on general concepts of physical education, physical education in school system, the quality of physical education in schools, importance of physical education at school, definition of football, world history of football, History of Football in Ethiopia, Youth football program in schools, Talent identification and development in soccer, The Characteristics of Football Teachers and the major problems of football teaching will be incorporated.

#### **2.1. General concepts of Physical education**

PE have the potential to make distinctive contributions to the development of children's fundamental movement skills and physical competences, which are necessary precursors of participation in later lifestyle and sporting physical activities. They also, when appropriately presented, can support the development of social skills and social behaviors, self-esteem and preschool attitudes, and, in certain circumstances, academic and cognitive development. They also stresses that many of these benefits will not necessarily result from participation, per se; the effects are likely to be mediated by the nature of the interactions between students and their teachers, parents, and coaches who work with them. Contexts that emphasize positive experiences, characterized by enjoyment, diversity, and the engagement of all, and that are managed by committed and trained teachers and coaches, and supportive and informed parents, significantly influence the character of these physical activities and increase the likelihood of realizing the potential benefits of participation. (Kishenere and Fishbourn, 1995).

Physical education as the basis for education, the main purpose is to enhance the student body and to improve their fitness and quality of life; to improve athletic performance, and to train high-level athletes and a large number of backbones; to cultivate sports ideas and habits for Lifelong Physical future. Physical education should be regarded as lifelong sports as a starting point for physical education, understand from low to high, from closed to open, from single to multiple, and from local to general.(Wubuyabo,2009).

Physical activities may yield social and psychological benefits such as establishing social networks, facilitating social integration, bridging cultural differences, pave way for employments

and overcome prejudice and discrimination (Sherrill, 2004); Nash(2010) opines that input from physiotherapists and qualified sports therapists is needed in order that exercise plans take into account individual client needs; that is safe exercise for clients with movement disorders prevalent among persons with physical disabilities.

The P.E. lessons offered in the school is an excellent way of integrating the persons with physical disabilities into situations in which they can gain social acceptance and adaptation to community living, reduced anxiety, enhanced mood, positive benefits of mental health and self-esteem(Nash,2010;Favazza,etal.,2013;Vogtetal,2015.Bukhala,2012).

According to Franks and Howley(1997).physical fitness is stated as asset of attributes that people achieve relating to their ability to perform physical activities. The overall concept and definition should be as it is relevant to health. Similarly quality adapted physical education programme that enables physically challenged persons acquire knowledge, Skills and attitude will lead to improvement in skill performance and effective participation during P.E lessons.

## **2.2 Physical education in school system**

A number of crucial components to the delivery of quality education have been identified by NASPE. These include sport and opportunities for play, consistent with the rights of the child to optimum development. Despite recognition of the positive impact sport and child development, Physical education is being increasingly challenged with in education Systems Across the world According to Naul,R.(2002)Challenges Include adecrease in: The amount of time allocated to physical education, The number of trained staff, the amount of training provided for physical education teachers, 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.

### **2.3.The quality of physical education in schools**

Quality, daily physical education in the nation's schools is an important part of a student's comprehensive, well-rounded education program and a means of positively impacting life-long health and well-being. The optimal physical education program will foster a lifetime commitment to physical activity as part of a healthy life style. Ultimately, improved coordinated school health programs, of which physical education is a central component, will augment other prevention efforts and help to reverse the growing epidemic of childhood obesity which threatens to undo decades of progress in the fight against cardiovascular Disease (*Bassett et al, 2013*).

Regular physical activity is associated with a healthier, longer life and with a lower risk of heart disease, high blood pressure, diabetes, obesity, and some cancers. Current recommendations are for children to engage in at least 60 minutes of physical activity each day. Children spend over half their day in school, so it is reasonable to require that they should get at least 30 minutes of that time in school (*Colleagues, 2013*).

The National Association for Sport and Physical Education (NASPE, 2013) indicted that Physical education should be an important part of that requirement and does more than provide some minutes of moderate-vigorous activity. It also exposes students to lifetime activities and teaches students how to integrate exercise into their lives. Since childhood obesity rates continue to rise across the country, there is public support for more physical education in schools. Physical education should be mandatory in schools. In a systematic review of physical education programs that increased the amount of time that students were physically active, students' aerobic and physical fitness increased. Additionally, modifying the school physical education curricula was effective across diverse racial, ethnic, and socioeconomic groups, among boys and girls, elementary- and high school students, and in urban and rural settings.

Regular exercise can restore blood vessel function and improve cardiovascular risk factors in obese children. A six-month exercise program reduced body mass index, diabetes risk factors and low-degree inflammation. Evidence from the Early Childhood Longitudinal Study published in 2004 showed that physical education programs do have an impact in combating childhood obesity, especially in young adolescent girls. Just an extra hour of exercise a week lessened

obesity in young overweight girls. Benefits extend beyond improvement in health status. The quality of the physical education program, not just the time spent being active during physical education, is the foremost concern. Our organizations do not want to increase time spent in weaker programs, just like we would not want to do that in other areas of the school curriculum. Physical education policy should prioritize quality while, simultaneously and/or subsequently, trying to increase the amount of time children spend in class(*NASPE,2009b*).

According to NASPE (2007b) a high quality physical education program enhances the physical, mental, and social/emotional development of every child and incorporates fitness education and assessment to help children understand, improve and/or maintain their physical well-being. Legislation and/or regulation to promote quality physical education should address all of the following:

- require all school districts to develop and implement a planned, sequential physical education curriculum k-12 that adheres to national and state standards for health and physical education;
- hire a physical education coordinator at the state level to provide resources and offer support to school districts across the state;
- offer regular professional development opportunities to physical education teachers which are specific to the field and require teachers to keep aware of emerging technologies, model programs, and improved teaching methods;
- add requirements for fitness, cognitive, and affective assessment in physical education that are based on student improvement and knowledge gain;
- assure that programs have appropriate equipment and adequate indoor and outdoor facilities;
- require that students are active in moderate-vigorous physical activity for at least 50% of class time;
- disallow substitutions for physical education with activities such as marching band or varsity sports.
- do not allow students to opt out of physical education to prepare for other classes or standardized tests; and require physical education for graduation and count the physical education grade.

#### **2.4. The importance of physical education in school**

There is a direct correlation between regular participation in physical activity and health in school-age children, suggesting that physical activity provides important benefits directly to the individual child (*Colabianchi.,2012*).Physical activity during a school day may also be associated

with academic benefits and children's social and emotional well-being. Physical education, along with other opportunities for physical activity in the school environment is important for optimal health and development in school-age children. It may also serve as a preventive measure for adult conditions such as heart disease, high blood pressure, and type 2 diabetes.

Little has been learned about the short- and long-term effectiveness of physical education in addressing public health issues (Colabianchi, 2012). Because the learning objectives of physical education have not included improvement in health status as a direct measure, indirect measures and correlates have been used as surrogates. However, some promising research, such as that conducted by Morgan and colleagues (2007), has demonstrated that students are more physically active on days when they participate in physical education classes. Further, there is no evidence of a compensatory effect such that children having been active during physical education elect not to participate in additional physical activity on that day. Accordingly, quality physical education contributes to a child's daily accumulation of physical activity and is of particular importance for children who are overweight or who lack access to these opportunities in the home environment (NASPE, 2012).

Unlike other physical activity in school (e.g., intramural or extramural sports), physical education represents the only time and place for *every child* to learn knowledge and skills related to physical activity and to be physically active during the school day. It also is currently the only time and place for all children to engage in vigorous- or moderate-intensity physical activity safely because of the structured and specialist-supervised instructional environment. It is expected that children will use the skills and knowledge learned in physical education in other physical activity opportunities in school, such as active recess, active transportation, and intramural sports. For these reasons, physical education programming has been identified as the foundation on which multi-component or coordinated approaches incorporating other physical activity opportunities can be designed and promoted (NASPE, 2012). education curriculum were to incorporate a standardized

## 2.5. The meaning of football

Football is one of the world's most popular games. It is played in nearly every country, by everyone from kids in vacant lots and back streets to professional players in giant stadiums. Professional football is watched by billions of people all over the world, and is probably the world's most popular spectator sport. (<http://www.Englishclub.com/vocabulary/sports-football.htm>)

A football is a ball inflated with air that is used to play one of the various sports known as football. In these games, with some exceptions, goals or points are scored only when the ball enters one of two designated goal-scoring areas; football games involve the two teams each trying to move the ball in opposite directions along the field of play (From Wikipedia, the free encyclopedia).

## 2.6. World History of Football

The earliest known form of the game was developed in China around 500 B.C. It was known as *cuju* ('kick-ball') and was played with a leather ball. The object was to kick the ball into a net stretched between two goal-posts. By 800 A.D. there was a well-organized professional league in China, and similar games were also being played in Korea and Japan. The earliest form of the game that we know of in Europe was played in England around 1100 A.D. It was played between big teams, sometimes whole villages, on a large field, and the ball could be thrown, kicked, or carried towards the opponent's goal. There were very few rules and games were often wild and rough. The game was repeatedly banned by the authorities because of the violence and injuries it caused. (JohnH **etal.**, 2004).

The modern game first developed in England in the 19th century. The Football Association was set up in 1863 and the 'Laws of the Game' were drawn up in the same year. In 1882 the International Football Association Board (IFAB) was formed, and this organization still oversees the rules of the game. Then FIFA (Federation International de Football Association) was founded in 1904 to run international competitions. FIFA still runs the World Cup, as well as regional competitions such as the European and Asian Cups. (Goulstone and John, 2000). The modern game is played by two teams of eleven players on a rectangular field with a goal at each end.



Players pass the ball to each other by kicking or heading it, with the aim being to score goals by getting the ball into the opponent's goal. The game lasts for two 45-minute halves, and the team scoring the most goals wins. Draws are common, but if a winner has to be found, a game can go into extra time. If the score is still tied after thirty minutes of extra time, a 'penalty shootout' can decide the winner. (Goulstone and John,2000).

