



JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

**THE CHALLENGES OF PHYSICAL EDUCATION TEACHERS
IN TEACHING-LEARNING PROCESS: IN CASE OF SOME
SELECTED HIGH SCHOOLS OF ILU ABA BOR ZONE**

BY: DEMEKE BELAY

OCTOBER, 2017

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DEMEKE BELAY

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ACRONYMS AND LIST OF ABRIVATION

PE: physical education

CRC: Cycling Redundancy Check

PES: Physical Education and Sport

SPSS: Statistics Package for Social Science

UK: United Kingdom

UNESCO: United Nations Educational Scientific and Cultural Organization

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ABSTRACT

The main aim of an academic research is to add to the existing knowledge and as problems are identified and solutions are provided, consequently, improvement is always expected. Practical and theoretical classes are an integral component of educational structure for physical education. 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 programmers.

The objectives of this study is to identify the challenges of physical education teachers in teaching-learning process in case of some select high schools at Abdibori, Gore, Metu and Onga highschoools in Ilu Aba Bor Zone of Oromia Region. In order to carry out the designed study, 167 students, 12 Sport Teachers and 4 School Administrator of grade ten were selected to collect data for the research using probability and non-probability data collection techniques respectively. While simple random technique was employed to collect data through questionnaire from the students, teachers and classroom observation during teaching lesson, purposive sampling was used to gather data through interview from the School Administrator. The data from the open ended type of the questionnaire and interview is analyzed qualitatively by using words and quantitatively. The research design was descriptive and both quantitative and qualitative methods were applied. The principals of the instruments used were questionnaire, interview and classroom observation. To analyze the collected data from students' response through questionnaire, frequency, mean value and SD an were employed, and the results expressed using tables, bargraphs and piecharts.

The data collected from different sources through a questionnaire were classified, organized, analyzed and interpreted using the combination of both quantitative (statistical) and qualitative research analysis in line with the objective of the research. Regarding the analysis of primary data, information generated from teachers, school principal and students were analyzed by using quantitative techniques. The researcher analyzed the data using table, percentage, mean and SD. The lastly come up with summary, conclusion and recommendation, the study clearly indicated to solve the challenges of Physical education teachers in teaching-learning process to identify the challenges of physical education in the school.

Keyword: - Physical education, purposive sampling, Challenges and Learning-Teaching process.

CHAPTER ONE

1. Introduction

1.1. Background of the Study

Physical education is the integral part of the total educational process which enhances and integrates that physical, social, and psychological aspects of an individual's life, though directed physical activity (Arnold, 1976).

Very often the natural relationship between general education and physical education is forgotten; with the result that the two exist physically together but functionally apart this has resulted in reducing the scope of the school program in two respects. Firstly the educational function of physical education has been neglected and secondly the physical functions of education are not recognized. These two are really complementary to each other and to have a function together (Festle, 1996).

Arnold (1976) also views that though a well-directed physical education program student develop skills for the correct use of leisure time by undertaking activities which are conducive to healthy living social development and a sense of civic responsibility.

Bucher (1972) defined physical education as: An integral part of the total education process a field of endeavored that has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these at outcomes. The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuron muscularly, intellectually, and emotionally. These outcomes are realized whenever PE activities are conducted tin such polices as the playground gymnasium and swimming pool.

Physical education is in the changing methodologies used to transmit physical skills and to a lesser extent, the varying intentions of the educator, the Greek influence is often argued to be the most fundamental to how the discipline is viewed today because the origin and fount of ideas and practices in PE programme of activities was derived from the ancient city states of classical Greece (McIntosh, 1986).

According to Bailey, 2006 Physical Education and Sport (PES) have numerous advantages linked with active participation.

physical education helps children to develop self-respect, helps in integrating social, cognitive and physical growth, develops knowledge of the function of aerobic and anaerobic physical programs in health, positively improves self-esteem, and enhances social, affective and cognitive development (Talbot, 1999).

