



**JIMMA UNIVERSITY**

**COLLAGE OF NATURAL SCIENCES**

**DEPARTMENT OF SPORT SCIENCE**

**CHALLENGES OF PHYSICAL EDUCATION PROGRAM IN  
HIGH SCHOOLS OF MAO KOMO SPEIAL WOREDAA AT  
BENISHANGUL-GUMUZ REGION**

**BY**

**GETACHEW TAMIRAT**

**OCTOBER, 2017**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF SPORT SCIENCE,  
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OF EDUCATION IN PHYSICAL EDUCATION**

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**This thesis approval from the research entitled as challenges of physical education program in high schools of Mao-Komo special Woreda at Benishangul-Gumuz region. Approved as the original work of Getachew Tamirat has been approval by the department of sport science for partial fulfillment of masters of education in physical education.**

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## ***Abstract***

*The main objective of this study was to assess the challenges of physical education program in high school of Mao-Komo special Woreda at Benishagul–Gumuz regions .To achieve the intended objective of this study descriptive survey stratified 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 were analyzed and the qualitative data were analyzed in text explanations. Based on the analysis made on the basis of the collected data, the findings of this study were identified. The findings of this study were: on the presence of practical class, the objective of physical education not clearly designed, teachers did not get the students in physical education practice at required level, the assessment were not given on the regular basis, 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, write notes and students are uncooperative with teachers when practical exercise are given by teachers were the challenges that were related to students in the physical education teaching and learning process. Finally, based on the above findings, recommendations are given at the last part of this paper.*

***Keywords:*** Challenges, Physical Education, Program

## ***ACRONYMS***

**CAHPER:** Canadian Association for Health, Physical Education and Recreation.

**CDC:** Centers for Disease Control and prevention

**HPE:** Health and Physical Education

**MOE:** Minister of Education.

**NASPE:** National Association for Sport and Physical Education

**PE:** Physical Education

**UNESCO:** United Nations Education, Scientific and Cultural Organization

**USA:** United States of America

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# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the study

Physical Education is education through the physical exercises. It aims to develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also develops students' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, provide a good foundation for students' lifelong and life-wide learning.

Physical Education (PE) is a subject where students can take part in and learn about physical activities. They have been learning about how important keeping fit is for the health of their body and mind. In some activities they work on their own and in others you work with their classmates as part of a team. Physical education is the only sure opportunity for nearly all school-age children to access health-enhancing physical activities.

Physical education is a formal content area of study in schools that is standards based and encompasses assessment based on standards and benchmarks as a planned sequential K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors of healthy active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. As a school subject, physical education is focused on teaching school-aged children the science and methods of physically active, healthful living. It is an avenue for engaging in developmentally appropriate physical activities designed for children to develop their fitness, gross motor skills, and health.

High-quality physical education programs are characterized by instruction by certified physical education teachers, a minimum of 150 minutes per week (30 minutes per day) for children in elementary schools and 225 minutes per week (45 minutes per day) for students in middle and high schools, and tangible standards for student achievement and for high school graduation.

The global and the study those which had been conducted by different researchers that closely related to the topic of this research had been reviewed as follows.

The evolution of physical education, along with other educational professions, reflected contemporary changes in society. Throughout the early twentieth century, into the 1950s, there was a steady growth of physical education in the public schools. During the early 1920s many states passed legislation requiring physical education. However, shifts in curricular emphasis were evident when wars occurred and when the results of national reports were published. For example, as a result of the bombing of Pearl Harbor and the United States' entrance into World War II, the emphasis in physical education shifted from games and sport to physical conditioning. Similar curricular shifts were noted in 1953 when the Kraus-Weber study found that American children were far less fit than their European counterparts. As a result of this report, the President's Council on Physical Fitness was established to help combat the falling fitness levels of America's youth. During the 1950s and the 1960s, physical education at the elementary level experienced tremendous growth. Today, many physical education programs emphasize overall fitness, referred to as *wellness*, as well as skill development. However, since the 1970s the number of schools offering daily physical education has drastically decreased—1995 statistics from the Centers for Disease Control and Prevention (CDC) show a drop from 43percent in 1991 to 25 percent in 1995 ( Ibid). The study sought to gain the teachers' experiences on issues regarding curriculum, pedagogy and administration of PE challenges facing PE are similar across countries programmers in high schools. From these experiences the study identified best practice in school PE, the challenges faced by teachers and how these challenges are overcome.

Qualitative study that which had compared the experiences of Kenyan in Victorian secondary school Physical Education had conducted on the challenges faced by PE teachers both in Kenya and in Victoria by comparing and contrasting their experiences. The findings of the study had indicated that as PE continues to be a marginalized subject in school curricula throughout much of Kenya. In many schools in Kenya, PE class time is used as a time to take a break from serious class work. In an international survey, which did not cover Kenya but did investigate other African nations, Hardman (2008) discovered that the status of PE was low and the subject was in grave danger of being sidelined. The problems ranged from reduced curriculum time and a lack of adequately prepared teachers, to the poor state of facilities and a negative perception from teachers, students and parents.

The other global study that conducted by Daivid 2016 on Physical education in secondary schools located in low-income communities: Physical activity levels, lesson context and teacher interaction. The finding of the study had indicated that physical activity practice as moderate-to-vigorous participation within PE is lower than recommended.

Furthermore, the study that which had conducted by (Marshall & Hardman, 2000, p.223) had also shown as suffering from decreasing curriculum time allocation, budgetary controls with inadequate financial, material and personnel resources, has low subject status and esteem, and is being evermore marginalized and undervalued by authorities. At best it seems to occupy a tenuous place in school curriculum: in many countries, it is not accepted on par with academic subjects concerned with developing a child's intellect.

The other local study which had been conducted by Dr. Tesfaye, Ejigayehu and Kebede in 2013 on physical education, Effective teaching indicated that the challenge related with teacher (personal) and related with the administrator were identified . Those factors were large class size, time management, lack of material, lack of skill attitude, experience etc.

## **1.2. Statement of the problem**

PE programs have the potential to influence the next generation of adults to lead healthier lifestyles facilitated by regular participation in physical activity. This link between adult physical activity and school PE is illustrated well by Shephard and Trudeau (2000). Their view is that the most important goal of PE is the long-term health of the students through their exposure to a wide range of health giving forms of physical activity. Godin and Shephard (1986) have suggested that physical activity during childhood is vital to developing the positive attitudes that make such activities enjoyable, and to sustaining active lifestyles during adulthood.

As a consequence of these observations there have been strong recommendations that PE programs should focus on the promotion of lifetime physical activity, in order to enhance and maintain children's health later in life (Harris, 2000; Sallis and McKenzie, 1991)

Physical education as part of education provides the only opportunity for all children to learn about physical movement and engage in physical activity. As noted, its goal and place in institutionalized education have changed from the original focus on teaching hygiene and health to educating children about the many forms and benefits of physical movement, including sports and exercise en (NASPE, 2004).

The high school physical education teachers face a lot of challenges concerning curriculum time allocation, class sizes, teachers' professional affiliation, examination and assessment, school sport, and use of technology, among others. However, while the importance of physical education is widely acknowledged, competition from other academic subjects has forced many schools to reduce or cancel some physical education programmes'. Therefore, there is great need for teachers to collaborate and to share information on how to improve and to strengthen the delivery of physical education programmes in secondary schools.

The gap of this current study had considered the global and local studies that had been done by different researchers. As it was stated in the above studies different practices and challenges were identified. The current study was conducted to investigate whether the above identified challenges which were appeared in the particular setting area of this study or not. Furthermore, this current study had investigated the other additional challenges that have been occurred in the secondary schools of the study areas.

Generally, the purpose of this study was to assess the challenges of physical education teachers in teaching learning process in case of some selected high school of Mao-Komo special Woreda at Benishangul-Gumuz region by considering the following basic questions were answered.

### **1.3. Basic Research questions**

1. What are the challenges that have been in the selected secondary schools?
2. What are the challenges those have been related to physical education teachers?
3. What are the challenges those which have been related to students?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective of the Study**

- The objective of this study was to assess the challenges of physical education program in high school of Mao-Komo special Woreda at Benishangul-Gumuz region.



### **1.4.2. Specific Objectives of the Study**

- To identify the challenges those have been in the selected secondary schools.
- To identify the challenges those have been related to physical education teachers.
- To assess the challenges those which have been related to the students?

### **1.5. Significance of the study**

The result of this study will be important for physical education teachers, for physical education department heads and for the school principals Tongo, Tsotsora and Mimiya kobo high schools since the result of this study will provide them important information about the practices and challenges of physical education teaching and learning process. On the basis of the information that will be obtained from the results of this study they will plan on how to reduce the challenges that affect the physical education teaching-learning process. Additionally, the result of this study will be used as the source of information for the future researchers who will be interested to conduct research on in this area.

### **1.6. Delimitation of the study**

The study would not incorporate all students and physical education teachers that are found within the school of Tongo, Tsotsora and Mimiya kobo high schools. The research was conducted to the problems participating and performing of the teaching learning in physical educational program both theoretical and practical session. Even though high schools in Tongo special Woreda were three in number, the researcher selected all of the three high schools such as Tongo, Tsotsora and Mimiya kobo.

### **1.7. Limitation of the study**

This study would have some limitations such as:

- ✓ Time constraint
- ✓ Lack of materials
- ✓ Insufficient budgets, and
- ✓ Shortage of reference book etc.