In general play, the goalkeeper is the only player who can touch the ball with the hands or arms. All the other players can kick or head the ball only. Players can tackle an opponent in order to get the ball from them, but must do so without pushing or tripping the player. Pushing and tripping, along with other illegal actions such as 'handball' and 'offside', are fouls that can be penalized with a free kick. If a foul is committed in the penalty area near either goal, the referee can award a penalty kick, meaning a player can have a free shot at goal, with only the goalkeeper being allowed to try to block it. If a player commits a more serious offence, such as dangerous play, the referee can issue a yellow card as a warning, or issue a red card, in which case the player is sent off and cannot be replaced by a substitute. Teams are normally allowed three substitutes, which can be used to replace players because of injury, or for tactical reasons.(Norbert **etal.**,1971)

## **2.7. History background Of Football in Ethiopia**

Football was among the newly acquired "pastimes" in twentieth century Ethiopia. Unlike the rest of Africa where football was imposed with colonial rule, the history of football in Ethiopia is different. It was the victory of Emperor Menelik II (r. 1889-1913) against the Italian invaders at Adwa in 1896 that brought football into Ethiopia. The defeat of the Italians convinced the rest of Europe to acknowledge Ethiopia's independence and send emissaries to seek favors from the Emperor. It was these European diplomats and their dependents who introduced football into Ethiopia. The first football game was held between these foreigners in Addis Ababa in 1924. Though there were indications that football clubs existed at the Teferi Mekonnen School as early as 1927, the participants remained foreigners such as Armenians and Greeks, who had been granted refugee status by Ethiopia. In one of the "international" football games held in Addis Ababa in 1935, the Ethiopian team, primarily comprised of European refugees and asylum seekers, beat the French team (members of the French Navy from Djibouti) 3-1. Yervant

Abraham, an Armenian, scored all three goals. In that same year an Ethiopian football club, St. George was established with Yedneqachew Tessema, as one of the founding members, who is regarded as the father of Ethiopian football. (<http://www.ethiosports.com/Ydnekachew.html>, 1998)

During the Italian occupation of Ethiopia (1936-1941), in accordance with the Fascist racial policy, Ethiopians were barred from playing football with Europeans. A separate sport office for the natives, "Sport Office for the Indigenous," was set up and the already established Ethiopian football clubs were renamed: St. George became *Littorio Wube*, Qebana team became *Villa Italia*, Sidist Killo renamed *Piazza Roma* and Gulele named *Consolata*. The irony was that on the immediate aftermath of the Italian defeat, a football match was held between an all-Ethiopian team, expatriate teams and an Italian football team, *Fortitudo*, in Addis Ababa in 1942. The Ethiopian team St. George faced the Italians. The latter was defeated at the football field as well. (<http://www.ethiosports.com/Ydnekachew.html>, 1998)

Soon after, Ethiopia established the Ethiopian Football Federation in 1943. The budget for the Federation was a mere \$127.00. Since then, the Federation hosted the "Ethiopian Cup," which was contested between football clubs of the Ethiopian armed forces, known as Army, the British Military Mission (BMME), football clubs of Italian stragglers who stayed in Ethiopia after the war, *Polisportiva*, St. George and the Imperial Body Guard football club, Body Guard. The BMME and *Polisportiva* won the 1945 and 1947 Ethiopian Cup finals respectively, while Army dominated the remainder of the 1940s and 1950s.<sup>9</sup> Given British racist attitude towards Ethiopians and the not so long colonial aspirations of the Italians, these matches must have been arenas where Ethiopian patriotism and nationalism was expressed vis-à-vis colonialism and racism. (<http://www.ethiosports.com/Ydnekachew.html>, 1998).

With the establishment of the African Nations Cup in 1957, which included Ethiopia, Egypt and the newly independent Sudan, Ethiopian football attained additional momentum. In the 1962 African Nations Cup that was held in Addis Ababa, Ethiopia won beating Egypt 4-2. Since then, though Ethiopia had never won an African Nations Cup, football evolved into one of the most popular pastimes in Ethiopia. Wherever there is an educational establishment such as a university, college or even a high school, there were football clubs were formed; even at Ethiopian military bases, there were football clubs that represented the military. In this regard,

the Imperial Ethiopian Armed Forces and Ministry of Education and Fine Arts played a dominant and pioneering role in the development of football in Ethiopia. Parallel with this, one has to note that these were also "modern" institutions through which Western ideas seeped through into much of Africa. Even today, the African armed forces and educational establishments remain relatively modern and well-organized institutions; and in this regard, Ethiopia is not an exception. (Sylvia Pankhurst, 1959).

In a country where freedom of speech and association is curtailed or does not even exist, football matches provided venues for expressions of discontent. This was particularly true during the era of the *Derg*. The latter, despite its claim of popular support and Marxist rhetoric, the populace, besides other things, regarded the *Derg* as a soldiers' party or government. Hence, the public associated many of the football clubs that were drawn from and represented the army and police such as ሳይሳይ (Omedla), ግብግብ (Mechal), and ጎጃም (Ermejachen) as affiliates of the *Derg*. Thus, almost all football matches between one of the civilian clubs and the army/police in the Addis Ababa stadium became symbols of struggle between the civilians and the military, opponents and supporters of the *Derg*. There were times when the defeat of one of the aforementioned football clubs by the civilians such as Buna or St. George would result in army-police violence against the civilian spectators. If one of the army-police teams won the game, then taxi drivers would exhibit their dissatisfaction and protest by refusing their service to the soldiers/police officers while serving only civilians. Civilian-military confrontation at the football stadium was not uncommon in Addis Ababa in particular and in Ethiopia in general during the imperial era. For instance, in 1965 there were several disturbances and fistfights that involved civilians and the military-police teams (Mekuria, Mechal, Omedla). They were readmitted to the football match in 1975, a year after the seizure of power by the *Derg*. What makes the civilian-military confrontations of the 1970s and 1980s unique was its politicization. (Sylvia Pankhurst, 1959).

Though in most cases, the annual football matches between teams of the provinces and from within the provinces became venues for loyalties that transcended ethnic and religious differences, it also began mirroring ethno-nationalist aspirations. This was so, especially after the rise of secessionist movements in Eritrea in the 1960s. A football match between one of the Eritrean clubs such as the Red Sea or Eritrea Shoe and one of the non-Eritrean clubs, most often Ethiopian Navy or one of the clubs of the Second Division Army stationed in Eritrea, became

highly political. In such occasions, the audience in the Asmara stadium was roughly divided between supporters of Eritrean secessionism and Ethiopian nationalism, while the football field became the battlefield for competing nationalisms. If the Eritrean clubs scored a goal, the stadium was electrified with Tigregna beats which is always accompanied with a drum and a claps. Supporters of the army or navy, who were mainly drawn from civilian government employees, members of the armed forces and some Eritreans, would chant (*Amaressa*), a well-known battle cry of the Ethiopian army. (Frank C **etal.**, 1998)

Despite this, any football match between the Ethiopian national team and another country, whether the national team wins or not, the public supports the team. The Addis Ababa stadium (sometimes the federation also uses the Diredawa stadium) was usually transformed into an arena where one celebrates and observes the depth and bounds of Ethiopian nationalism. Singing patriotic songs, waving the Ethiopian tri-colors, or wearing a bonnet with the tri-colors and coming to the stadium adorned with Ethiopian cultural dresses were and are some of the symbols of expressions of nationalism. (Frank C **etal.**, 1998).

## **2.8. Youth football program in schools**

We must pursue a policy of providing a rigorous education, but with expanded horizons as well. Football must be a school to shape themselves and at bringing out hidden talent by allowing these youngsters to express themselves freely with their own individual qualities (the FIFA coaching manual (2006).

Thus, it is convincing and logical to say that football can serve best to facilitate students earning and their academic achievement. Further to this, the reverse is also true, and logical. For this reason, schools should be the focal point (area) of cultivating football players. Success in football in the future at both national and club level will go to those that have the best football schools offering training and development structures and programmers that have been adopted to meet the demands of the modern game and society as a whole(The FIFA coaching manual (2006)).

## **2.9. Talent identification and development in soccer**

Pankurst,A,and Collins,D (2013) argued that talent has several properties. First, they suggested that talent may be characterized by properties that are genetically transmitted and partly innate. Talent may not be evident at an early age, but there will be some indicators that enable trained people to identify its presence. These early indicators of talent may prove a basis for predicting those individuals who are more or less likely to succeed at some later stage. Very few individuals are talented in any single domain; if all children were talented there would be no way to discriminate or explain differential success.

**Talent Detection-** Refers to the discovery of potential performers who are currently not involved in the sport in question. Due to the popularity of soccer and the large number of children participating in it, the detection of players is not a major problem when compared with minority sports (Jean.C **etal**,2010).

**Talent Identification-** Refers to the process of recognizing current participants with the potential to become elite players. It entails predicting performance over various periods of time by measuring physical, physiological, psychological and sociological attributes as well as technical abilities either the alone or in combination (Williams,A.M and Franks,A,1998)An attempt is made to match a Variety of performance characteristics, which may be innate or amenable to learning or training, to the requirements of the game. A key question is whether the individual has the potential to benefit from a systematic programmed of support and training. Talent identification has been views as part of Talent development in which identification may occur at various stages within the process. Talent development implies that players are provided with a suitable learning environment so that they have the opportunity to realize their potential .

The area of talent development has received considerable interest of late, leading several researchers to suggest that there has been a shift in emphasis from Talent detection and identification to talent guidance and development. Talent selection involves the ongoing process of identifying players at various stages that demonstrate prerequisite levels of performance for inclusion in a given team. Selection involves choosing the most appropriate individual or group of individuals to carry out the task within a specific context (Jean.cote **etal** 2011).

## **2.10. Components of football training**

According to German football Coaching manual (2008) suggests that it is important to clearly understand the components of coaching soccer and how to apply the methodology of teaching both technique and tactics through economical training. The coach must apply these principles to solve problems identified in the game to develop appropriate training sessions that allow the coach to coach the players, not the method. The components/pillars of coaching football/soccer are: technique, tactics, physical fitness and psychology. The order of priority of these components/pillars differs depending upon the age and ability of the players. In addition to this Dewitt (2001:74) states that, when determining which of the components you will address during each practice session, you must take into account the ages and stages of development of your players. The details of each component has discussed as follows:

**Technical Preparation:** Technique is the skills used to play the game. In soccer/football, the most important element is technique. Techniques are the skills of soccer. Without technique, it does not matter how well you make decisions (tactics), how long you can run (endurance, nor how you deal with the stress of competition (psychology). When working with players of all levels, technique must be the emphasis of your coaching Dewitt (2001:76).

According to Landis (2007) also states that, technique is evidently of fundamental importance. It forms the bases for possession of the ball, for keeping it under control in difficult match situations and for using it to good advantage. Good technical skill adapted to any particular situation, which enables a player to avoid losing the ball too frequently and then having to expend more energy in trying to regain it. Unless a player has perfect ball control, he/she will never be able to control a game. Since techniques or the skills used to play the game are the fundamentals of football game. Therefore every technique used by players fall under one of the fundamental skills. The following description given about fundamentals of football /soccer game:

**Juggling:** a player juggles a ball when he/ she repeatedly keep the ball from hitting the ground by using various parts of his/ her body. He/she juggles with his/ her feet, thighs, chest, head, and shoulders. A player starts juggling by lifting the ball off the ground without using his/ her hands (a technique called a pickup). Although juggling may not occur often during a game. Players juggle to increase their ability to control the ball, so it is worthwhile to practice.

**Dribbling:** dribbling involves keeping possession of the ball with your feet. Various surfaces of the feet are used, including the inside, outside, instep, and soles. Players dribble to go past opponents (beat them), to go away from opponents or sidelines, and to move quickly in open spaces. Each type of dribbling requires a different technique. Dribbling technique also involves body feints and tricks to fool opponents. Players use their heads, shoulders, legs, and small touches of the ball to fake opponents by beating them with a dribble.