Practical and theoretical classes are an integral component of educational structure for physical education. They are conducted both formally and informally at field (Gymnasiums) and classes are all levels of education and serve a variety of functions. They may be used in order to assess students' attainment at the end of a course or study program. Evaluate diagnostically students' academic achievement, progress and/or learning difficulties. Evaluate students' aptitude, possibly for the purpose of assigning them to different courses or teaching set.

Richard, (1999) evaluates the effectiveness of an educational Programmed or curriculum; Most of teaching learning of the physical education regularly conducted by teachers and schools on an internal basis tend to fulfill one or more of these educational functions. Other teaching learning, for example, those conducted externally by the recognized department and certain professional associations, likewise have a high school educational purpose by to assessing the attainment of a student at the end of the subjects of study. The physical education teachers of any school is to ensure effective teaching and learning of which practical and theoretical class a form of evaluation, because the two teaching method in physical education in general is essential and is an ongoing process.

It is the basis for all physical education activities and is a vital tool in the hands of the professional teacher. It directs guides and protects both the teacher and the learner at every stage of academics (Okwudire 2005:p.3).

Physical education professional teachers should be used at all educational levels for the evaluation of student achievement. This means that every teacher from primary school to university should understand and practice it. The study sought to gain the teachers' experiences on issues regarding curriculum, pedagogy and administration of PE challenges are similar across countries programmers in high schools. From these experiences the study identified best practice in school PE, the challenges by teachers and how these challenges are overcome. This study, therefore, intends to investigate the challenge of physical education teachers in teaching learning process in case of some selected high schools of Illu Aba Bor Zone in Oromia Regional State.

1.2. Statement of the problem

The high school PE 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 PE is widely acknowledged, competition from other academic subjects has forced many schools to reduce or cancel some PE programmes'. Therefore, there is great need for teachers to collaborate and to share information on how to improve and to strengthen the delivery of PE programmes in secondary schools. The researcher believes that this problem should have to be investigated and controlled to achieve the objective of high school quality of physical education teaching learning process.

The statement of research was considering the following questions:

1. What is the demography that affects the implementation of physical education?
2. How do PE teachers can achieve the objective of the designed curriculum (planning)?
3. What is the experience of teachers in implementing physical education subjects in some selected secondary schools of the study area?
4. What are the impacts of the challenges towards upgrading students' result in PE?
5. Effect of teachers demography characteristics on using different PE techniques?

Educators have advocated the need for continuous practical and theoretical class as an integral part of evaluation for physical education programmer (Ham bury, 1995). The two teaching mechanism are the observation of students in the process of learning, the collection of frequent feedback on students' learning and the design of modest classroom experiments that provide information on how students learn and how students respond to particular teaching approaches. It helps individual teachers to obtain useful feedback on what, how much and how well their students are learning. Concerned body can then use this information to refocus their teaching to help students make their learning more efficient and more effective. However, there is no empirical data to support the effectiveness of the challenges of PE teachers teaching learning system in promoting learning and to show whether or not the performance of students will increase on exposure to more concepts of physical education.

According to him, behavior is not only just influenced by ability but also by how much the individual wants to do certain events and by how much they expect he/she will do it. So when students are being examined they are motivated to work hard. Therefore, this study carried out to identify if exposure of students to many practices physical education has significant effect on their academic performance. More to do practical class means more motivation and thus better achievement, but sometimes human behavior may change. Many practical classes may mean more stress on the part of the student. They have not fully settled, only one subject is used for the study, results from other subjects may form basis for better generalization, the inability of the educational office to provide training for the staff. It is hoped that the results from this study will clarify all the stated problems. Generally, the purpose of this study has assessed the challenges of physical education teachers in teaching learning process in case of some selected high schools of Illu Aba Bor Zone Oromia region.

1.3. The Objectives of the Study

1.3.1 General objectives

The general objective of this study was to identify the challenges physical education teachers in teaching learning process in case of some selected high schools of Ilu Aba Bor Zone.

1.3.2. Specific objectives

The specific objectives of the study include:

- To find out the challenges that affect physical education teachers to teach theoretical and practical class of physical education subject in Ilu Aba Bor Zone High Schools.
- To identify the major factors that hinder teachers' participation in teaching-learning process of physical education in Ilu Aba Bor Zone High Schools.
- To evaluate the approach of school administration towards teaching-learning of PE.
- To improve teachers problem encountering of physical education teaching-learning process in the study area.