## **1.8. Definition of terms used in the study**

**Physical education** – an education process that uses physical activity as a means to help people to acquire skills fitness, knowledge and attitudes that contribute to their optimal development and well-being <https://www.merriam-webster.com/dictionary/physical%20education>

**Participation**:-Refers to the involvement of trainees in a given activity.

**Physical activity**: - is any bodily movement produced by skeletal muscles that result in energy expenditure. (Health position paper 2008)

**Budget** – the amount of money available for purpose

[www.igi-global.com/dictionary/instructionalmaterials/48956](http://www.igi-global.com/dictionary/instructionalmaterials/48956)

**Facilities** – a building service, etc. provided for a particular purpose are used for sport activities such as running track, swimming pools basketball court, score fields etc. available in school for teaching learning process [www.igi-global.com/dictionary/instructionalmaterials/48956](http://www.igi-global.com/dictionary/instructionalmaterials/48956)

**Sport equipment** – an object used for sport or exercises <https://www.merriam-webster.com/dictionary/physical%20education>

## **1.9. Organization of the study**

This study had consists of five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, hypothesis of the study, significance of the study, delimitation of the study, limitation of the study, definitions of terms used in the study, and the second chapter deals with the review of related literature, and the third chapter deals with the research design and methodology of the study, and the fourth chapter deals with presentation, analysis and discussion of the data, and the last chapter deals with the summary of the findings, conclusion and recommendations of the study.

## **CHAPTER TWO**

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

#### **2.1. The concept of education and teacher**

According to James, Q. (1989), Education is a process of learning, which is aimed at improving moral, cultural, social and intellectual attributes of the student individually as well as member of social group. The process of learning is looked at as training in the filled of morals for individuals through which their potentialities are developed, the traits of the creator are inculcated in them and the culture of the people is transmitted to the coming generations. It is an instrument to change the social, cultural, economic and political set up of the society. It is considered a key to development.

Education is a vital important aspect of life. It is the way in which life attempts to realize the noblest form of existence and a flourishing humanity. It is the process through which individuals, groups and nations endeavor to achieve their ideals and aspirations. In education, the ultimate purpose of teacher is to help student to learn, often in a school. The aim is a course of study, planning of lesson, including learning and thinking skills. All these skills referred to pedagogical skills of a teacher. The teaching profession demands full devotion towards continues learning. Teacher's importance in modern era has acquired new dimension. They not only have to impart subject matter to the pupil but also help him in use of knowledge for developing the abilities and talents with which he is born. If we wish to bring a productive change, to raise the standard of education, it is imperative to recruit teachers who not only have proficiency in their subject, but also have required a positive attitude towards education and children. The success of any educational system depends on good teachers. We cannot replace the teachers with any other type of instructional material. It has been well said that teachers are the best educational system. So, in an educational system, teacher is the basic factor for its success. A teacher is more than what is commonly talked about. His duties of profession have many other dimensions on quality of teaching which requires individuals who are academically able and who care about the wellbeing of children and youth (Ibid).

### **2.1.1. Importance of Teacher**

According to Faucette, N. (1987), Teacher's importance in modern era has acquired new dimensions. They not only have to impart subject matter to the pupil but also help him in use of knowledge for developing the abilities and talents with which he is born. If we are committed to bring about really a productive change, to raise the standards of education, it is imperative to recruit teachers who not only have the subject matter proficiency, but also have required a positive attitude towards education and children. Teachers are the builders of our new generation. Unless we have the most dedicated, hardworking and trained teachers in our educational institution, we cannot educate good citizens for tomorrow. This in turn depends on the effectiveness with which they have been taught by their own teachers in the classrooms .The success of any educational system depends upon good teachers. We cannot replace the teachers with any other type of instructional material. It has been well said that the teacher of a school are always better than the system of education, teacher is the basic factor for its success. A teacher is more than what is commonly talked about him. His duties of profession have many dimensions. He helps students to learn things. The teaching importance is vital element in enhancing acquisition of knowledge in the school.

### **2.1.2. Professional characteristics of physical education teacher**

According to Foster, R. (1999), the under point indicates number of professional characteristic which are basic requirement for a good physical education teacher. Following professional characteristics are basic component of his personality such as Honors of child, introduction with students by giving attention, participation of students in school activities, addressing the individual differences; of the students, and importance to theory as well as practice Source of assessment in the classroom.

### **2.1.3. The need for specialist physical education teachers**

According to Sherman, A. (1989), Physical education teachers deal with every day. That is, how to deliver a quality physical education program with both skilled and unskilled students in the same class. Within the community, the considerable high school P.E. program that they are from some schools in the division have specialized physical education teachers and some do not.

## **2.2. Physical education indifferent country**

According to Formal, 2001 and Marshall, 2000; providing physical education both inside and outside of schools is crucial in helping young people to learn and develop life skills. The perspectives of physical education in Europe and in the USA, it is not difficult to notice that the future of the subject and the discipline is being challenged. A careful study and understanding of the 9 history and the development of our subject is a prerequisite to a full understanding of the overall situation. Germany and the USA have been undergoing educational reforms for a longer time than the Czech Republic, so we can gain some valuable information from them, which might help to reform Czech physical education. However, a clear process of European exchange of all previous concepts and currently renewed major vectors of development is visible. This process sits alongside an intention to balance the educational purpose of former core concepts of physical education and this has led to new minor vectors of curriculum development ("in-between approaches") in some other countries. If this process of diffusion is termed as a total "harmonization" of physical education concepts in Europe (Laporte, 1998), it may be the case that if this process is called "diversification" of former national physical education concepts, it represents a European spectrum of vectors of physical education development in this new millennium. The curriculum and concepts of teaching of physical education in Germany, Budget cuts, higher unemployment rates of physical education teachers, and reductions of curriculum time allocation were three major phenomena to occur in many European countries. They were accompanied by sociologically termed postmodernist societal values, which were reflected in modern lifestyles, new types of child-parent relationships and inclusive 'education for all' policies.

According to Naul, (2002), "Teachers, leave your kids alone" became not only a refrain of a 'pop' song, it also characterized the change to de-schooling, de-education, de-sporting activities, demoralization in physical education and devaluation of former Standards in physical education and sport. Disagreement about former common shared concepts of 'good practice' in physical education teaching occurred in many countries, thus mirroring the Situation in Germany. It clearly demonstrated an important shift in physical education concepts from a former "performance orientated mission" to a new "participation orientated mission". The four main vectors of European physical education can be explained as: the vector of cultural heritage of physical education, the Sport education vector, the movement education vector, and the health education vector.

However, all four dimensions became more evenly balanced in the 1990s in countries, where only a single concept had been dominant earlier. In Germany, for example, the former Sport education concept became more equally balanced by certain "movement" approaches in teaching physical education, which assisted in new physical education curricular developments in the year 2000. This represents a minor vector 'in-between' the former Sports education and movement education concepts. In England and Wales, however, the former physical education concept shifted to a more "Sport education concept" after the National Curriculum. One of the strongest developments in the health education direction in Europe was visible in Finland in the 1990s. The health vector became much more focused than it had been previously in Finnish physical education curricula (Heikinaro-Johanson, 1998). Currently, the Finnish physical education curriculum has been divided into physical and health education both as separately taught subjects.

### **2.2.1. Physical education in the school system**

According to Naul, R. (2002), Challenges include a decrease in: The amount of time allocated to physical education, the number of trained staff, the amount of training provided for physical education teachers, and spending on resources required delivering physical education in schools.

A number of crucial components to the delivery of quality education have been identified by NASPE. These include sport and opportunities for play, consistent with the rights of the child to optimum development. Despite recognition of the positive impact sport has on education and child development, physical education is being increasingly challenged within education systems across the world. Girls and young people with disabilities face additional barriers, which limit (and in many cases prevent) participation in physical education and sport in many countries. While physical education systems are vastly different across the world, a recent study conducted in 126 countries indicated that the marginalization of physical education is near universal. A large number of researchers are focusing on comparative studies in physical education and there have been examples of good practice, however, the situation in developing countries and regions has changed little in the past decade. This has serious implications for access to holistic and quality education for young people, particularly those living in developing countries.

### **2.2.2. Problems with planning and their effect on the quality of physical education program**

According to Heikinaro-Johanson, (1998), Physical education is such a unique field in schools, because it has many different aspects that need to be taken into consideration when running a physical education class. Students are not simply taught material from the curriculum and required to understand it, but physical education maintains a more interactive atmosphere with students collaboratively learning, trying, creating, improvising, leading and following. The students are expected to achieve outcomes such as understanding the knowledge presented in the curriculum, becoming competent in activities presented, and being able to apply those concepts to incorporate more physical activity and healthier lifestyle practices as they age. However, not all physical education programs in as planning, facilities and equipment, student populations, etc. Teacher at a school, you are entrusted with responsibility of planning appropriate programs and activities that gives students the opportunities to develop and grow. However, these responsibilities bring many problems that we as physical educators must overcome so that our students receive the most benefit from our classes. This paper will examine some of the problems associated with planning a physical education program in schools, identifying the effects of inadequate space and improvisation in class planning, as well as the amount of planning time on lessons and its effect on the quality of the physical education program.

### **2.3. Challenges for teacher education in the 21<sup>st</sup> century**

As Zeichner, K. (1986), Research on educational issues has brought forward many matters in various domains of education those challenges for teacher education in the 21<sup>st</sup> century are summarized as the raising of the status of the teaching profession to a level at which it attracts the best qualified applicants, harnessing rapidly developing technology to provide maximum learning opportunities for student teachers, especially those in remote areas and those in developing countries, where conventional resources such as libraries are impossible to resource adequately, discovering the optimum balance between theory and practice in the curriculum of teacher education in the many and varying contexts in which it is provided, developing teacher education structures and curricula that provide optimal balances among the academic, humanitarian, aesthetic and moral domains of human experience designing research that takes account of the many complex factors that impinge upon the process of teacher education, so that a greater understanding may be gained of the ways in which students learn to teach in the myriad of contexts in which they live.

## **2.4. Challenges that influences physical education teaching learning process**

It is believed that there are many challenges that affect the teaching learning processes. The human are one of the major challenges that influence the process of physical education associate with teacher, student's administration, supervisor and other stakeholders. But at this point emphasis is given to relate with the teachers and the administrators.