**Passing:** players pass the ball to move it from one part of the field to another. There are various types of passes. Short passes usually remain on the ground, while long passes may be on the ground or in the air. Balls might be driven, lofted, or curved (bent). Each type of pass requires a slightly different technique.

**Ball control:** receiving the ball is important for maintaining possession. When players control the ball, they may use various body parts, such as their feet, thighs, chests, and heads. They might also use different surfaces of each body part. For example, a player might use the inside or outside of his/ her foot when receiving a pass on the ground, or he/she might use the instep or sole of his/ her foot when receiving a ball out of the air.

**Heading:** players head the ball with their foreheads. Heading may be used for attacking or defending. A player might try to head the ball in to the goal or to pass it to another player. Soccer players also use their heads defensively to hit the ball away or to clear the ball. Players who are standing, jumping, or diving might attempt headers.

**Finishing:** players finish scoring goals. Finishing might be better described as a pass into the goal. The techniques used when finishing are very similar to those used when passing. Players must work on striking a ball that is rolling, bouncing, or in the air. A ball struck just after it

A bounce is called a half volley, while a ball struck out of the air is considered a full volley. In addition to mastering how to finish a ball that is rolling, bouncing, or in the air, players also need to work finishing balls coming toward them, moving away from them, or coming from the side.

**Tackling:** players tackle the ball to dispossess another player. A tackle occurs when a defending player knocks the ball away from an opponent who is in possession. In football/soccer, a player tackles the ball, not another player. There are several ways to tackle the ball, including block

tackle, slide tackle, and the side tackles. When a player tackles the ball, his/her intent should be to get the ball away from an opponent, but not necessarily the ball herself. Tackling is the only technique that is used solely for defensive purposes. You would never tackle a teammate.

### **2.11. The Characteristics of Football Teachers**

Mahar, *etal* (2006) states that “Teachers that there are many exciting directions in secondary school physical education today. Outstanding programs and exemplary teachers provide direction for young professionals seeking to provide their students with quality physical education”. The teacher’s efforts are coordinated and focused on fulfilling their programs mission. These teachers reflect a strong commitment to their students and a sense of pride. They are effective spokes persons for football teaching because of their quality programs. There is congruence between what teachers say physical education can accomplish and contribute to the total development of the individual and what actually happens in football class. Students achieve in football and are excited about their accomplishments furthermore, these students communicate in positive image of football to their parents, school, and community.

Football teachers involved in the programs serve as positive role models for students to emulate. They are active, fit, and enthusiastic, and they “practice what they preach” and share their experiences with their students. They are excited about teaching, are genuinely concerned about their students as well as their achievements, and put forth that extra effort that so often makes a difference they are committed to excellence Mahar, *etal* (2006)

The ability to motivate students to perform to their potential is the goals of every teacher. Skillful teachers use a variety of teaching techniques to stimulate interest in participation and seek creative techniques to involve students in the learning process. They also use appropriate reinforcement techniques to maintain student involvement and promote a high level of student involvement and promote a high level of student effort. These may include checklists, contacts, award system, and verbal and nonverbal feedback. Praise is used thoughtfully; it is contingent on the correct performance, specific in its nature and intent, and sincere. Successful teachers continually update their lessons in an effort to meet students’ needs and to make the material presented relevant and challenging to the students Mahar, *etal* (2006)



Effective teachers possess superior human relations skills. They listen to students and accept students as individuals treating them as such. They strive to instill in each student a sense of self-worth. Effective teacher's shows concern for the well-being of each student in their classes and endues or to provide students with opportunities that will enhance their self-confidence.

The ability to establish and maintain reports with students and staff and readiness to acknowledge one's own mistakes are also characteristics that many successful teachers possess. A sense of humor is a welcome attribute as well Mahar, *etal* (2006)

In generally effective teachers are able to successfully utilize a variety of skills pertaining to organization, communication, instruction, motivation, and human relations. However effective teaching requires more than these skills; it requires the needs of the moment and the to tailor these skills to the specific context and situation. Although many of these skills appear to be innate to certain individuals, all of them can be developed or improved by individuals who desire to become effective teachers Mahar, *etal* (2006)

## **2.12. The major Problems of Football Teaching**

Mahar, *etal* (2006) states that; Problems are numerous in all areas of teaching football as one major part of the physical education program shares the advantages, disadvantages and the problems in all respects equally. "Secondary school physical education programs have been criticized by the public and professionals. Criticism has focused on the worth of the subject matter, the outcomes realized, the manner in which the program is conducted, and its contribution to the education of students. Unfortunately, this criticism obscures the fact that there are many outstanding programs of secondary school physical education being conducted throughout the nation. Dedicated teachers work hard toward achieving the desired outcomes for their programs, using a variety of approaches that adhere to the basic tenets of curriculum and instruction and are sensitive to the context in which they teach". The following are the main problems of Football teaching Mahar, *etal* (2006)

### **2.12.1. Learning Environment**

Positive classroom environment is established and reinforced constantly by both teachers and students. Teachers' model appropriate behavior at all times. Teachers take responsibility for preparing, maintaining and providing equipment and instructional spaces on and off campus.

Teachers make facilities and equipment available to maximize practice and learning based on individual needs and class size.(Bailey,2006).

Teachers establish appositive learning environment to support student learning. “The climate includes acknowledging successes of all students who are moving toward personal goals and who are making individual improvements in skills, understanding, and fitness. Teachers seek to promote enjoyment in physical activity, class participation, and interest in motor skills and personal fitness. Teachers acknowledge efforts, treat students with respect, and recognize individual accomplishments. Teachers maintain high expectations for students’ achievement, challenging all students to perform to their full potential". Monitoring of the students will be fair, respectfully and safe, with open communication both verbally and through journal writing (Bocarro, *etal*, 2011).

Teachers reinforce positive social experiences through challenging activities and competition that require student cooperation and shared planning to reach desirable outcome. Teachers engage students in learning the importance of rules and require compliance with them to make game safe, air, and fun. Teachers make connections from games to the rules found in a society. Teachers monitor qualities of leadership, communication, responsibility, trust, and cooperation among students and employ strategies to enhance student growth. Experiences taught contribute to building each individual’s confidence (Grout and Long, 2009).Teachers are to be aware and understand the positive educational opportunities of minorities and diversity in their student body. The select groups that are diverse in characteristics of race, gender, skills and behavior are created and maintained for extended periods of time to facilitate cooperation, respect, responsibility, cohesiveness and etc.

Teacher’s plan group "trust" activities to promote interdependence, cooperation, problem solving, communication, and interaction that contribute to the development of respect among group members. Teachers inform students about cultural context of activities even when local diversity may be limited (Chappel,2011).

Teachers select activities for student participation that range from non-competitive to in an attempt to satisfy the interest of all students. Teachers guide the experiences as they develop skills, strategies, and social dispositions to enable them to be successful in participation. Teachers help students learn "what to do" at different level of competition and set up decision-making situations so student can learn how to make correct "how," "where," and "when" reactions to competitive demands. Teachers structure competitive experiences that parallel real world experiences in an atmosphere where mistakes can be made with controlled, constructive consequences. Appropriate activity selections supported by adaptations and modifications produce successful experiences that become challenging and fun for participants (Chapple, 2001).

### **2.12.2. The Teaching Method**

Team sports like Football are favorite of boys and girls. But there are certain teaching and student interest problems which require special method. According to Frank, **etal** (2003) states that:-“The problems are method of dividing between the teaching of game skills and actual playing of the game itself and problems in the method of specifying certain position on team sports like Football and method on the problem of providing opportunities for creative thinking.”

If the teaching-learning process is to be effective, class organization is the key to success. The organization problem revolve around failure to manage with limited equipment and facilities to a large size classes and failing to combine boys and girls during instruction frank, **etal** (2003) they further suggest on the problem of class organization that flexibility in management of classes should be a by word for all teachers because many unforeseen occurrences create interruption problem in the already established school routine.

To avoid the problem that can possibly arises on the teaching-learning process Frank,**etal** (2003) suggested the criteria that should be set in selecting methods. These are is the method compatible with the goal sought? Are the methods used to best possible means of achieving the goal sought? Are the methods used adaptable to the type of activities involved? Are the method interesting to students:

### **2.12.3. Class Size**

It indicates the numbers of students in one classroom. when the class size is small it is important to input the planned activities, in the other way when the class size small it is important to import the planned activities. The size of physical education class differ greatly from school to school it may vary from class to class with any one school. The number of pupil in each class has implication for teachers' effectiveness. The effectiveness of both others teachers and physical education teacher will be seriously hampered if there are an excessive number of pupils (Buchera and koing,1974).

according to (Bucher 1975) Although it is recommended that “physical education classes contain the same number of children as the classrooms (e.g., 25 children per class)” (council on physical education for children, 1992), some schools and districts schedule two or three classes at the same time, which means the PE teacher must teach 60 or more children simultaneously. Although this makes the teacher's job difficult, there are ways teachers can develop the content to provide children with positive (albeit far from ideal) learning experiences. For example, the use of stations or learning centers, is probably one of the more efficient ways to organize large groups of children .As tried to indicate the above large class size of the physical education class is above normal or very large, the expected value of physical education will be limited and the organization of class required more time and also their will have a discipline problem. Stated that organization of large class size takes more time, discipline maybe a great problem, and the administrative structure of the class must be more formal, furthermore there is less opportunity to help meet the individual interests and needs of the children”. (Bucher and Koing1974).

For proper class size (Knapp and Leohard 1968) described are follows “generally speaking, classes should be limited to 30 students and 40 should be regard a maximum” It is the course that type of program, teaching methods, and available facilities affect. The number of that can adequately be provided for in one class. An understandable lock step program which pays little of no attention to individualization instruction can accommodate large numbers in small group.

According to (Bucher and Koing, 1974) “the size of physical education classes will vary greatly from class with in a one school. The number of pupils in each class has implication for teacher's

effectiveness”. Whereas the teacher use his method to control the class) stated about management, “effective class management is essential in every phase of teaching, it is perhaps even more important in physical education because of the nature of the equipment, facilities and records involved and the larger class sizes that often exist. Because of the partial loss of time needed for dressing and showing procedures, the remaining minutes must be put to the very best use of an effective teaching program is to result. This can be done only through efficient class management”. It indicates class management is essential for effective teaching when the class size is larger

#### **2.12.4 Student Interests**

Different students have different interests towards football teaching. Some students believe that psychological education has great benefit for them Bucher (1975:2) states as follows“... in learning physical skills, the exercise it supplies for becoming physical fit, the social contributions such as the development of sports man ship qualities learning hero to get along with others and team work this psychological benefit is the form of self-confidence and out let for mental frustration; improvements of personality and development of qualities coverage and self-discipline and the knowledge learned inter respect to the role of sport in the culture of world ...”

Even though some students accept the importance of physical education as mentioned in above paragraph education negligible number of students think that physical education has very little value for them .This may be because of a bad experience, like poor instruction; absence of planning and organization, large number of students in one class and poor availability of facilities and equipment Pellegrini (1995)

All evidence suggests that students who experience success in meaningful activities in physical education in a nurturing learning environment will improve their attitudes towards themselves, towards school, and towards the subject matter (Ward, 2011) beyond that most set circumstance, teachers can promote self-growth by helping students’ undertaken new learning experiences with positive expectation for achievement.

Physical ability may also be important for being included in a desired peer group a desire to lean skills for leisure time pursuits, to maintain one’s health, or to improve one’s appearance are other reasons students may be interested in an activity. In many secondary schools, elective programs

are offered in the upper grades so students may select activities according to their interests. One important goal of football is participation in meaningful physical activity throughout one's life span (Ward, 2011).

In attempting to accomplish this objective, teacher must assist their student, in acquiring the necessary motor skill and knowledge pertaining to physical activity. However, the likelihood those students will continue to participate in physical activities. Once they have left school is strongly influenced by their attitudes. Thus fostering favorable interest towards football activities is desirable outcome of football teaching programs. Teachers must not only be concerned with the development of positive interest, but also with changing negative interest held by some students (Ward, 2011).

#### **2.12.5. Knowledge of physical education teachers**

It is clear that the objective of physical education have changed over the course of history, so that the present time they are directed at the better development of man, not only physically but also emotionally, socially, and intellectually. But those objectives not understand by students because many students have misconceived about physical education. Educators advise the teachers during teaching physical education it is better by using principles and application of activities with the addition of theories and rules to develop their knowledge about physical education. (Voltmer and Edward,1979) state the characteristics of students who have knowledge of physical education are: Knowledge of what constitutes body mechanics and how this relates to good health, Knowledge the proper functioning of the body and of their responsibility to maintain personal fitness, Understanding of the nature and importance of physical fitness and knowledge of how to develop and maintain if throughout life, Understanding of the rules strategies, background and values of sports and other physical activities, Understanding and appreciation of the role of physical education in the total education program, Knowledge of the proper mechanics of sports and activities, Understanding of the importance and the real life physical fitness is successful academic achievement (sound mind) fit body, Understanding of one's physical capacities and limitations. "such work requires Special qualification if one is to perform the service well such qualification, integrity, administrative mind, ability to instill good human relation, ability to make discussion health and fitness for the job willingness to accept effective of teaching will be

realized in the fact the allotment of period should be made on the basis of serious study (Volmer and Edward, 1979).

#### **2.12.6. Time Allotment**

Bucher and Koeing (1974:213) suggested that the time advantage can be achieved by longer period. In some situations it may be advisable to have physical education on fewer days with longer periods.

Knapp and Leenhard (1968:385) states that: On a daily period requirement it the developmental and skill need of students are to be meeting with reasonable adequacy that is to say it will help to form a basis for future participation in worthwhile activities. The longer the periods the higher the percentage of the time available for the football activity no program of activities can operates successfully unless the proper time is allotted it .

Volmer and Edward further suggested that: the time requires by most school physical education laws is totally in adequate for a well-balanced program. When engaged time is for less than allotted time. The teacher usually has a problem managing and organizing students. Research has shown that there is large range of students engaged time, as low as 10-15% to a high as 70-80% of class time.

The average amount of engage time is 25- 30%. But the amount of engaged time that is actually functional for learning is always lower, sometimes a great deal lower. (Daryl Sliedentop 1991:4) research finds has reported, and average class of students gets no more than 10-20%class in functional engagement in the activity. In a recent study of effective high school physical education specialists (Jones,**et,al**, 1989) it was found that weekly allotted class time was between 45 -80 minutes will below that is through to be appropriate for the high school. However each teacher studies have found way to extend his or her program none attached time Daryl Sliedentop (1991).

Teachers often plan a certain amount of time for the students to be engaged in lesson activities they also no doubtt expert most of hat engaged time will be functional for their learning. But time planned by the teachers does not always translate will in the functional learning time for the students (Daryl Sliedentop 1991).

### **2.12.7. Student Problem**

Student's attention is also drawn to sports which are of their own favorite as Bucher (1975:4) wrote students do not want to participate on activities whose abilities, needs and interests may be different from their own.

Students with low motor ability are often ignored by the physical education(Bucher, 1975:407) students are not aware of the objective of physical education. They would rather prefer to play than to learn. Some students think that physical education has little value for them they life several differences that resulted in the experience having little value for them (Bucher 1975:2)

### **2.12.8. The Arrangement of Activities**

Deborah Wuest(1994:15)states that:-“The various arrangements of instructional time are used in these programs. Typically, short instructional units of 3 to 4 weeks in length are used at the junior high-school level to allow students to become familiar with a variety of activities. This short exposure introduces students to many activities and allows them to identify activities and allows them to identify activities in which they have an interest. At the high-school level, longer instructional unites are offered, ranging from 4 weeks to semester. To increased length of time devoted to an activity helps students attain competency in an activity suited to their ability and interest and furthers chances for continued participation. Mastery appears to be closely associated with the development of desired affective outcomes such as personal satisfaction self-esteem, and self-confidence.

”This shows providing opportunities for students to achieve mastery appears to be critical if we to promote integration of activity into one's lifestyle. In addition to using units of increasing length to accomplish this objective, some schools have chosen to offer activities for different ability levels, such as beginning, intermediate and advanced. This approach allows students to start at an appropriate level as well as receive more focused instruction according to their needs. Additional opportunities for student practice are also provided. Drop-in program and intramural opportunities further students. Skills as well as encourage students to make a decision to incorporate physical activity consciously into their life style.



### **2.12.9. Teachers Attitude**

Is the basic ground to act in appositive or negative way towards persons, ideas or events happening in the environment? And most educators are convinced those teacher attitudes are very important dimensions. Those teacher attitudes are very important dimensions in the teaching process. Successful innovation depends substantially on teacher's attitude Towards Proposed Curriculum alterations. Students with Teachers of Positive Attitude towards Teaching and The Curriculum Are Found to be high-level achieves in learning (Keynes 1986, cooper 1986 and Calhan 1988), consider the teacher's attitude as very important aspects in the teaching learning process.

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

Teacher attitude and performance are correspondence according to cooper (1986) teacher's attitudes are very important and have the direct effect on our behavior, they determine how we view ourselves and interact with the environment. Therefore, without the positive attitudes to the subject and approaches of teaching, not teachers to be effective in anyway negative attitude may armor injure the whole process of teaching, a teacher with positive attitude and the necessary theoretical and technical know-how is the one which can demonstrate his/her ability to bring about the intended learning our comes. Darly Slidentop (2007).

## CHAPTER THREE

### 3. Research methodology

#### 3.1. Research Design

The objective this study was assessing the practices and challenges of teaching football in physical education in some selected secondary schools of Assosa woreda. To achieve the intended of objective of this study descriptive survey method was used as the method of this study. In this descriptive survey method quantitative and qualitative approaches were used. The quantitative approach was used for the data that were collected through questionnaire and the qualitative approach was used for the data that will be collected through interview questions and observations.

#### 3.2. Study area

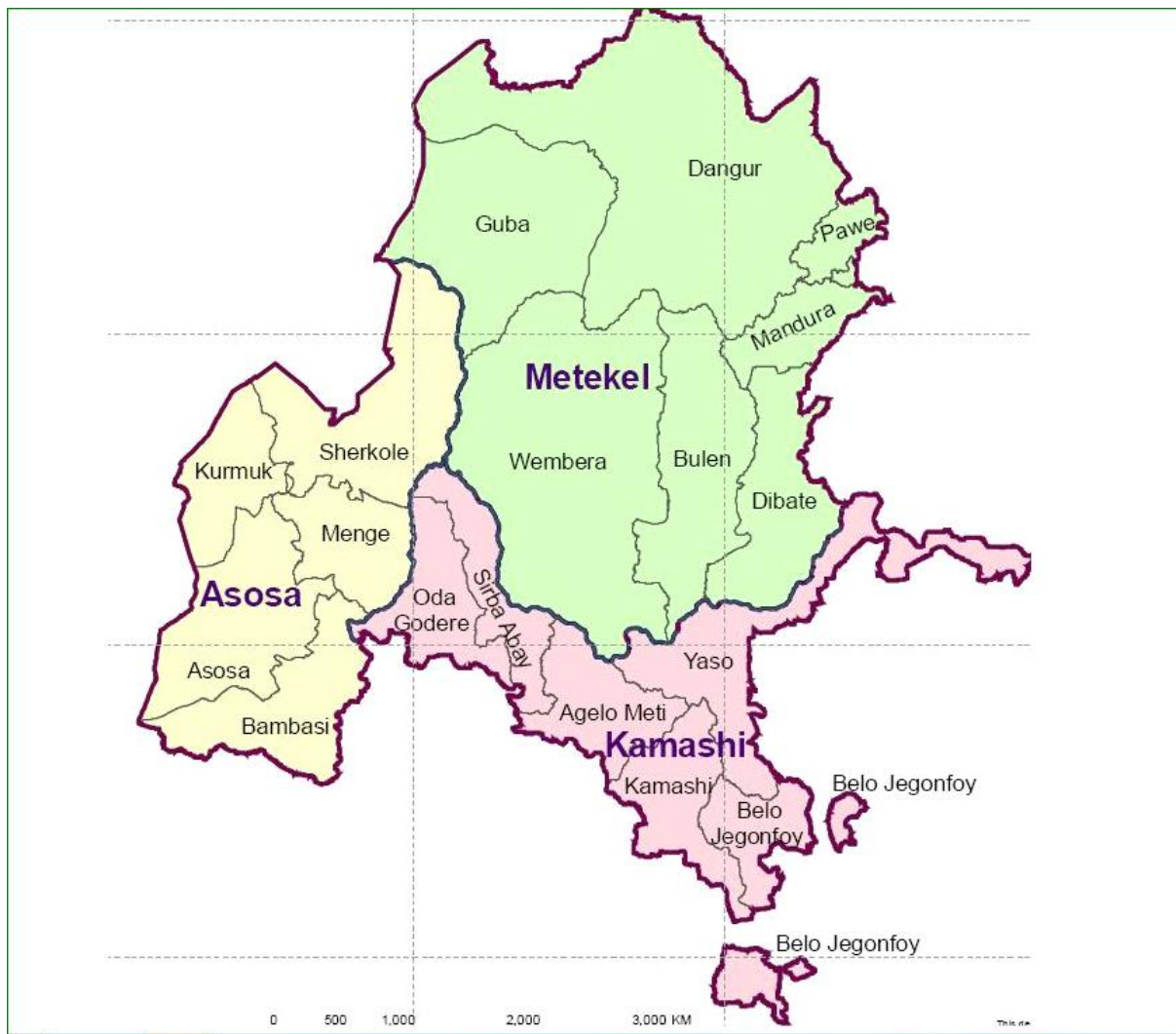
The study area of this research is benishangul -gumze Regional state in north Western Ethiopia in Assosa zone Benishangul Gumuz has an estimated area of 51,000 square kilometers and is located in the north-western part of Ethiopia. It shares common borders with the State of Amhara in the east, the Sudan in the north-east, and the State of Oromia in the south. It is divided into 3 administrative zones, 19 Weredas (two of them special Weredas), and 33 Kebeles (the smallest administrative units). Metekel is the largest zone with an area of 26,272 square kilometers followed by Assosa (14,166sq.km), and Kamashi (8,850 sq. km).