### **2.4.1. Challenges related with the teacher**

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

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

According to Keynes 1986, cooper 1986 and Calhan 1988), the basic ground to act in a positive or negative way towards persons, ideas or events happening in the environment and most educators are convinced those teacher attitudes are very important dimensions. Those teacher attitudes are very important dimensions in the teaching process. A successful innovation depends substantially on teacher's attitude towards proposed curriculum alterations. Students with teachers of positive attitude towards teaching and the curriculum are found to be high-level achieves in learning, consider the teacher's attitude as very important aspects in the teaching learning process. The trust is the important ingredient, which the facilitator provides. The more effective teacher were related higher on every attitude measured by any inventory, they were seen as more real, as having higher level of regard for their students showed more empathies understanding. No matter how good the written curriculum is and the extent of back resource supplied, no matter how much incentive (through stick or carrot) is applied through the accountability of a national assessment scheme, no matter how much politicians exhort, unless teachers are with a goods enthusiasm for the subject and method with their students, teaching will never become better than adequate (Wool 1994).

Teacher attitude and performance are correspondence according to cooper(1986) teacher's attitudes are very important and have the direct effect on our behavior, they determine how we view ourselves and interact with the environment.



Therefore, without the positive attitudes to the subject and approaches of teaching, not teachers to be effective in any way negative attitude may harm or injure the whole process of teaching, a teacher with positive attitude and the necessary theoretical and technical knowhow is the one who can demonstrate his/her ability to bring about the intended learning our comes.

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

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

According to McCormick, et al, (1995), The other challenges related to teachers is the knowledge they have in relation to this, mentioned that teachers will teach best in areas which they are knowledgeable, have effective materials and techniques, Waltey (1981), Posner (1992), Bennet and Carre (1995) also claimed that teacher's knowledge and understanding of the subject matter is a major challenges that influence teaching learning process of physical education an effective teacher has a quality to engaged different activities in education. Harrison (1989) regarding the quality of effective teacher writes as aspiring high expectations for students, managing classes in ways that increase academic learning time and opportunities to learn, creating a supportive learning environment in which students are treated as individuals and in which they know that help is available, selecting material at an appropriate level of difficulty for students moves then trough at a rapid face and accomplishes this is small, teaching to mastery, employing active, direct instruction, including teacher controlled coverage of extensive content through structured learning activities and appropriate pacing monitoring of pupil performance immediate academically oriented feedback and a task oriented get relaxed environment.

According to Wuest and Lombarido (1994) beyond the pedagogical responsibilities teachers are expected to participate in instructional responsibilities. "Health and physical education teacher must assume other responsibilities in addition to their pedagogical responsibilities some of these responsibilities are explicitly stated in teacher contacts, while others are unwritten expectations for teachers.

These institutional responsibilities are wide ranging encompassing such tasks as supervision, advisement, counseling, parent conferencing, and participating on school wide committees, and professional responsibilities. "In addition to this health and physical education teachers must be minded full of their professional obligation another important skill required by the teacher is the skill of lesson presentation this means the ability to transfer knowledge effectively to the learner a good questioner, demonstrator, good skill full to class room management etc. are important skills.

### **C. Teacher experience**

According to Adams, (1982), another important challenge that contributes to the effective teaching learning process of P.E in this case usually, teachers experience is expected to have positive relationship with teaching effectiveness. A longitudinal study concocted for five years with one group of teachers showed that there is a significant quality increase in teaching behavior such as, making instruction systematic and stimulating. Adams and others (1980), Adams and Martray (1981) have also found out that teachers' self-concern decreased in magnitude from the time of student teaching practice through five year teaching, while task pattern related to instruction increased along with more years of service in underlining the importance of experience.

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

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

Other than experience and attitude, teachers' qualification, as indicator of the quality and quality of training received, has remained to have a telling effect on effective instructional performance.

In line with this, UNESCO (1966) has stressed, “Advance in education depends largely on the qualification and ability of the staff...” and the major challenges is limiting teaches’ awareness was found to be deficiency in training programs.

### **2.4.2. Challenges related with the administrator**

The organization factors such as instructional facilities and material, class size, time management skill, and effects of the school context on teacher- student relation.

#### **A. Instructional facilities and material**

According to Mitzal and Azeb, (1998), any discussion of class room organization must begin with some attention to resources and facilities that the specific setup demands or effectiveness of PE teaching learning process. Mitzel further describes that, when there is no lack of equipment and materials that appear geographically to the understanding of the pupil, teaching cannot be challenged indeed. In light of this statement Tirusew (1998) also describes that for effective teaching learning to take place, classroom must be adequately organized and conductive enough.

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

#### **B. Class size**

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

According to Tirusew (1998), since teaching learning process depends almost entirely on communication between teachers and students, the no of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the large the size of the students' number in a class, the more difficult communication between the teacher and students becomes, the more the effectiveness of teaching will be hindered, and the lower the quality of education will be. There are arguments, which support the idea, that class size by itself has methods of teaching. But on the other side there are scholars who strongly favor the need for appropriate no of students in one class. The idea of class size is becoming a concern and an essential point of discussion among scholars. Because it is assumed that as the class size increase, students face any or all of the following problems any Gibbs cited in Barneit (1995) such as lack of clarity of purpose, lack of knowledge about progress, lack of advice on improvement, in ability to support independent study, inability to support wide reading, lack of opportunity to discussions, an ability to cope with variety of studies, an ability to motivate students. In the same token Smith (1961) has also mentioned the following disadvantages that come as the result of large class, individualization of instruction is limited, instruction tends to be lecture with out-group participation, oral communications within the classroom from pupil to pupil and to teachers and minimized, written work is assigned less frequently and when assigned, receives less teacher attention, and pupils are less well known to teachers as individuals. A universal complaint, even among teachers with usual success large section, was inability in such classes to find adequate time to treat individual difference in pupils (Monere, 1956), a study made in the united states of America as in the policy of 1960's indicated that 35 is the maximum limit for effective school classes. Harries (1960) also mentioned that the class size in school as teacher taught 30 to 34 students each in 27% of the states; while in the other 18% of states fewer than 25 students, in 11% of them 40 or more students to be taught the average was 31 students in one class.

According to Smith (1961) supports the idea of having limited class size. He asserted that class room contains exceeding 25 pupils is becoming large and when the class size is increased to 30 or more, educator believe instruction suffers at the same time, it tended to encourage closer and more personnel staff, student relationship. As to how many students to have in secondary school classrooms there is general consensus among educators in the field that the number of students is to be, relatively smaller. Knapp (1968) noted that.

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

According to Beside Knapp (1968) in trying to answer the question, how class sizes affect effective teaching? He replied a teacher who approaches individual instruction by insisting upon guiding every detail of every student’s movement can provide individual instruction for only a very small group. Therefore, instruction in limited class size requires more preparation before class begin. Space equipment and activities must be clearly determined to efficiently organize at least two groups working simultaneously with in the same area. Provision must be made for providing information to the group clearly, quickly, and efficiently to avoid student’s dependence on the teacher (as in the command style lesson) for direction, visual information, modeling, and explanations.

### **C. Time management skill**

According to Sadker and Sadker, (1986), the learning in a class is an important teaching variable and is a consequence of teaching methodology. It varies significantly from teacher to teacher for the same subject and within similar internal and external environments. The academic learning is a consequence of effective time management in the class room. The various tasks performed in the classroom are of important consequence such as, time taken to put the class to order and get started, the lesson plan, and the discussion on issues or questions raised by students. All these have an impact on student learning and, therefore, require proper attention. Time wasters have an adverse effect on student learning in classroom. Those students who spend more time on pursuing the course contents are able to learn more and resultantly achieve better results. Teachers do make classroom time schedules but it is not enough, what matters are as to how effectively the allocated time used. An effective use of class room time and schedule will have a positive effect on scholastic achievement of students. The positive results of effective time use have prompted researchers to study it in more detail and various terminologies have emerged as under allocated time, engaged time, and academic learning time. A teacher who believes in effective class room time management will always make a proper plan for the time to be spent in the class.

He will avoid late coming as this gives the student time to build noise level which takes time to subside and is thus a time waster. A good time management teacher would always tell the rules and regulations to the students to be followed in the class room along with the expected behavior.

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

According to Sadkar & Sadkar, (1986), Teacher-student relations, as one aspect of school climate, can be expected to depend not only on the individual characteristics of the different actors within a school and on the school processes, but also on the external context. Therefore, this section examines the effects of different aspects of the school context on school climate at the school level. The following context variables were considered: private versus public management of the school; whether the school is located in a city or in at own, hamlet, village or rural area; the social background of the students(the school average of teachers' estimation of the percentage of students whose parents have complete [upper secondary education] or higher in the target classes in a school); and teachers' estimation of the average ability of students compared with students of the same age at the school level. All effects were examined at the school level. At the same time teacher characteristics (gender, years of experience as a teacher, level of education and subject taught in the target class) were controlled for at the individual level.

### **A. Classroom management**

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

### **B. Issues when dealing with classroom management**

With constant changes to the curriculum, the number of students per class, the type of activities, the amount of students with disabilities, the availability of resources, etc., developing strategies to run a successful class and/or program will always be a challenge for teachers. Specifically, I chose to focus on three key aspects of classroom management: safety issues, effective lesson planning and delivery, and motivational and behavioral problems among students.

All of the aforementioned issues require the teacher to adjust plans to fit the specific circumstances of each class in order to maintain a level of organization that satisfies the learning environment.

### **C. Improvement of student attitudes**

Sadker and Sadker (1986) explain that changes in student's behavior take place in the following ways such as dramatic increase in student response, statements supported by evidences, enhanced thinking process, taking inattentive in discussion, problems regarding discipline minimized to measure complexity, enhanced achievements on written tests to measures complexity in thinking.