[http://www.telecom.net.et/~undp-eue/reports/assosa0902.pd.\(2007\).](http://www.telecom.net.et/~undp-eue/reports/assosa0902.pd.(2007).)

The state has diverse topography and climate. The later includes the familiar traditional zones - "kola", "dega", and "woyna dega". "About 75% of the State is classified as "kola" (law lands) which is below 1500 meters above sea level. The altitude ranges from 550 to 2,500 meters above sea level. The average annual temperature reaches from 20-250C. During the hottest months (January - May) it reaches a 28 - 340C. The annual minimum and maximum mean temperature registered at Assosa for the last 26 years is 12.40C and 27.80C respectively. The annual rainfall amount ranges from 500-1800mm.The rainy season spreads through May to October." Altitudinally, the region ranges from 600 meter in areas bordering the Sudan to over 2500 meters. The state also has two major river basins, Abay and Akobo with smaller basins such as Dabus, Yabus, Dura, Julia, and Beles with significant potential for irrigation agriculture and

Hydroelectric power generation. Its natural resources include precious minerals such as gold and copper. .There are six Secondary schools in Assosa Woreda. From those six secondary schools the study was conducted on some selected high schools. Those are Nebarcomshiga, Oura and Hoha number 2 selected secondary schools. .

**[Http://www.telecom.net.et/~undp-eue/reports/assosa0902.pdf](http://www.telecom.net.et/~undp-eue/reports/assosa0902.pdf)**.(2007).



**Figure 1** the map location of study area

**Source:** [http://www.ocha-eth.org/Maps/downloadables/BENESHANGUL.pdf\(2007\).](http://www.ocha-eth.org/Maps/downloadables/BENESHANGUL.pdf(2007).)

### 3.3. Source of Data

Before conducting one research, the researcher must think about the sources of data. There are primary and secondary data sources. The researcher gathered primary data from the students, physical education teachers, and director/vice director to assess the current practices and challenges of football teaching-learning classes in some selected Asosa woreda secondary high schools of Assosa zone. The secondary data were obtained from written documents or records such as previously done researches, books, magazines, internets etc.

### 3.4. Study population

The target populations of this study were Assosa woreda secondary schools principal, physical education teachers and students. From these total populations of students 239 sample students, three physical education teachers and three principals was taken.

**Table 1: Sample size of students**

<b>No</b>	<b>High schools</b>	<b>No. of grade 10 students</b>	<b>Sample taken</b>
1	Nebar com shiga	720	108
2	Oura	692	104
3	Hoha number 2	178	27
<b>Total</b>		<b>1590</b>	<b>239</b>

### 3.5. Sampling Technique

The target populations of this study were Assosa woreda secondary schools principal, physical education teachers and students. From six secondary schools three secondary schools were selected through lottery method. All the physical education teachers 3 and principal 3 were taken through census since all the physical education teachers and principal in the secondary schools were taken.

The total populations of students in the three secondary schools are 1590. From these total populations of students 239 sample students were selected through stratified simple random sampling technique. Stratified sampling was a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata. Therefore, stratified simple random sampling was used since the sample respondents were taken from three different secondary schools of Assosa woreda since the sample students were selected from three different secondary schools of Assosa woreda.

From these, the total numbers of grade 10 students in the sampled secondary schools were 1590. Among these the researcher will take 15% (239) of grade 10 students by using stratified sampling with simple random sampling technique and the sample will be drawn proportionally from each schools.

### **3.6. Data Collection Instruments/Tools**

In order to collect adequate and reliable data, the researcher used the (Triangulation) methods that include questionnaire, personal observation and structured interview as data gathering tools.

#### **3.6.1. Questionnaire:**

Questionnaires are also very important instrument in the process conducting research for the collection of data. The questionnaires were designed as both open-ended and close-ended items. Two kinds of questionnaires were used; one for the teachers and other for the students. The items in the questionnaires for teachers were focused on awareness, training and role of teachers for teaching football and frequency of teachers in practicing different teaching strategies, techniques and what and how they practice different activities and how they practices their students on different activities, exercises and tasks of football classes.

The items in the questionnaires for students was focused on what and how their teachers perform during teaching-learning process in the classroom, on giving tasks, activities and exercises, how their teachers attempt to practice them some activities, how their teachers attempt to participate students in real learning, their motivation, confidence and participation in the class room, what method of teaching their teachers use mostly. In general the same items for both teachers and students was match (relate) with each other, this means, the same items reflect in one another. This was done in order to cross check the accuracy of data.

#### **3.6.2. Observation:**

Observation is one way of data collecting instruments. In the application of an educational program, it is in the “class room” that all hidden and manifest intentions and efforts of education occur. Based on this, we can say that classroom is very important source of data collection in describing the implementation of an educational innovation. Therefore, classroom observations were taken as one of very important source of data gathering instrument in this study. The observation took place during physical education football practical as well as theoretical classes. It took place while the teachers were teaching both practical and theoretical part of the lessons. The class room observation guide format/check lists were developed by the researcher. Based on observation check-list a critical observations of the classrooms (both theory and practice)

realities such as teaching methods of teachers employ, the major activities the teachers and the students perform, participation, interaction between teachers and students, the classroom conditions and other necessary facilities were observed two times (one theory and one practical classes) in each schools while PE teachers teaches in the class.

### **3.6.3. Interview:**

It is also a very useful instrument to understand reasons why and how things happen and the way they happening. The major way in which any researcher seeks to understand the perceptions, feelings and knowledge of people in programs is through in-depth and intensive interviewing. Some literature indicates that interview has three forms. These are structured, semi structured and unstructured. To gather more detailed information from schools director. The researcher employed semi-structured interview. It is because these people are small in number and their position is important in describing whether an educational program is being implementing as planned or not. Thus, it is with this assumption that interview was employed as a data gathering instrument for this study.

### **3.7. Procedure of Data Collection**

As long as the procedure of data collection is concerned, the researcher had through the following steps, so as to collect the relevant data. The first thing he had done was getting the recommendation letter from the Jimma university department of sport science that which was addressed to the selected high schools. The recommendations letters were given for the principals of the selected high schools and permission was obtained from the director/coordinator of the school. The objective the study was presented for the school principals. The researcher had recruited six data collectors of sport professionals, who have strong attachment with the schools and was give training on data collection. Finally, the data were collected from students, teacher and principals' through the proposed data collecting instruments.

### **3.8 Method of Data Analysis**

Descriptive statistical analysis was used for the data that collected through questionnaire. In this descriptive statistical analysis the data were collected for this study was fed in SPSS 20 was analyzed in percentages, mean and standard deviations the data. The qualitative data that was collected through interview and observations were analyzed and discussed qualitatively with text explanations.

### **3.9. Ethical Considerations**

Ethical clearance was obtained from Assosa woreda educational bureau. The purpose of the study was explained to study participants in order to get informed verbal consent. Then an informed verbal consent was received from each study subjects and anyone who is not be willing to take part in the study had the full right to exclude himself/herself. To ensure confidentiality of respondents, their names were not be registered on the questionnaire



## Chapter Four

### 4. Data Analysis, Interpretation and Discussions

#### 4.1. Demographic information of the respondents

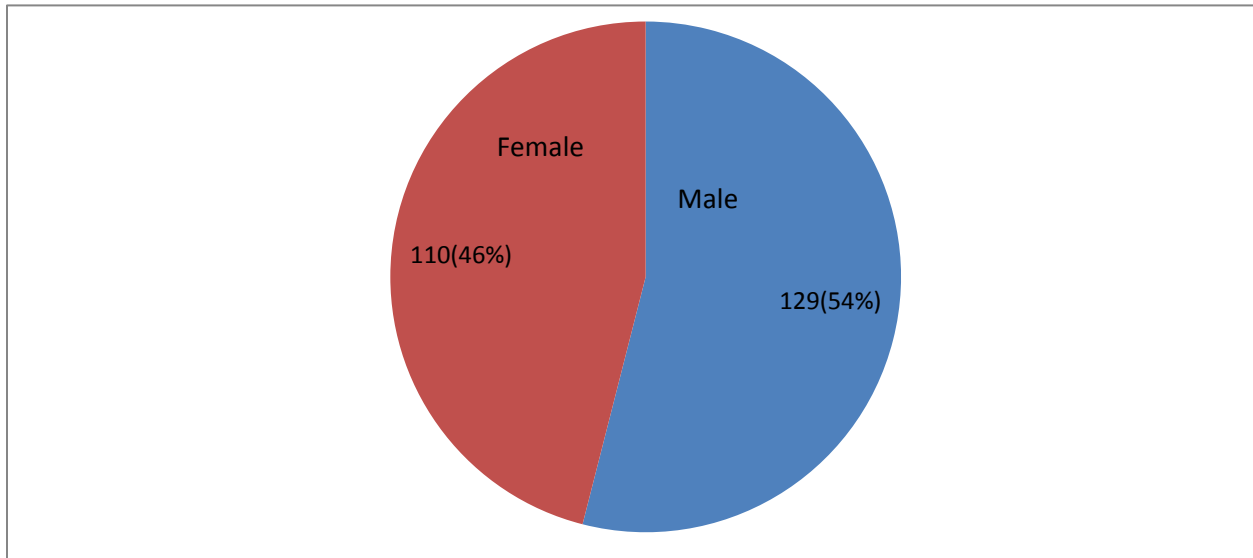


Figure2. sex of respondent

The above figure1 revealed about the sex respondents of the students. So the above data clearly showed that 129(54%) of the students are to males and the remaining 110(46%) of the respondent students are belongs to females respectively. therefore the above data clearly demonstrated that the number of male students are greater than female counterparts.