### **D. Development of self-confidence in students**

According to Gilchrist *el al.*, (1985).Teaching is one of the most challenging professions. Working with young people as they develop their personality is a rewarding experience. Teachers help to develop the minds of young people to the end that they can cope with problems affecting our country's future. To teach successfully, one must plan successfully. Successful planning means knowing how to facilitate a positive learning experience for all students. The teacher uses his/her best professional judgment to decide which method; strategy and technique will work best for a particular situation. Teacher training is focused on methods, courses and areas of content specialty. It is as if we assume that once a person knows many facts about a particular subject, he or she can teach it to others; or in the case of elementary and secondary education, if teacher studies a subject in depth and learns methods of instruction, he or she will then be a good teacher.

## **2.6. Program objectives of curriculum design**

According to Jessica L. Fraser-Thomas,(2002), Program objectives of curriculum design included under listed points such as articulate basic physical education knowledge, central physical education concepts, and pedagogical practices within the field of physical education. Articulate basic health knowledge, central health concepts, health tools of inquiry, and pedagogical practices within the field of health education, develop a professional philosophy consistent with current National Association for Sport and Physical Education (NASPE) and state physical education standards, developmentally appropriate curriculum and instructional design, assessment, and professional development.

Develop a professional philosophy consistent with current research findings and best practices in health education, curriculum and instructional design, assessment and professional development; identify the role, function, and responsibility of a physical education teacher and physical education program coordinator as part of the grade physical education program. Identify the role, function,

and responsibility of a health education teacher and health education program coordinator as part of the comprehensive school health Program; assess informally student physical education and health education needs based on a student's prior physical education experiences, physical fitness level, interests and needs in order to implement quality physical education instruction.

Assessing informally student health needs based on a student's prior knowledge, interests and needs in order to implement quality health instruction, identify and articulate the concepts and skills contained in the current state and NASPE physical education standards in the development of curriculum and instruction. Identify and articulate the concepts and skills contained in the current state and national health standards in the development of curriculum and instruction design and deliver developmentally appropriate instructional programs based on stated goals and objectives contained in the current state and NASPE standards, design and deliver developmentally appropriate instructional programs based on stated goals and objectives contained in the current state and national health standards, assessment data, utilizing the CDC guidelines for effective school health programs as the major health content organizer, analyze and articulate the social, cultural, economic and political factors that affect physical education engagement, home-school relations, and classroom strategies in physical and health education, evaluate commercial physical education programs as well as state, national, and international resources utilizing research-based principles in physical education curriculum, instruction and assessment.

Critically evaluate developmentally appropriate commercial health education programs as well as state, national, and international resources utilizing research-based and best practices principles in health education curriculum, instruction, and assessment, implement effective developmentally appropriate instructional approaches including the use of media and technology, multiple intelligences, differentiated instruction and brain based learning that will create learning experiences that will meet the diverse needs of pupils, the community and curricular goals, apply formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of the pupil, reflect and evaluate the impact of his or her instructional capacity on others (e.g. learners, parents/guardians, and other professionals) as well as his/her classroom management skills and seek opportunities to grow professionally (i.e. Wisconsin Family and Consumer Educators, and Wisconsin Association for Health, Physical Education, Recreation, and Dance).



### **2.6.1. Functional curriculum**

Learning via a functional curriculum encompasses the student's life choices, his or her community, school, work and family; it is a process whereby the team engages, with the individual, in supported decision making and the selection of experiences to enhance independence. Generally, students who access a functional curriculum are identified as having moderate, severe or profound impairments in cognition and severe deficits in adaptive functioning as evaluated through the comprehensive assessment process. These students have significant challenges learning, maintaining and generalizing new skills, and have not kept pace with same age peers in the acquisition of skills. Direct instruction is needed, at all levels of schooling, to address skill development in functional academics, decision making, problem solving and the facilitation, initiation or contribution of new or related ideas to new learning environments (Using Our Strengths, 1992). A functional curriculum focuses on functional skill development necessary for enhanced participation in society as adults. It is a curriculum that starts early in the student's schooling, focuses on skills that are demanded in everyday life and incorporates the student's present and future strengths and needs.

### **2.6.2. Implementing a physical education curriculum**

According to Al-Afandi. M. A. and N. A. Baloch. (1980), the presage variable, the traits and characteristics of teachers and students as they interact in classes, guides teachers in their lesson preparations. The context variable, the school environment, includes the school's physical structure, equipment, and other resources. The program variable refers to the specific content and subject matter of the curriculum. The day-to-day routines and delivery systems are the process variable (the interacting processes). Finally, the product variable refers to students' learning and appreciation in classes, often considered the evaluation variable. Because the Model of Intervention identifies the many variables that observers must consider when studying the teaching process in a physical education setting, and also outlines the complex interplay among these variables, the model allowed examining in a structured manner the wide of factors that challenges on implementation. In sum, those cases obstacles to identify, understand, and organize school attitude about the implementation process.

## **2.7. Inclusive physical education**

According to Kasser, Susan L., (1995), Physical education is an integral part of our education system, one that is all too often overlooked or viewed as inconsequential. However, in an increasingly sedentary society, physical education should be valued more now than ever. A major difficulty in present day physical education is the unwillingness of our teachers to adopt progressive teaching practices that relate to their students, and make physical education appealing and inclusive to all. Teacher's instruction is focused on the needs and interests of the majority of students, but fails to account for those of all students. In classes where a majority of the students like to compete, how does a physical education teacher construct a lesson plan that addresses the needs of everyone? Some of students don't like to compete". What effect might a lesson plan that includes a great deal of competition have on the students who dislike competition? "Students like physical education when the curriculum has relevancy to their lives, reflects variety and choice". Due to the inability of the physical education instructor to adapt their lesson plan in a way that would appeal to all students, those students may have a negative view of physical education and be reluctant to adopt a life-long, physically active lifestyle. The inability of the instructor to be creative and alter the program to include non-traditional activities, generally the system must include adapted physical education.

### **2.7.1. Planning for inclusion in physical education**

According to Auxter, David, (1996), Every Physical Educator will be faced with the issue of inclusion and diversity in their classroom. These issues may include resolving gender differences and stereotypes, integrating students with physical and mental disabilities into activities and successfully including students of various skill levels in a physical education program. A physical education teacher must be prepared for the unexpected, and ready for the challenges that may arise frequently throughout the day. There are many obstacles that a physical education teacher has to overcome on a regular basis. The first is the time constraint, trying to find the time each day to plan out the next, making sure to fit everything into the curriculum. Furthermore, the teacher is faced with the challenge of making sure the planning is inclusive of all students, including those students who may have disabilities.

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

## **2.8. Resources**

### **A. Finance**

Financial considerations have had a number of impacts on physical education in Europe: failure to refurbish/reconstruct/replace/maintain (out) dated and/or provide new facilities; shortages of equipment; employment of lower salaried unqualified teaching personnel; exit of physical educators to better paid jobs; and reductions in numbers of physical education lessons and time-table allocation

A widely reported impact of funding limitations is on the activity area swimming: the considerable financial investment of gaining access to swimming facilities exposes this area of physical activity to reduced opportunities or even omission from curricula in many countries.

### **B. Facilities and Equipment**

Physical education is commonly faced with the challenge of inadequate facilities and poor maintenance of teaching sites. Central and eastern European countries are less well endowed with facilities and equipment and there are signs of deteriorating provision. The problem appears to stretch beyond the geographical and economic divides: whilst there are higher expectations over levels and standards of facilities and equipment in more economically developed countries, there are indicators of inadequacies and shortages in facilities and equipment and low maintenance levels in other European regions. School physical education facilities are reported as widely available for after-school hour's leisure time and/or community use.

### **C. Qualified Teaching Personnel**

A common scenario is qualified 'specialist' physical education teachers at secondary level and 'generalist' teachers at elementary level; some countries do have specialist physical educators in elementary (primary) schools but the variation is wide and there are marked regional differences

In some countries, the generalist teacher in primary schools is often inadequately or inappropriately prepared to teach physical education and initial teacher training presents a problem with minimal hours allocated for physical education teaching training.

Close to two-thirds of countries require in-service training (INSET), which means that one third does not; there are substantial variations in frequency (free choice or nothing to every five years) and time allocated (12 hours annually to 100 hours over 5 years) for INSET. A consistent feature on the issue of further professional development of teachers involved in physical education teaching is a need for INSET and a recognition that in some countries, in-service and resource materials have been minimal and have been exacerbated by a marked decline in physical education advisory service numbers. There is very limited use of volunteers in teaching physical education/sport classes. There is a need for induction and monitoring for linked extra-curricular and out-of-school participation.

### **2.8.1. The Physical Education Environment**

Teacher networks exist at schools' level in most countries; municipal, region/county and national levels networks exist in around 70% of countries; less widespread are networks of physical education teachers and sports club just over 50% of countries report obligatory links between school physical education and community physical activity settings.

Voluntary links between school physical education/sport and wider community physical activity are reported in only around 36% of countries. Co-operation of school physical education with sports organizations occurs on a regular basis in most countries.

### **2.8.2. Issues in Provision**

Here are considerable inadequacies in facility and equipment supply, especially in central and Eastern Europe and in regions within southern Europe; a related issue in the facility equipment concern is finance with some countries concerned about financial resources and under-funding of physical education/sport as well as the low remuneration of physical education teachers.

There is disquiet about teacher supply and quality: insufficiency and inadequacy of appropriately qualified physical education teachers is widely evident, particularly at the primary (elementary) school phase. Curriculum time allocation is a concern in some countries as are implementation and monitoring (as well as an associated failure to strictly apply legislation of the physical education curriculum, falling fitness standards of young people and high youth drop-out rates from physical/sporting activity engagement); the latter concerns are exacerbated in some countries by insufficient and/or inadequate school community coordination and problems of communication.

Additional concerns are: the problem of reconciliation of elite sport and regular schooling; and perhaps more seriously, the failure of society to attach value to school physical education and sport watching. Briefs on what is happening in physical education in many European countries are inadequate.