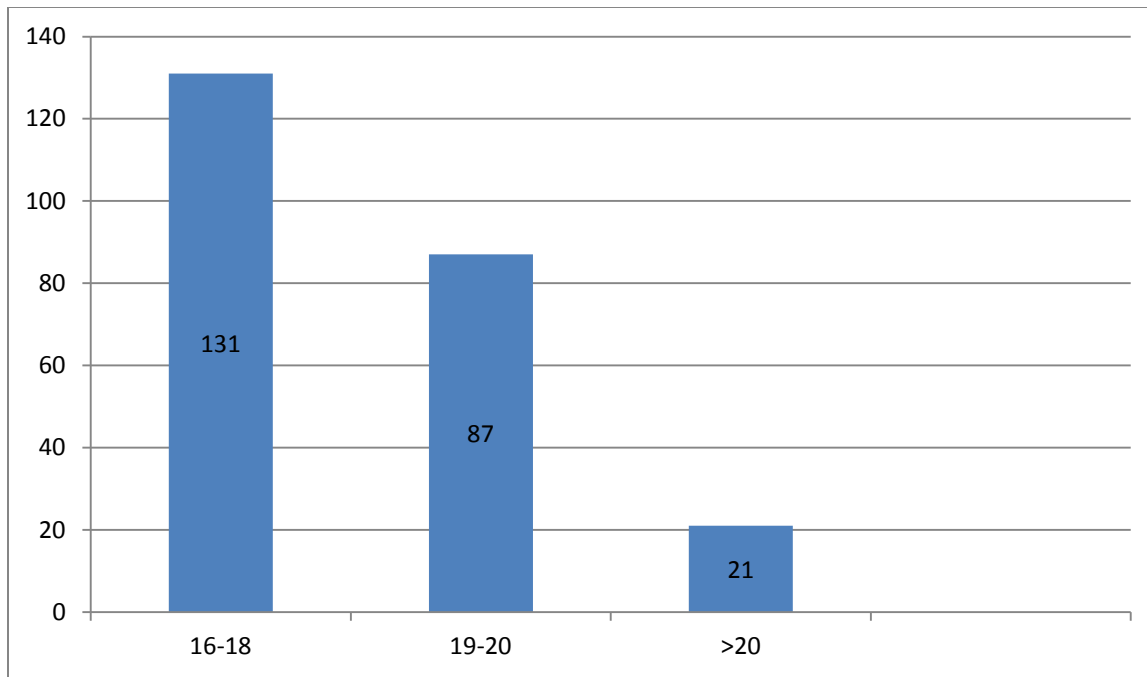


Figure3. The age of respondents

The above figure 2 revealed about the age of respondents of the students .So the above data clearly showed that 131(54.81%)of the respondent range in the age group between 16-18 years,87(36.40%)of the respondents range in the age group between 18-20 years and 21(8.78%) is above 20 years. So this implies that the majority of the respondent to this study are in the age group between 16-17 years.

## 4.2. Current status of teaching football

**Table.4.2.1. Analysis on Opinion of students on current situation of football practice in your school**

	N	Mean	Std. Deviation
Items			
Football sport is guided by well-organized plan and schedule as other sport activities	239	2.73	1.051
There is a competitive student's team football	239	2.33	.759
Football is well communicated in the school compound	239	2.49	.849
The school principals and teachers are highly integrated for the wellbeing of the school football practice			
	239	2.76	.901
There were well planned practical teaching of football in the school	239	2.64	.985

Five items were designed to assess opinion of students on current situation of football practice in the school. On the basis of these items, responses were collected and presented in the above table. Based on the collected and presented items the analyses of the responses were done in mean and standard deviation.

The responses of 2.73 mean score and 1.01 of standard deviation were indicated as football sport is guided by well-organized plan and schedule as other sport activities.

The responses of 2.33 mean score and .759 of standard deviation were shown the presence of a competitive student's team football.

The responses of 2.49 mean score and .849 of standard deviation were indicated as football practice was well communicated in the school compound.

The responses of 2.76 mean score and .901 of standard deviation were shown as the school principals and teachers are highly integrated for the wellbeing of the school football practice. The responses of 2.64 mean score and .985 of standard deviation were indicated as there were well planned practical teachings of football in the school.

Conclusions were made using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 4.2.1. The central tendencies were calculated based on the value that were given for each choice in the liker scale that had been ranged between 1 and 5. If all the sample respondents gave responses for 5,  $5 \times 239 = 1195$  responses were obtained and if the all the sample respondents were gave their responses for 1  $1 \times 239 = 239$  responses were obtained. The addition of responses that were collected for 5 which were 1195 responses and the responses that were collected for 1 which were  $239 = 1434 / 2 = 717 / 239 = 3$  central tendency was obtained. The mean scores below 3 descending from 3 were considered as disagree and strongly disagree. The above results that had presented in the mean scores in the above table implies that respondents had disagreed on the presence of Football sport is guided by well-organized plan and schedule as other sport activities, there is a competitive student's team football, Football is well communicated in the school compound, the school principals and teachers are highly integrated for the wellbeing of the school football practice and there were well planned practical teaching of football in the school. Therefore, these were the challenges of teaching football in the secondary schools.

### 4.3 Student participation in football

Table.4.3.1. Analysis on view on student participation in football

	N	Mean	Std. Deviation
Items			
Your interest to learn football	239	2.61	.964
The extent students come on time in the field during football practice	239	2.78	.997
The accessibility of enough number of student's football players to the school team.	239	2.80	.899
Students interest to join football club after completion of grade 10.	239	2.62	1.022

Five items were designed to assess on view on participation in football. On the basis of these items, responses were collected and presented in the above table. Based on the collected and presented items the analyses of the responses were done in mean and standard deviation.

The responses of 2.61 mean score and .964 of standard deviation were indicated as they have interest to learn football.

The responses of 2.78 mean score and .997 of standard deviation were shown as the extent students come on time in the field during football practice.

The responses of 2.80 mean score and .899 of standard deviation were indicated as they were accessibility of enough number of student's football players to the school team and the responses of 2.62 mean score and 1.022 of standard deviation of the responses were shown as the students have interest to join football club after completion of grade 10.

Conclusions were made using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 4.3.1. The central tendencies were calculated based on the value that were given for each choice in the liker scale that had been ranged between 1 and 5. If all the sample respondents gave responses for 5,  $5 \times 239 = 1195$  responses were obtained and if the all the sample respondents were gave their responses for 1  $1 \times 239 = 239$  responses were obtained. The addition of responses that were collected for 5 which were 1195 responses and the responses that were collected for 1 which were  $239 = 1434 / 2 = 717 / 239 = 3$  central tendency was obtained. The mean scores below 3 descending from 3 were considered as disagree and strongly disagree. The above results that had presented in the mean scores in the above table implies that respondents had disagreed on the presence of interest to learn football, the extent which students come on time in the field during football practice, the accessibility of enough number of student's football players to the school team and Students interest to join football club after completion of grade 10. Therefore, these were the challenges of teaching football in the secondary school

#### 4.4. Challenges of teaching football

**Table. 4.4.1 Analysis on the view on challenges related to teachers related issues**

	N	Mean	Std. Deviation
Items			
Teacher's capacity to teach football concepts to the student.	239	2.72	1.046
Teacher's initiation to teach football than hand ball and volleyball	239	2.63	.907
The school encouragement in terms of incentives to students and teachers well performance of football.	239	2.84	.898
Student encouragement and motivation by their teachers during football	239	2.57	1.090

practical instruction			
Teacher's motivation in organized forms with stake holders to minimize the school football practical problems.	239	2.62	.905

These five items in the above table were designed to identify the view on teachers' related issues. Five items were designed and delivered for the sample respondents and the data were collected and analyzed in the above table. The results of the analysis had been presented with the items by mean and standard deviation.

The responses of 2.72 mean and 1.046 of standard deviation of the respondents were indicated as the teacher has a capacity to teach football concepts to the student.

The responses of 2.63 mean and .907 of standard deviation were indicated as teacher's initiation to teach football was greater than hand ball and volleyball.

The responses of 2.84 mean and .898 of standard deviation of the respondents were indicated as the school encouragement in terms of incentives to students and teachers well performed in football.



The responses of 2.57 mean and 1.090 of standard deviation of the respondents were indicated, as there was the student encouragement and motivation by their teachers during football practical instruction

The responses of 2.62 mean and .905 of standard deviation were indicated as there was teacher's motivation in organized forms with stake holders to minimize the school football practical problems.

Conclusions were made using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 4.4.1. The central tendencies were calculated based on the value that were given for each choice in the liker scale that had been ranged between 1 and 5. If all the sample respondents gave responses for 5,  $5 \times 239 = 1195$  responses were obtained and if the all the sample respondents were gave their responses for 1  $1 \times 239 = 239$  responses were obtained. The addition of responses that were collected for 5 which were 1195 responses and the responses that were collected for 1 which were  $239 = 1434 / 2 = 717 / 239 = 3$  central tendency was obtained. The mean scores below 3 descending from 3 were considered as disagree and strongly disagree. The above results that had presented in the mean scores in the above table 4.1.5 implies that respondents had disagreed on the presence of teacher's capacity to teach football concepts to the student, teacher's initiation to teach football than hand ball and volleyball, the school encouragement in terms of incentives to students and teachers well performance of football, student encouragement and motivation by their teachers during football practical instruction and teacher's motivation in organized forms with stake holders to minimize the school football practical problems. Therefore, these were the challenges of teaching football in the secondary schools.

#### 4.5. Challenge of Teaching Football Related To Schools

Table.4.5.1. Analysis on view on school related factors affecting football practice.

	N	Mean	Std. Deviation
There is conducive environment to practice Football in the school	239	2.46	.819
Availability of fundamental football materials.	239	2.62	.981
The school encouragement in terms of incentives to students and teachers well performance of football.	239	2.83	.933

In the above table analyses had been done on focusing on view on school related factors affecting football practice. The objectives of designing the above items were to identify view on school related factors affecting football practice.

On the presence of the conducive environment to practice football in the school, the value was 2.46 mean and the standard deviation was .819.

The mean value for the idea that availability of fundamental football materials was 2.62 and the standard deviation was .981.

The school encouragement in terms of incentives to students and teachers well performance of football, the mean value was 2.83 and the standard deviation is .933.

As indicated in table in the above table the mean score of 2.49 and the standard deviation of .885 had indicated the extent of attention given to football by the school sport club compared to other sport activities. As indicated in table in the above table the mean value of 2.58 and the standard deviation of .923 had conclusions were made using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 4.5.1. The central tendencies were calculated based on the value that were given for each choice in the liker scale that had been ranged between 1 and 5. If all the sample respondents gave responses for 5,  $5 \times 239 = 1195$  responses were obtained and if the all the sample respondents were gave their responses for 1  $1 \times 239 = 239$  responses were obtained. The addition of responses that were collected for 5 which were 1195 responses and the responses that were collected for 1 which were 239  $= 1434 / 2 = 717 / 239 = 3$  central tendency was obtained. The mean scores below 3 descending from 3 were considered as disagree and strongly disagree. The above results that had presented in the mean scores in the above table 4.1.6 implies that respondents had disagreed on the presence of There is conducive environment to practice Football in the school, availability of fundamental football materials, the school encouragement in terms of incentives to students and teachers well performance of football, the extent of attention given to football by the school sport club compared to other sport activities and poor understanding of the school community about the role of football. Therefore, these were the challenges of teaching football in the secondary schools.