There is need for more and better quality baseline data in each country. There are common trends and issues, which are a source for some concern: deficiencies in curriculum time allocation, subject status, material, human and financial resources, gender and disability issues and the quality of the physical education/sport curriculum. A narrow and unjustifiable conception of the role of physical education merely to provide experiences, which serve to reinforce achievement-orientated competition performance sport, thus limiting participatory options rather than expanding horizons (in this context, it is unsurprising that pupil interest in physical education declines throughout the school years and young people become less active in later school years). This Observation is also indirectly supported in the minimal attention paid to broader pedagogical and didactical activities in physical education and an overwhelming pre-disposition of countries to cite competitive sport oriented programs (e.g. Sports competition structures, sports talent development and provision of specialist facilities) as examples of best practice and the problem of reconciliation of elite sport and regular schooling.

Whilst it may not be pervasively the case in every Council of Europe member state that there are decreasing numbers of participants from school-based and post-school life sports-related activity, it is the case in too many countries not only in the region but also in other parts of the world. The most recent information indicates that generally timetable allocation has stabilized across the region and that in some countries, for example the Nordic countries, physical education curricula are concentrating more on health-related and active lifestyle issues.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Research design**

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.

#### **3.2. Study Area**

The study was conducted on high school of Mao-Komo special Woreda at Benishangul-Gumuz region. These selected high schools were Tongo, which is found in Tongo 01 Kebele, Mimiakobo which found is Mimiakobo keble and Tsotsora high schools which found in Tsotsora Kebele.

#### **3.3. Source of data**

The primary and secondary sources data was used as the sources of data for this study. These primary data were collected from the students, teachers and school leaders. These secondary sources were collected from journal articles, edited collections, reviews books etc. and others are the main sources of review of literature of this study too.

#### **3.4. Subject of Data**

The subjects of data were students, teachers and principals of the three selected high schools of Mao-Komo special Woreda at Benishangul-Gumuz region. These three selected high schools were Tongo, Mimiakobo and Tsotsora high schools.

### **3.5. Population of Data**

The total populations of students in the three high schools were 997. From the total populations of 997 students the sample populations of data for this study were 120 students, 5 teachers and 3 school leaders of the three secondary schools.

### **3.6. Sampling techniques**

Stratified sampling is the probability sampling in which 120 sample respondents were taken from sub strata. In this stratified sampling, was used to select sample students from different secondary schools proportionally.

### **3.7. Method of data collection**

Three main data collection instruments were used in this study namely: Questionnaire, interview and observation.

#### **3.7.1. Questionnaire**

The questionnaires were prepared and completed by the researcher. The questionnaire has two parts. Which are both open and close ended.

The need for both questionnaires and interview is that research requires not only factual information but also opinion, attitudes another views of respondents. In order to collect better, relevant information, the questionnaire was included both close ended and open ended while.

The researcher validated the instruments that were developed as follows: before the actual data collection was started; the instruments were given to colleagues so as to get valuable comments and criticisms on the strengths and weaknesses of the items. Based on the comments obtained, the necessary modifications were made for further comments, criticisms and evaluation and the questionnaires were prepared for the respondents the questionnaire of students include sixteen closed ended and four open ended questions and of physical education teachers include sixteen closed ended and four open ended questions in addition to this interview and observations were a part of the data collecting instruments.

### **3.7.2. Interview**

As indicated in Wilkinson and Bhandarkar (1999:288), “interviewing is necessary to get deep feeling, perceptions, values or how people interpret the world around them, and past events that are impossible to replicate”. In the light of this, to supplement the data obtained through questionnaire the researcher conducted interviews with Administrator using open ended questions, which were related to the challenges and practice of physical education teacher during teaching learning processes.

### **3.7.3. School observation**

The researcher has also made use of observation for gather information relevant to the study. The school and classroom has been observed to get the relevant information that observation is useful to indicate how the school organized and prepared for physical education according to variety of activities such as: football, volleyball, basketball, gymnastic, teaching room, material store, teacher office, and others case.

Hancock (1998:89) also says, “Because of the richness and credibility of information it can provide, observation being a desirable part of data gathering instrument”. Therefore, to obtain more information, observation in the actual school compound and learning process was used as data gathering instrument. For the purpose of observation, checklist was employed. Accordingly, the three selected school were observed three times each. Hence, a total of nine observations were marked using the check list developed for the purpose. The observations were focusing on the school have full facilities that are important to physical education learning.

### **3.8. Data collection procedure**

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



### **3.9. Study Pilot**

The study pilot test was conducted on 20 students to check the validity of the designed questionnaire and was analyzed. The results of test scores that had been achieved by 20 students were analyzed in SPSS20 software and .762Cronbach's Alpha result was obtained. The analyzed data were cross-checked with the standard that was indicated the measurability of the designed questionnaire. Various kinds of reliability coefficients, with values ranging between 0.00 (much error) and 1.00 (no error), are usually used to indicate the amount of error in the scores. The pilot test was statistical reliable since the Cronbach alpha .762 for the 15test items that used to test the students for the pilot test.

### **3.10. Method of data analysis**

The researcher tried to find out the alternative solution for this problem and the implementation. The data from the open ended type of questionnaire and interview will be analyzed qualitatively by using words and the closed type of questionnaire will be analyzed quantitatively by using descriptive statistical analysis. In this descriptive statistical analysis SPSS 20 was used and data will be analyzed in to percentages, means and standard deviations.

### **3.11. Ethical considerations**

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

## CHAPTER FOUR

### 4. Data Analysis Interpretation and Discussions

In this part of the study the quantitative data that collected through questionnaire were analyzed in descriptive statistics and generalized through inferential statistics. First the demographic information of students, sex, age and grade were analyzed and followed with text explanations. Next the responses that collected through the designed questions were analyzed and followed with text explanations.

Finally, the qualitative data that were collected through interview and observations were analyzed qualitatively and discussed with text explanations.

#### 4.1. Analysis on the Quantitative Data

Questionnaire was used to collect the quantitative data from the sample students and the collected quantitative data were analyzed in the following tables and followed with discussions.

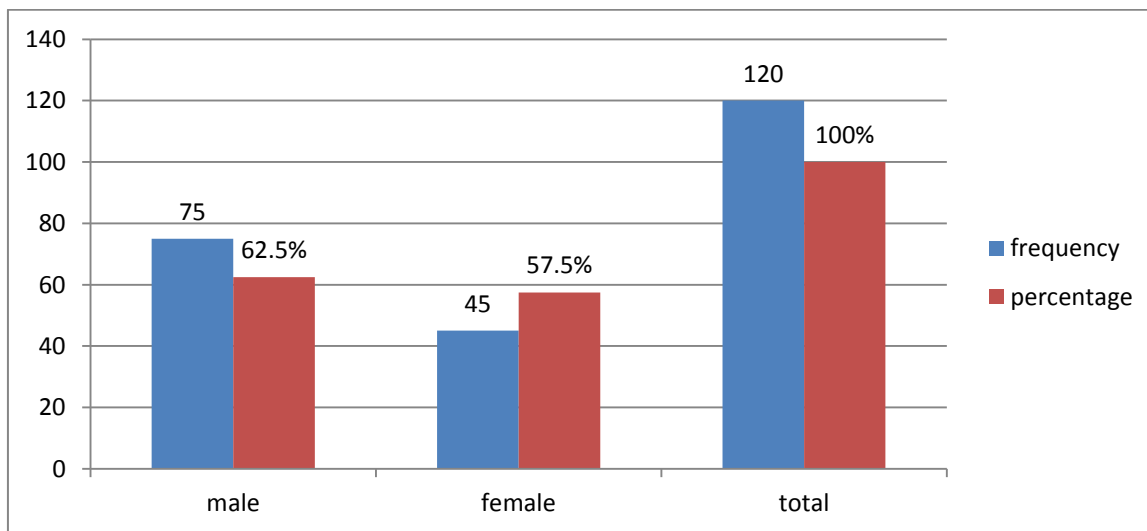
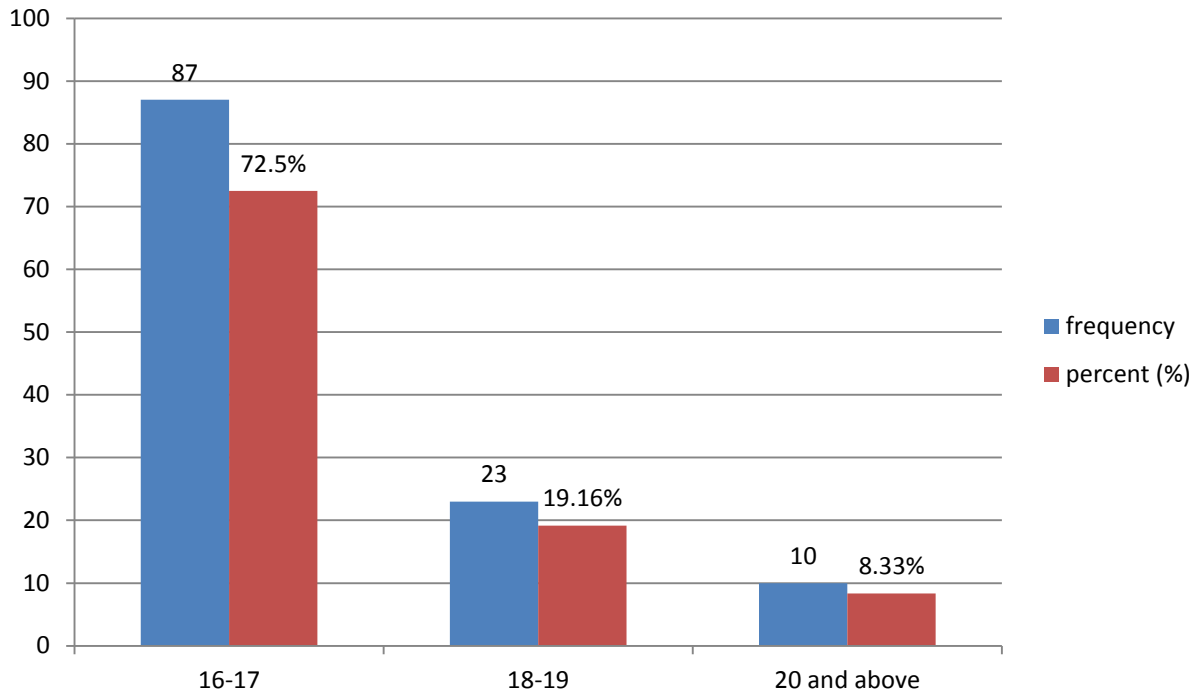


Figure 1. Sex profile students

As it was seen in the above figure 1 the gender of the respondents were cleared that 75(62.5%) of the respondents were male, and 45 (57.5%) are female respectively. This implies that significance numbers female students were involved although the numbers of male students were more than female students.