#### 4.6. School Community Challenges

**Table.4.6.1.Opinion on the school community related factors in teaching football practically.**

Items	N	Mean	Std. Deviation
Understanding of the merit of football sport	239	2.66	.986
Parent’s material support to their children to practice football	239	2.46	.819
The extent parents are volunteer to their students to practice football.	239	2.46	.819
The extent to which PTSA members check and control football practice.	239	2.46	.819

. PTSA members, in collaboration of school principals and teachers, to organize sport program for parents to visit sport activities	239	2.78	.997
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Five items were designed to assess the opinion on the school community related factors in teaching football practically. On the basis of these items; responses were collected and presented in the above table. Based on the collected and presented items the analyses of the responses were done in mean and standard deviation.

As evidenced in the above table the mean value of 2.66 and the standard deviation .986 had indicated the presence of understanding of the merit of football.

Concerning the Parent’s material support to their children to practice football, the mean score of 2.46 and the standard deviation of .819 had indicated the presence of parent’s material support to their children to practice football. As it was evidenced in above table, the mean value 2.46 and the standard deviation .819 were shown as the extent parents are volunteer to their students to practice football.

As it was evidenced in above table, the mean value 2.46 and the standard deviation .819 were Shown as the extent to which PTSA members check and control football practice. As it was evidenced in above table, the mean value 2.78 and the standard deviation .997 were

Shown as PTSA members, in collaboration of school principals and teachers, to organize sport program for parents to visit sport activities

Conclusions were made using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 4.6.1. The central tendencies were calculated based on the value that were given for each choice in the liker scale that had been ranged between 1 and 5. If all the sample respondents gave responses for 5,  $5 \times 239 = 1195$  responses were obtained and if the all the sample respondents were gave their responses for 1  $1 \times 239 = 239$  responses were obtained. The addition of responses that were collected for 5 which were 1195

responses and the responses that were collected for 1 which were  $239=1434/2= 717/239=3$  central tendency was obtained. The mean scores below 3 descending from 3 were considered as disagree and strongly disagree. The above results that had presented in the mean scores in the above table 4.1.7 implies that respondents had disagreed on the presence of understanding of the merit of football sport, parent's material support to their children to practice football, the extent parents are volunteer to their students to practice football, the extent to which PTSA members check and control football practice and PTSA members, in collaboration of school principals and teachers, to organize sport program for parents to visit sport activities. Therefore, these were the challenges of teaching football in the secondary schools.

#### **4.7. Analysis and discussions on the qualitative data**

##### **4.7.1. Analysis on the qualitative data collected through Interview from teachers.**

For the interview on the three physical education teachers interviews were conducted on eleven interview questions and the responses were analyzed and discussed in text explanations as follows.

The first interview question asked was to know their personal information on teaching experiences they have had. The responses that were given by the physical education teachers were shown that one of the physical teachers teaching experience was six years, the others teaching experiences were eleven years and fifteen years.

The second interview question asked was to identify the challenges that they have been facing while you have been teaching football in your school. The responses that given by the three physical teachers were learning environment, student problem, large class size and the student interests were indicated the presence of challenges in teaching football.

The third interview question asked was to identify the list of challenges that they have facing in teaching football. The responses that were given by the three physical education teachers were are the major in that their responses had indicated that challenges like, lack insufficient instructional materials, lack of standard sport, lack of enough budget, lack of sport uniforms for each student, period allotment, student interest and lack of well-organized plan were challenges that physical teachers face in teaching football.

The fourth interview question asked was to assess the challenges that they have been facing while you have been teaching football practically. The responses of the three physical education teachers were similar in that the challenges that physical teachers while teaching the practical class in teaching football were lack of instructional material and equipment, lack of well-organized sport field and like of sport uniforms and shoes as well as the interest students.

The fifth interview question asked was list the challenges they have been facing during theoretical class room. The responses that were provided by the physical education teachers had indicate that challenges like, large class size, student interest and absence of enough references and teachers interest were the challenges to teach football in the theoretical class.

The sixth interview question asked was to assess the attitude teachers have towards teaching football theoretically and practically. The responses that were given by the three physical teachers were similar in that their responses had indicated that the interest of physical education teachers was low since lack of sufficient supply of instructional materials and equipment's for teaching foot ball

The seventh interview question asked was to assess the current status of teaching football lessons. According to the responses that have been provided by the physical education teachers the current status of teaching football was not as expected from the physical teachers due to the above reasons.

The eighth interview question asked was to identify the extent at which students have been participating in football lesson while physical education teachers have been teaching compared to the other activities of physical education. According to the responses that were given by the physical educations teachers the participations of students were low and it was not as expected.

The ninth interview question asked was to identify the presence of available instructional materials that have been used during trainings and competition in implementing football practical class. The responses that were given by the three physical education teachers had indicated that there were insufficient supplies of instructional material and equipment's especially for teaching football in the practical class.

The tenth interview question asked was to assess the activities and roles of teachers that they have been using during football teaching-learning in class room and the frequencies at which they have been employed by teachers. The responses that were given by the physical education teachers had shown that the roles of teachers were teaching the students by solving the challenges even though they have been challenged with scarcity of materials.

The eleventh interview question asked was to assess how they have been managing their time in teaching football. The responses of the physical teachers had shown that the 40 minutes time that given for each period has been properly managed based on the procedures that have been expected to complete.

#### **4.7.2. Analysis on the qualitative data collected through Interview from principals**

The interviews questions were conducted on three secondary school principals and qualitative data were collected and discussed in text explanations as follows.

The first interview question asked was to know the qualification, position, and experience. The qualifications the two principals was second degree and the qualification of the other principal was degree. Their working experiences were six, nine and twelve years.

The second interview questions asked was to assess their understanding (awareness) on physical activity and sports particularly football. The principals have awareness on physical educations activities.

The third interview question asked was to identify the presence of training for HPE teachers on football or in other. The responses of the interviewee were indicated that two of the HPE teachers took training twice and the other HPE took training once

The fourth interview question asked was to assess their opinion on the applicability of those trainings in real classroom situation especially during physical education session. The training was not practically observed due to the absence of sufficient material for teaching physical education.

The fifth interview question asked was to identify the presence of evaluation about the availability of physical education educational facilities and quality in your school. The



evaluations were done according to the responses of the principals. However, the availability of this facilitation has an influence on teaching- learning process especially in football?

The sixth interview question asked was to assess whether they organize regularly (intra-mural or extra-mural) or not any sporting activities. The responses of the principals were indicated that they never organize in their schools.

The last interview question asked was to identify solutions that will be suggested to foster students' interest as well as participation towards football. The principal had suggested that supplying sufficient instructional materials and equipment's, sport uniforms and shoes for each student, organizing and arranging sport fields in the schools, training the HPE teachers on the seasonal bases and motivating students while teaching physical educations as solution to enhance teaching physical education in secondary schools.

#### **4.7.3 Analysis on the observations that had been made on practical and theoretical class**

The observations that were conducted by the observer were divided in theoretical class observation that had made in the class room and the practical observation was made on the field while the practical lessons were taught practically on the field.

The first observations were done on the theoretical classroom focusing on motivations, checking students' activities in moving in classroom, teaching materials, feedback, participations and clarifying objectives.

The first thing that teachers do was clarifying the objectives of the lesson. However, the result of the observation had indicated that the objectives of the lesson were not clearly addressed for the students at the beginning.

The second point that were observed and as the guideline for the observations made was looking at the rate motivations that were provided by the physical education teachers for the students. The students have been motivated by physical education teachers in teaching football moderately.

There were not adequate spaces for movement between desks while teaching theoretical lesson since the class was large class with student size. Facility and teaching materials are in adequate and appropriate with numbers of students ration in the class.

The existing scarce facility and material have been utilized in teaching football properly in the theoretical class room; constructive feedback was given by the physical education teachers timely in the theoretical class. Students were arranged for different classroom activities. However, students interactive among themselves were not as expected and the student participation was low.

The field observations were done while the practical class room. The result of the observation in the field on the practical class room had shown that there was wall paint/field which did not exist and was not attractive to teach practical teaching of football lessons, the students' participation while football lessons have been taught practically in physical education was not as expected, constructive feedback was given although it was not expected and students were arranged in large group due to scarcity of instructional materials

#### **4.8. Discussion**

The data were collected for this study from students through questionnaire, from teachers and principals' interview and observations. The collected data were analyzed quantitatively, qualitatively and were discussed above. In the process of the practices of teaching physical education the challenges of teaching physical education were identified from the highly challenging points to the least challenging points as follows based on the data that were collected from students, teachers, and principals as well as through observations.

The results that were obtained from students through questionnaire, from teachers and administrators through interview and through observations on the theoretical lessons in the class room and practical lessons on the field were similar to each other in identifying the challenges that had affected teaching the physical education in the teaching learning process.

The results of the current study were compared with the findings that were included in the literature review part of this study under chapter two as follows.

In the previous study that was conducted previously the challenge was identified as the organization problems revolve around failure to manage with limited equipment and facilities Frank, **etal** (2003).The result of this study was similar in that lacks of sport equipment's and sufficient facilities were challenges for teaching physical educations.

The previous study that had conducted on the role of teachers in teaching physical education was indicated that teacher must assist their student, in acquiring the necessary motor skill and knowledge pertaining to physical activity Ward,( 2011). The time that has planned by the teachers does not always translate within the functional learning time for the students (Daryl Sliedentop 1991:182.The result of the current study was also similar in that the result of this study had identified that lacks professional competence, physical education teacher are not interested in teaching physical education, football lessons are not well organized by physical education teachers, physical education teachers have not practiced the students and physical education teacher did not encourage students were the challenges for teaching football in physical education.

The result of the other previous finding had indicated that students who experience success in meaningful activities in physical education in a nurturing learning environment will improve their attitudes towards themselves, towards school, and towards the subject matter Ward, (2011). However, the result of the current study had shown that lack of interest to learn physical education, student do not give emphasis on physical education like other subjects, students do not engage themselves in theoretical and practical class, students are not motivated toward learning physical education, students did not do the given tasks, students consider physical education as additional subject, lack of interest to work in group, students did not write notes and students are uncooperative with teachers when practical exercise are given by teachers were the challenges for teaching football in physical education.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCIUSION AND RECOMMENDATIONS**

#### **5.1. SUMMARY**

The objective of this study was assessing the practices and challenges of teaching football in physical education in some selected secondary schools of Assosa woreda. Thus, descriptive survey design was chosen as it enabled the researcher to describe the current status of an area of study. In this descriptive survey method the quantitative and qualitative approaches were used. Quantitative approach was used for the data that were collected through questionnaire and qualitative approach was used for the data that were collected through interview and observations. Quantitative and qualitative data were collected through questionnaire from students and through interview from teachers and administrators as well as observations were conducted in the classroom and field. The collected quantitative data and qualitative data were analyzed quantitatively and qualitatively for this study. Based on the analysis those were made for this study the findings of this study were identified and were presented side by side with the basic research questions of this study as follows.

The first research question asked was to identify the practices and challenges in relation to teaching learning process of football lesson in physical education program. The finding of this study had indicated that lack of sufficient budget, lack of enough sport field for football practical class, lack of sport equipment's and lack of sufficient facilities were challenges for the practices teaching physical educations.

The second research question asked was to assess the perception of physical education teachers towards football lesson. The result of this study had indicated that the of physical education teachers towards football lesson was not as required.

The third research question asked was to identify the current status of teaching football lesson in physical education program. The result of this study had shown that the current status at medium level

The last research question asked was to identify extent at which students participate in football lesson as compared to other activities of physical education lesson. The result of this study had indicated that the extent at which the students participated was better although the extent at which the students had participated in the football was at medium level.

## **5.2. Conclusion**

On the basis of the findings that were obtained in the above summary, the findings were identified and presented. On the basis of the summary that was made above the conclusions of this study was made as follows. In the process of teaching football in the secondary schools practicing the challenges of football were identified according to the result of this study. The challenging that were observed practicing to teach football were:

1. The finding of this study had indicated that large class size, learning environment, student interests towards learning the subject, teacher knowledge, teacher attitude, lack of sufficient budget, lack of enough sport filed for football practical class, lack of sport equipment's and lack of sufficient facilities were challenges for the practices teaching physical educations.
2. The result of this study had indicated that the extent at which the students participated was better although the extent at which the students had participated in the football was at medium level.
3. The result of this study had indicated that the of physical education teachers towards football lesson was not as required.
4. The result of this study had shown that the current status at medium level.

### **5.3. Recommendation**

Based on the findings that were presented above the following recommendations are given.

- The teachers should address the objective of each lesson before presenting the content of football lesson; get the students in football practice at required level, assessment the practice of football on the regular basis and being good role model as required.
- Students should have interest towards learning physical education, involve in the group work and the teachers should motivate the students towards learning football.
- Establishing small group discussions among in each school, which will have a chance to reduce lack of awareness about the field.
- The concerned bodies such as each school directors, expert and principals have to encourage and create conducive environment to PE teachers to teach the topic properly in they as well as practice. Teachers have to produce and utilize relevant instructional materials which are locally made probably to promote the teaching learning processes in the field of study.
- Members of the school football PE teachers, students and student's parents must create and increase their working relationship in order to develop football practices.
- The ability and capacity of football sporting teachers can be motivated and rose through on job training, experience sharing ,giving recognition, and preparing sport matches

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# **APPENDIX A**

**JIMMA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**COLLEGE OF NATURAL SCIENCE**

**DEPARTMENT OF SPORT SCIENCE**

## **Appendix A. Questionnaire to be completed by students**

**Dear respondents:**

This questionnaire is designed to collect relevant information on “the practice and challenges of teaching football in Assosa Woreda high schools.” The information collected through this questionnaire will be treated confidentially and be used only for academic purpose. Your genuine contribution will be greatly essential for the success of the study. Thus, you are kindly requested to fill the questionnaire carefully and honestly.

**Thank you for your cooperation**

I would like to thank you for willingness to fill this question.

- Encircle the appropriate letters that corresponding to your choice and write your answer in brief for open-ended questions.
- It is impossible to provide more than one answer for closed - ended questions.
- Try to attempt all the questions.
- No need of writing your name.

**Part 1. Background information.**

Direction1. The following are the respondent back ground. Hence fill all the information that expresses you.

1. Would you indicate your sex?

A. Male                      B. Female

2. Would you indicate you age?

A. 16-18                      B. 19- 20

C. >20

3. Would you indicate your name of your school?

A. Hoha No<sub>2</sub>secondary school

B. Oura Secondary School

C. Nebar Comshiga secondary school

## Part II practice and challenges in teaching foot ball

### Direction

Please indicate the degree to which the following factors that hinder teaching of football in your high school. After you read each of the factors, evaluate them in relation to your school and then put a tick mark ( ) under the choices below. Where, 5 = strongly agree (SA), 4= agree (A), 3= Partially Agree (PA),2= disagree (DA) and 1= strongly disagree (SDA).

No	Statement	Response categories				
		SDA 1	DA 2	PA 3	AG 4	SAG 5
1	<b>OPINION OF STUDENTS ON CURRENT SITUATION OF FOOTBALL PRACTICE IN YOUR SCHOOL</b>					
1.1	Football sport is guided by well-organized plan and schedule as other sport activities					
1.2	There is a competitive student's team football					
1.3	Football is well communicated in the school compound					
1.4	The school principals and teachers are highly integrated for the wellbeing of the school football practice					
1.5	There well planned practical teaching of football in the school					

**Direction**

Please indicate the degree to which the following factors that hinder teaching of football in your high School. After you read each of the factors, evaluate them in relation to your school and then put a tick Mark ( ) under the choices below. Where, 5 = Very high (VH), 4= High (H), 3= Medium (M),2= Low (L) and 1= Very Low (VL).

2	<b>VIEW ON PARTICIPATION IN FOOTBALL</b>	V.L 1	L 2	M 3	H 4	V.H 5
2.1	Your interest to learn football					
2.2	The extent students come on time in the field during football practice					
2.3	The accessibility of enough number of student's football players to the school team.					
2.4	Students interest to join football club after completion of grade 10.					
3	<b>VIEW ON TEACHERS RELATED ISSUES</b>					
3.1	Teacher's capacity to teach football concepts to the student.					
3.2	Teacher's initiation to teach football than hand ball and volleyball					
3.3	The school encouragement in terms of incentives to students and teachers well performance of football.					



3.4	Student encouragement and motivation by their teachers during football practical instruction					
3.5	Teacher's motivation in organized forms with stake holders to minimize the school football practical problems.					
4	<b>VIEW ON SCHOOL RELATED FACTORS AFFECTING FOOTBALL PRACTICE.</b>					
4.1	There is conducive environment to practice Football in the school					
4.2	Availability of fundamental football materials.					
4.3	The school encouragement in terms of incentives to students and teachers well performance of football.					
4.4	The extent of attention given to football by the school sport club compared to other sport activities.					
4.5	Poor understanding of the school community about the role of football					
5	<b>OPINION ON THE SCHOOL COMMUNITY RELATED FACTORS IN TEACHING FOOTBALL PRACTICALLY</b>					
5.1	Understanding of the merit of football sport					
5.2	Parent's material support to their children to practice football					

5.3	The extent parents are volunteer to their students to practice football.					
5.4	The extent to which PTSA members check and control football practice.					
5.5	. PTSA members, in collaboration of school principals and teachers, to organize sport program for parents to visit sport activities					

6. Would tell me factors that have challenged the practical and theoretical football teaching ?-----

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 -----  
 -----

7. What are teachers related factors that have challenged teaching football during practical and theoretical lessons?-----

-----  
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8. Would tell me the practices that have been practiced in teaching football in physical education?-----

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## APPENDIX B

### JIMMA UNIVERSITY

#### SCHOOL OF GRADUATE STUDIES

#### COLLEGE OF NATURAL SCIENCES

#### DEPARTEMENT OF SPORT SCINCE

### **Appendix B. Interview questionnaires for PE teachers**

**Dear teacher!** The purpose of this interview questions is to get your responses about the current practice and challenges of football teaching-learning process in the secondary high school you have been teaching physical education.

#### **Interview questions**

1. Would you tell me your teaching experiences?
2. Are there challenges that you have been facing while you have been teaching football in your school?
3. Do you mention those challenges that you have facing in teaching football?
4. Do identify challenges that you have been facing while you have been teaching football practically?
5. Do list the challenges you have been facing during theoretical classroom?
6. What is your attitude towards teaching football theoretically and practically?
7. Would you tell me the current status of teaching football lessons?
8. Would you tell me the extent at which students have been participating in football lesson while physical education teachers have been teaching compared to the other activities of physical education?
9. Are there available instructional materials that have been used during trainings and competition in implementing football practical class?
10. Would you mention the activities and roles of teachers that they have been using during football teaching learning in classroom? How often you employ these activities?
11. Would you tell me how you have been managing your time in teaching football? Do you have enough time to teach practical class?

# **APPENDIX C**

**JIMMA UNIVERSITY**

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## **Appendix C. Interview questionnaire for School Director**

### **Basic guiding interview sample questions**

- 1.** Would you please tell us your qualification, position, and experience?
- 2.** Would you explain your understanding (awareness) on physical activity and sports particularly football?
- 3.** Do your PE teachers take any training on football or in other? If your answer is yes .what kind of training they took?
- 4.** How do you think the applicability of those trainings in real class room situation especially during physical education session?
- 5.** How do you evaluate the availability of physical education educational facilities and quality in your school? Do you think the availability of this facilitation have an influence on teaching- learning process especially in football?
- 6.** In your school would your organize regularly (intra-mural or extra-mural) any sporting activities?
- 7.** What solutions do you suggest to foster students interest as well as participation towards football?

# **APPENDIX D**

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**SCHOOL OF GRADUATE STUDIES**

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## **Appendix D. observation check list**

### **General information**

1. Observer name: \_\_\_\_\_
2. School: \_\_\_\_\_
3. Grade and Section: \_\_\_\_\_
4. Number of students in class \_\_\_\_\_
5. Sex Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_

### **Observations Scales qualitatively**

**Unacceptable, Acceptable, Good, Very good, Excellent**

### **Direction**

Please indicate the degree to which the following factors that hinder teaching of football in your high school. After you read each of the factors, evaluate them in relation to your school and then put a tick mark ( ) under the choices below. Where, 5 = Excellent 4= Very good, 3= Good, 2= Acceptable and 1= Unacceptable

No	Statement	Unacceptable 1	Acceptable 2	Good 3	Very good 4	Excellent 5
1	the students participate while football lessons have been taught football practically in physical education					
2	The students have been motivated by physical education teachers in teaching football.					
3	There are adequate spaces for movement between desks while teaching theoretical lesson.					
4	There are adequate spaces for movement in the sport field while teaching practical lesson.					
5	There is wall paint/field which is attractive to teach practical teaching					

	of football lessons.					
6	Facility and teaching materials are adequate and appropriate with No of students ration in the class.					
7	Facility and material have been utilized in teaching football properly.					
8	A teacher gives constrictive feedback timely in the theoretical class.					
9	A teacher gives constrictive feedback timely in the practical class.					
10	Arrange students for different classroom activities					
11	Students are interactive among themselves.					
12	Teachers start the lesson from simple to complex.					

13	Students participate in the practical class					
14	Students participate in the theoretical class					
15	Clarify the learning objective.					
16	Arrange students for different practical activities					