**Figure 2. Age of students**

As it was seen in the above figure the ages of the students were ranged between 16 years and 20 and above years. Most of the students' ages were found between 16 and 17 years.

**Table.1. Analysis on the responses of students**

Items	N	Mean	Std. Deviation	Variance	Std. Error
Lack of sufficient budget	120	4.07	.780	.608	.438
Lack of enough sport filed for practical class	120	3.91	.733	.538	.438
Inappropriate management of the school	120	3.90	.640	.410	.438
Lack of sport equipment's	120	3.83	.508	.258	.438
Lack of sufficient facilities	120	3.81	.770	.593	.438

As it was seen in the above table 1 five items were prepared to collect data from students on the presence of lack of sufficient budget, on the presence of lack of enough sport filed for practical class, on the presence of inappropriate management of the school, on the presence of lack of sport equipment's and on the presence of lack of sufficient facilities.

The collected data were analyzed through descriptive statistics in mean scores and standard deviations and based on the identified mean scores and standard deviations the inferential statistics were determined through identifying the central tendency by multiplying the sample respondents by 5 since the value that given for strongly agree was 5 and multiplying the sample respondents by 1 since the value that was given for strongly disagree was 1. Then adding the results and divided by 2 and again dividing by sample respondents. Finally, the central tendency was identified in that the central tendency was 3. The mean scores that were ascending from 3 were generalized in to partially agree, agree and strongly agree and the mean scores that were descending from 3 were generalized in to disagree and strongly disagree.

The mean score of the responses that were given for the presence of lack of sufficient budget was 4.07 and the standard deviation was .780. This indicates that the respondents were agreed in the presence of lack of sufficient in that lack of sufficient budget was considered as the challenges of teaching physical educations.

The mean score of the responses that collected on the on the presence of lack of enough sport filed for practical class was indicated 3.91 and the standard deviation was .733. The mean score of 3.91 was inclined to agree. Therefore, the presence of lack of enough sport filed for practical class was considered as the challenges to teach physical education in the school.

The mean score of responses that collected on the presence of inappropriate management of the school had shown 3.90 and the standard deviation was indicated .640. From this it was possible to generalize in agree since the mean value was inclined to 4 which was the value that was given for agree. Inappropriate management of the school was considered as the challenges of teaching physical education.

The mean score of responses that were collected on the presence of lack of sport equipment's was indicated 3.83 and the standard deviation was .508. This implies that lack of sport equipment's was considered as the challenges of teaching physical education.

The mean score of responses that were collected on the presence of lack of sufficient facilities was 3.81 and standard deviation was .770. This implies that lack of sufficient facilities was considered as the challenges of teaching physical education

Conclusions were made using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 1 in mean scores. Mean was used to measure the central tendency of a distribution in estimating of the "center" of a distribution of values and the Standard deviation was used to shows the relation that set of scores has to the mean of the sample. 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,  $5 \times 120 = 600$  responses were obtained and if the all the sample respondents were gave their responses for 1  $1 \times 120 = 120$  responses were obtained. The addition of responses that were collected for 5 which were 600 responses and the responses that were collected for 1 which were 120 =  $720/2 = 360/120 = 3$  central tendency was obtained.

The mean scores values that ascending above from 3 were indicated the presence of challenges to teach physical education moderately, highly and very highly and the mean scores below 3 in descending values had indicated the items those which did not considered as the challenges in teaching physical education in the secondary schools.

**Table.2. Analysis on the responses of students**

Items	N	Mean	Std. Deviation	Variance	Std. Error
Inappropriate use of facilities	120	3.81	.901	.812	.438
Schools do not give attention for physical education	120	3.79	.878	.771	.438
Department is not well organize with appropriate facilities	120	3.77	.796	.634	.438
Physical education teachers are not motivated by schools	120	3.75	.937	.878	.438
Students are not organized in section in manageable size	120	3.74	.667	.445	.438

As it was seen in the above table 2 five items were prepared to collect data from students on inappropriate use of facilities, schools do not give attention for physical education, department is not well organize with appropriate facilities, Physical education teachers are not motivated by schools and Students are not organized in section in manageable size.

The mean scores of the responses that were collected from the students on the above items were 3.81, 3.79, 3.77, 3.75 and 3.74 and the standard deviations were .901, .878, .796, .937 and .667 respectively. These implies that inappropriate use of facilities, schools do not give attention for physical education, department is not well organize with appropriate facilities, Physical education teachers are not motivated by schools and students are not organized in section in manageable size were the challenges to teach physical education.

**Table.3.1.5. Analysis on the responses of students**

Items	N	Mean	Std. Deviation	Variance	Std. Error
Physical education teachers lacks professional competence	120	3.73	.847	.718	.438
Physical education teacher are not interested in teaching physical education	120	3.70	.681	.464	.438
Physical lessons are not well organized by physical education teachers	120	3.68	.809	.655	.438
Physical education teachers have not practiced the students	120	3.66	1.096	1.202	.438
Physical education teacher did not encourage students	120	3.66	.783	.613	.438

As it was presented in the above table 3 five items were prepared to collect data from students on physical education teachers lacks professional competence, physical education teacher are not interested in teaching physical education,

Physical 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 .

The mean scores of the responses that were collected from the students on the above items were 3.73, 3.70, 3.68, 3.66 and the same mean score 3.66 and the standard deviations were .847, .681, .809, 1.096 and .783 respectively. These implies that teachers lacks professional competence, teacher are not interested in teaching physical education, physical 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 challenges to teach the physical education since mean scores were above 3.5 they were inclined to the item of choice of agree.

**Table.4. Analysis on the responses of students**

Items	N	Mean	Std. Deviation	Variance	Std. Error
Physical education teachers are not well qualified	120	3.60	.760	.578	.438
The objective of physical education not clearly designed	120	3.54	.709	.502	.438
Teachers get the students in physical education practice at required level	120	3.53	.829	.688	.438
Teachers did not get the students in physical education practice at required level	120	3.50	.502	.252	.438
Physical education teachers have not rewarded.	120	3.47	1.115	1.243	.438
	120	3.44	.719	.518	.438

As it was indicated in the above table 4 five items were prepared to collect data from students on physical education teachers are not well qualified, the objective of physical education not clearly designed, teachers get the students in physical education practice at required level, teachers did not get the students in physical education practice at required level and physical education teachers have not rewarded. The collected data were analyzed in mean scores and standard deviations and presented as follows.

The mean scores of the responses that were collected from the students on the above items were 3.60, 3.54, 3.53 and 3.50 and the standard deviations were .760, .709, .829 and .502. These implies that teachers are not well qualified, the objective of physical education not clearly designed, teachers get the students in physical education practice at required level, teachers did not get the students in physical education practice at required level and physical education teachers have not rewarded were the challenges of teach physical educations.

**Table. 5. Analysis on the responses of students**

Items	N	Mean	Std. Deviation	Variance	Std. Error
Lack of interest to learn physical education	120	3.26	.772	.597	.438
Student do not give emphasis on physical education like other subjects	120	3.21	.798	.637	.438
Students do not engage themselves in theoretical and practical class	120	3.18	.594	.353	.438
Physical education lesson are not suitable for students	120	3.12	.801	.642	.438
Students are not motivated toward learning physical education	120	2.66	.983	.966	.438
Valid list wise	120				



As it was indicated in the above table 5 five items were prepared to collect data from students on 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, physical education lesson are not suitable for students and students are not motivated toward learning physical education. The collected data were analyzed in mean scores and standard deviations and discussed as follows.

The mean scores of the responses that were collected from the students on the above items were 3.26, 3.21, 3.18 and 3.12 and the standard deviations were .772, .798, .594 and .801. These imply that the presence practices with some challenges in the cases of the above items.

**Table. 6. Analysis on the responses of the students**

Items	N	Mean	Std. Deviation	Variance	Std. Error
Students did not do the give tasks	120	3.26	.772	.597	.438
Students consider physical education as additional subject	120	3.21	.798	.637	.438
Lack of interest to work in group	120	3.18	.594	.353	.438
Students did not write notes	120	3.12	.801	.642	.438
Students uncooperative with teachers when practical exercise are given by teachers	120	2.66	.983	.966	.438
Valid list wise	120				

As it was presented in the above table 6 five items were prepared to collect data from students on students did not do the give 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. The collected data were analyzed in to mean scores and standard deviations for each items and discussed as follows.

The mean scores of the responses that were collected from the students on the above items were 3.26, 3.21, 3.18 and 3.12 and the standard deviations were .772, .798, .594 and .801. These imply that students did not do the given tasks, students consider physical education as an additional subject, lack of interest to work in a group, students did not write notes and students are uncooperative with teachers when practical exercises are given by teachers were practiced with some challenges in teaching physical education.

Conclusions were made using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 1 in mean scores. Mean was used to measure the central tendency of a distribution in estimating of the "center" of a distribution of values and the Standard deviation was used to show the relation that set of scores has to the mean of the sample. The central tendencies were calculated based on the value that were given for each choice in the Likert scale that had been ranged between 1 and 5. If all the sample respondents gave responses for 5,  $5 \times 120 = 600$  responses were obtained and if all the sample respondents gave their responses for 1,  $1 \times 120 = 120$  responses were obtained. The addition of responses that were collected for 5 which were 600 responses and the responses that were collected for 1 which were  $120 = 720/2 = 360/120 = 3$  central tendency was obtained.

The mean scores values that ascending above from 3 were indicated the presence of challenges to teach physical education moderately, highly and very highly and the mean scores below 3 in descending values had indicated the items those which did not considered as the challenges in teaching physical education in the secondary schools.

The Standard deviation was used to show the relation that set of scores has to the mean of the sample. The highest standard deviation to the mean of the sample was 1.115 and the lowest standard deviation was .502. This implies that the relation that set of scores has to the mean of the sample in that the standard deviation was conformed the acceptable distribution to the mean.

## **4.2 Analysis on physical education teachers**

### **4.2.1. Analysis on the responses of Interview of physical education teachers**

The interview was planned to conduct interview with 5 physical education teachers. First the interviewer was told the purpose of this interview and gets permissions from the teachers and got permission and the interview was conducted on the basis seven points that were used as the guide line to conduct observations.

The first point that the interviewer asked was about their working experiences. They said that their working experiences three years, five years and the other three teachers working experiences were 11 years and 15 years.

The second interview question asked was to identify the challenges that teachers have faced in teaching physical education in your school. The challenges that teachers had faced were lack of budget to buy the instruction materials and equipment's and inappropriate fields of sport to teach practical lessons. These challenges had affected physical educations at high level. The challenges related to schools in teaching physical education were inadequate supply of instructional materials and equipment's were challenges related to teachers in teaching physical education were interest to teach physical education was low since inadequate supply of materials had affected their performances.

### **4.2.2. Analysis on responses of the school administrators**

The purpose of this interview was introduced to the Tongo, Mimiakobo and Tsotsora school administrators in that the interview was conducted to get information about the practices and challenges of physical education teachers in teaching learning process.

The curriculum was integrated and relevant to the respective grade level in terms of the students need. Physical education teachers in the school have enough knowledge and effective teaching skills in their subject area. The motivation and the interest of the physical education teachers in their subject area was not as required since facilitate the school co-curricular activities and regular physical education teaching program with material, budget inadequate and the availability of facilities and equipment's for teaching physical education at their schools allot insufficient budget to purchase available physical education equipment's.

The absence of enough instructional materials and equipment's, lack of organized sport fields for teaching practical lessons and the lack of interest of students and teachers were challenges that affects the physical education teaching. The possible solutions that were suggested by the school administrators were fulfilling the necessary instructional materials and equipment's, organizing the sport fields' properly and allocating the enough budgets were points that were suggested by the school administrators as a solution.

### **4.2.3. Analysis on the Observations**

The observations were conducted in the three secondary schools in two ways. These were observations on the theoretical lessons in the class room and practical lessons in the field were areas of observations were the observations gave focus.

As it was observed in the observations teachers have ability of planning based on the student's need, interest and ability, allowing and motivating the students to express themselves, have willingness to listen students' problem and have been guided by the lesson plan.

The objectives of the lessons had not been addressed properly before the lessons were begun and using different teaching styles such as students working in pair, small groups and individually was not as expected. There were no adequate references that found in the library but the text books were used as required to teach the lessons. The assessment was not given on the regular basis and teachers' personality and being good role model was not as required.

The other observations were conducted on the practical lesson on the field. As it was seen in the process observation, suitable play ground in the schools were not as required, there were no gymnasium, shower, dressing room, there were no sport equipment's for peoples of disabilities in the school, there were no teaching aids like cones, jumping ropes, there were any track and field equipment's in the school and there no gymnastic apparatus in the school. However, there were some balls, footballs, volleyballs and basketballs although the numbers were not as required interims of students numbers.

### **4.3. Discussions obtained through Quantitative Data**

The data were collected for this study from students through questionnaire. The collected data were analyzed quantitatively and were discussed above.

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 and analyzed in to mean scores and standard deviations.

The presence of lack of sufficient budget, on the presence of lack of enough sport filed for practical class, on the presence of inappropriate management of the school, on the presence of lack of sport equipment's and on the presence of lack of sufficient facilities were challenges teaching physical educations.

On inappropriate use of the available facilities, schools do not give attention for physical education, department is not well organized with appropriate facilities, Physical education teachers are not motivated by schools and Students are not organized in section in manageable size were the challenges for teaching physical education.

lacks professional competence, physical education teacher are not interested in teaching physical education, physical 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 physical education.

The objective of physical education not clearly designed, teachers did not get the students in physical education practice at required level and physical education teachers have not been rewarded, 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, physical education lesson are not suitable for students and 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 physical education.

#### **4.4. Discussions obtained through Qualitative data**

The qualitative data were collected through the interviews that were done with teachers and school administrators. Based on the analyzed qualitative data the challenges for teaching physical educations were identified and presented.

These challenges were lack of budget, the motivation and the interest of the physical education teachers in their subject area was not as required, lack of the availability of facilities and equipment's for teaching physical education at their schools, allot of insufficient budget to purchase available physical education equipment's, the absence of enough instructional materials and equipment's, lack of organized sport fields for teaching practical lessons and the lack of interest of students and teachers were challenges that affects the physical education teaching.

#### **4.5. Discussions on findings**

The data were collected for the study that had been done on the challenge of physical education program in high schools of Mako-Komo special Woreda at Benshangul-Gumuz region. The data were collected from students, physical education teachers and principals of Tongo, Mimiakobo and Tostotora high schools.

Observations were conducted on the theoretical and practical class in the class room and field respectively.

- Based on the observations that were made in the class room and field the challenges that had affected teaching physical education program were identified and discussed as follows. These challenges were: the objectives of the lessons had not been addressed properly before the lessons were begun and using different teaching styles such as students working in pair, small groups and individually was not as expected, there were no adequate references that found in the in the library but the text books were used as required to teach the lessons, the assessment were not given on the regular basis and teachers' personality and being good role model was not a required.
- The other observations were conducted on the practical lesson on the field. As it was seen in the process observation, suitable play ground in the schools were not as required, there were no gymnasium, shower, dressing room, there were no sport equipment's for peoples of

disabilities in the school, there were no teaching aids like cones, jumping ropes, there were any track and field equipment's in the school and there no gymnastic apparatus in the school.

- 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 program in the teaching learning process. The results of this current study were compared with the previous studies that were conducted globally and locally. The results of this study were similar with some challenges that which were identified through that was conducted by (Marshall & Hardman, 2000, p.223) and similar with the local study that which was conducted by Dr. Tesfaye, Ejigayehu and Kebede in 2013.

Discussions were done on the basis of results that which were obtained through the previous studies that had been conducted by different researchers with the results that had been obtained through the study that been conducted currently side by side.

- The previous study that had been conducted had indicated that classroom should have furniture that are comfortable and easy to move from one point to another and can be arranged for different purposes, class room should encompass teaching materials like text books, inadequacies in facility and equipment supply had challenged the physical education process and physical education is commonly faced with the challenge of inadequate facilities. The result of the current study had also similar in some part of the findings of the current study, in that lack of sufficient budget, on the presence of lack of enough sport filed for practical class, on the presence of inappropriate management of the school, on the presence of lack of sport equipment's and on the presence of lack of sufficient facilities were challenges for teaching physical educations.
- The other previous study that had been conducted by cooper (1986) had indicated that teacher attitude and performance are correspondence teacher's attitudes and student are very important and have the direct effect on the behavior of students. The findings of the current study had indicated 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 that were related to students in the physical education teaching and learning process.

- The previous that had been conducted had identified the effects of inadequate space and improvisation in class planning, as well as the amount of planning time on lessons and its effect on the quality of the physical education program. The result of the current study had shown that Students are not organized in section in manageable size, suitable play ground in the schools were not as required, there were no gymnasium, shower, dressing room. There were no sport equipment's for peoples of disabilities in the school, there were no teaching aids like cones, jumping ropes, there were any track and field equipment's in the school and there no gymnastic apparatus in the school were the challenges that related to school. Challenges include a decrease in: The amount of time allocated to physical education, the number of trained staff, the amount of training provided for physical education teachers, and spending on resources required delivering physical education in schools were identified as the challenges according to the result of the previous study.
- The challenges of teaching physical education were identified from the major difficulty in present day physical education was unwillingness of our teachers to adopt appealing (Kasser, Susan L. 1995).
- The result of this study were similar with some challenges that which were every physical educator faced with the issue of inclusion and diversity in the class room(Auxter, David 1996)
- The findings of the current study had indicated that inappropriate use of the available facilities, schools do not give attention for physical education, department is not well organized with appropriate facilities, Physical education teachers are not motivated by schools and Students are not organized in section in manageable size, suitable play ground in the schools were not as required, there were no gymnasium, shower, dressing room, there were no sport equipment's for peoples of disabilities in the school, there were no teaching aids like cones, jumping ropes, there were any track and field equipment's in the school and there no gymnastic apparatus in the school were the challenges that related to school.



## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. SUMMARY

The objective of this study was to assess the challenges of physical education program high school of Mao-Komo special Woreda at Benishangul-Gumuz region. 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 class room 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 challenges that have been observed in the selected secondary schools. The finding of this study had indicated that lack of sufficient budget, on the presence of lack of enough sport filed for practical class, on the presence of inappropriate management of the school, on the presence of lack of sport equipment's and on the presence of lack of sufficient facilities were challenges for teaching physical educations.
- The findings of this study had indicated that inappropriate use of the available facilities, schools do not give attention for physical education, department is not well organized with appropriate facilities, Physical education teachers are not motivated by schools and Students are not organized in section in manageable size, suitable play ground in the schools were not as required, there were no gymnasium, shower, dressing room, there were no sport equipment's for peoples of disabilities in the school, there were no teaching aids like cones, jumping ropes, there were any track and field equipment's in the school and there no gymnastic apparatus in the school were the challenges that related to school.
- The second research question asked was to identify the challenges those have been related physical education teachers. The findings of this study had shown that the objective of physical education not clearly designed, teachers did not get the students in physical education

practice at required level, the assessment were not given on the regular basis and teachers' personality and being good role model was not as required.

- The last research question asked was to identify the challenges those which have been related to students. The findings of this study had indicated 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 that were related to students in the physical education teaching and learning process.

## **5.2. Conclusion**

Based on the findings that were obtained in the above summary, the findings were identified and presented.

The findings of this study were addressed side by side with the basic research questions of this study in which the challenges of teaching physical educations were identified, the school related challenges, the teachers related challenges and student related challenges were identified.

- The school related challenges like lack of budget, not enough supplying instructional material for theoretical and practical learning, lack of conducive sport field and lack of motivating physical education teachers.
- The teachers related challenges like lack addressing the objective of daily lessons before presenting the content of lessons, lack of motivating students to engage the students in the activities and lack of interest to teach physical education, absence of getting the students in physical education practice at required level, the assessment were not given on the regular basis and teachers' personality and being good role model was not as required.
- The students related challenges like 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.

### 5.3. Recommendations

- ❖ Based on the findings that were presented above the following recommendations are given.
- The school principals, the school managements, physical education teachers, departments and the community should plan to fulfill to reduce the challenges.
- The teachers should be motivate for the participant in different sport activity in appropriately.
- Teachers should be address instruction and assignments to challenge academic achievements and assure students success.
- The teachers should address the objective of each lesson before presenting the content of the lesson; get the students in physical education practice at required level, assessment on the regular basis and being good role model as required.
- The students should have interest towards learning physical education, involve in the group work and the teachers should motivate the students towards learning physical education.
- Awareness of in the community about the benefits of physical education and the schools should be develop strong relation with all stockholders for active participation in physical education.
- The school managements, the community and the government should plan sufficient budget to buy necessary materials for physical education in the high schools.
- Teachers should be creating an enabling environment for high schools. As clearly understood by from the studies, the learning environment in and around the school determine the participations.

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**APPENDICES**  
**APPENDIX- I**  
**JIMMA UNIVERSITY**  
**COLLEGE OF NATURAL SCIENCES**  
**DEPARTMENT OF SPORT SCIENCE**  
**QUESTIONNAIRES TO BE FILLED BY STUDENTS**

**Dear respondents:**

My name is **Getachew Tamirat**. I am a master's degree student of sport science department in Jimma University. Currently, i am writing my thesis entitled “**challenges of physical education program high school of Mao-Komo special Woreda at Benishangul-Gumuz region**” for the partial fulfillment of the master's degree of science in sport science. The questionnaires are designed to collect data from the respondents. You are kindly requested to provide your response to the questionnaire prepared. Please be assured that the data collected in this questionnaire would not be used for other purposes than the above stated objectives.

**Thank you for your cooperation!**

**General Direction:**

- No need of writing your name
- Use thick (√) on the given answer box
- Circle letter of your choice
- Use only the provided blank space

**Part 1: Personal Information**

- ✓ Sex: Male  Female
- ✓ Age: Below 15 years  15-20 years  Above 20 years
- ✓ Educational Background: Grade 9  Grade 10

**Part 2: Questionnaires to be filled by students**

<b>No</b>	<b>Points related to the challenges those which have been related to schools.</b>	<b>SA</b>	<b>AG</b>	<b>PA</b>	<b>DA</b>	<b>SDA</b>
1.1	Lack of sufficient budget					
1.2	Lack of enough sport filed for practical class					
1.3	Inappropriate management of the school					
1.4	Lack of sport equipment's					
1.5	Lack of sufficient facilities					
1.6	Inappropriate use of facilities					
1.7	Schools do not give attention for physical education					
1.8	Department is not well organize with appropriate facilities					
1.9	Physical education teachers are not motivated by schools					
1.10	Students are not organized in section in manageable size					

<b>No</b>	<b>Points related the challenges those have been related to physical education teachers</b>	<b>SA</b>	<b>AG</b>	<b>PA</b>	<b>DA</b>	<b>SDA</b>
1.1	Physical education teachers lacks professional competence					
1.2	Physical education teacher are not interested in teaching physical education					
1.3	Physical lessons are not well organized by physical education teachers					
1.4	Physical education teachers have not practiced the students					



1.5	Physical education teacher did not encourage students					
1.6	Physical education teachers are not well qualified					
1.7	The objective of physical education not clearly designed					
1.8	Teachers get the students in physical education practice at required level					
1.9	Teachers did not get the students in physical education practice at required level					
1.10	Physical education teachers have not rewarded.					

No 1	Points related the challenges those which have been related to students.	SA	AG	PA	DA	SDA
1.1	Lack of interest to learn physical education					
1.2	Student do not give emphasis on physical education like other subjects					
1.3	Students do not engage themselves in theoretical and practical class					
1.4	Physical education lesson are not suitable for students					
1.5	Students are not motivated toward learning physical education					
1.6	Students did not do the give tasks					
1.7	Students consider physical education as additional subject					
1.8	Lack of interest to work in group					
1.9	Students did not write notes					
1.10	Students uncooperative with teachers when practical exercise are given by teachers					

**APPENDIX- II**  
**JIMMA UNIVERSITY**  
**COLLEGE OF NATURAL SCIENCES**  
**DEPARTMENT OF SPORT SCIENCE**  
**QUESTIONNAIRES TO BE FILLED BY PE TEACHERS**

**Dear respondents:**

My name is **Getachew Tamirat**. I am a master's degree student of sport science department in Jimma University. Currently, i am writing my thesis entitled “**challenges of physical education program in high school of Mao-Komo special Woreda at Benishangul-Gumuz region**” for the partial fulfillment of the master's degree of science in sport science. The questionnaire is designed to collect data from the respondents. You are kindly requested to provide your response to the questionnaire prepared. Please be assured that the data collected in this questionnaire should not be used for other purposes than the above stated objectives.

**Part 2. Interview questions for physical education teachers**

1. Would you tell me your name and your working experiences?
2. Are there challenges in teaching physical education in your school?
3. Would you mention the practices and challenges in teaching physical education?
4. At what extent do these challenges affect physical educations?
5. Would you tell us challenges related to schools in teaching physical education?
6. Would you tell us challenges related to teachers in teaching physical education?
7. Would you tell us challenges related to related in teaching physical education?

### **Part 3: Interview questions prepared for the school administrators:**

- The purpose of this interview was to get information about the challenges of physical education program in high school of Mao-Komo special Woreda at Benishangul-Gumuz region and to undertake survey study.
1. What do you say about the curriculum of physical education? Are they integrated and relevant to the respective grade level in terms of the students need?
  2. Do you think that physical education teachers in your school have enough knowledge and effective teaching skills in their subject area? How do your schools contribute for physical education teachers to upgrade their qualification?
  3. What do you say about the motivation and the interest of the physical education teachers in their subject area?
  4. Do you facilitate the school co-curricular activities and regular physical education teaching program with material, budget and idea? If it is so please mention how much it is satisfying the program?
  5. What do you say about the availability of facilities and equipment's for teaching physical education at your school? Do the school allot sufficient budget to purchase available physical education equipment's?
  6. What are the factors you think that challenges to implement physical education teaching program in your school? Do you suggest some possible solutions for those factors?

**APPENDIX- III**  
**JIMMA UNIVERSITY**  
**COLLEGE OF NATURAL SCIENCES**  
**DEPARTMENT OF SPORT SCIENCE**

**CLASSROOM AND FIELD OBSERVATION CHECK LIST**

These observations check list are prepared to gather information from schools about challenges of physical education program in high school of Mao-Komo special Woreda at Benishangul-Gumuz region to undertake survey study. The observations provide very important to forward constructive information to the researcher data.

**General information:**

1. School Name -----
2. Subject-----
3. Duration of time for visit-----
4. Date of visit-----

**Instruction I.** Put tick mark (√) in column: Highly available, unavailable, available at accepted level, available at unaccepted level, unknown

No.	Items to be observed	Unavailable	Unknown	Available at unaccepted level	Available at accepted level	Highly Available
<b>1</b>	<b>For practical class</b>					
1.1	suitable play ground in the school					
1.2	gymnasium, shower, dressing room etc.					
1.3	Sport equipment's for peoples of disabilities in the school					
1.4	teaching aids like cones, jumping ropes etc.					
1.5	balls, footballs, volleyballs, basketballs etc.					
1.6	Gymnastic apparatus in the school					

1.7	supplementary references in the library					
1.8	track and field equipment's in the school					
1.9	Attractiveness of physical and environmental condition					

		Very low	low	medium	high	Very high
<b>2</b>	<b>For theoretical class</b>					
2.1	Teacher's ability of planning based on the student's need, interest and ability.					
2.2	Teachers ability of allowing and motivating the students to express themselves					
2.3	Teachers manner of conduct and willingness to listen students problem					
2.4	Teachers ability of identifying individual differences					
2.5	Teacher's ability to explain the questions raised by the students which are not clear in the lesson delivery					
2.6	Teachers ability guided by the lesson plan					
2.7	Teachers ability of clarify the objectives of the lesson					
2.8	Teachers ability of using different teaching styles such as students working in pair, small groups and individually					
2.9	Teachers effective use of text book, reference materials and teaching aids					
2.10	Teachers ability of asking questions with a simple language that are related to the content of the lesson					
2.11	Teachers personality and					

	being good role model					
2.12	Appropriateness of the teaching methods used by the teacher to teach the Lesson					
2.13	Teachers ability of using different assessment and evaluation techniques					

## **Declaration**

I, the undersigned, assert that this thesis is my original work and has not been presented for a diploma, degree and M.ed in any other university, and the resources that have been used in the thesis have been properly acknowledged.

Name: Getachew Tamirat

Signature: \_\_\_\_\_

Date: October, 2017

Place: Department of Sport science

Jimma University

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

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Submission Date: \_\_\_\_\_

Place: Department of Sport science

Jimma University