1.4. Basic Research Questions

This research was aimed at looking answers for the following basic research questions:

- ❖ What are the major challenges that physical education teachers come across while physical education teaching- learning process?
- ❖ What are the major factors that affect teachers' participation in physical education?
- ❖ How the approach of school administration can affect the teaching-learning process of PE?
- ❖ What is the major role of the physical education teacher for effectiveness of students in Participation of physical education?

1.5. Significance of the Study

The main aim of an academic research is to add to the existing knowledge and as problems are identified and solutions are provided, consequently, improvement is always expected. The result of this research therefore, was expected to provide an insight on the sustainability, applicability and effectiveness of challenges PE teachers in teaching learning process in case of some selected high schools in Ilu Aba Bor Zone. This study has the following significance.

- It may help to investigate the solution for change on approach of school community those has miss understanding about physical education.
- It may assess the problem that affects educational process of PE for concerned body.
- It helps to create awareness of the factors affecting teachers among school administrators and those who are directly or indirectly concerned with PE
- It would develop teachers role of their understanding about practicing in theoretical and practical class
- It would provide suggest for tackling the problem with practicing continuous practical class
- It would help other interested researchers in the area in the future.

1.6. Delimitation of the study

It is clear that education by its nature consists of vast and complex phenomena. The extent of the study is confined to, Illu Aba Bor Zone of the Oromia Regional State. The major variables considered in the study were the challenges of physical education teachers in teaching learning process in case of some selected high school with particular attention to grade ten students.

The study was not incorporate all students, PE teachers and administration of school that found within, the school students of grade10, school administrators and teachers of physical education. The research is conducted to the problems participating and performing of the teaching learning of PE both theoretical and practical. Even though high schools in Ilu Aba Bor Zone are too, my research illustrates in the case of Abdibori higher secondary school, Gore high school, Mettu high school and Onga high school in some selected worda.

1.7. Limitation of the study

Any research cannot be free from limitations but the degrees of challenge vary depending on the nature and type of research problem and study site. Thus, in the course of this study, the most challenges encountered were shortage of time, shortage of reference book or material, lack of materials, and workload at school. Though, due these the researcher went up and down to accomplish the study via reading different literature.

1.8. Definition of the Operational terms

Physical: refers to the body or concerned with the body characteristics such as, physical strength, Physical and mental development, physical health, physical appearance, and social growth(Grade 9 physical education textbook 2006 edition)

Education: is the total process of human learning by which knowledge or skill is imparted.

PE: is refers to the process of education aimed at activities geared towards the development and maintenance of the human body or an education which is given mainly through physical activities to develop and maintain all aspects of personality such as:-physical health, mental health, emotional health, Social health and spiritual health well-being, depend on (MOE, 2006 Physical education syllabus grades 9-12, in Ethiopia and Aggarwal and yaksha, 2006)

Challenges: difficulty in a job or understanding that is stimulating to one engaged in it; barriers (problems) affecting positive outcomes, (Allison K.R, 2003 Teacher perspective on barriers)

Curriculum: Is a plan of an Education program or All things which are planed and guided by the school weather it is carried on in group and individual inside or outside the school (Wuest. D and Lombardo B.(1994) Curriculum and instruction).

Learning environment: is palace in which teaching learning process takes place.

Pedagogy: the practice that a teacher, together with a particular group of learners creates. (Allison K.R and Dwyer j.j, (2003) Teacher perspective on guideline to implementing)

Practice: regular acting in the teaching-learning of physical education, (Benson, C.A. 2009 physical education, sport and physical activity policies.

Sport: is an organized competitive form of play or without competition simply becomes play, (Grade 12th, students' physical education textbook, 2006 edition).

1.9. Organization of the study

This paper has five chapters. The first chapter focuses on an overall introduction, which includes the study background, statement of the problem, research objectives and questions, and limitations of the study. In the second chapter, the writer has presented a review of literature which was pertinent to the challenges of physical education teachers in teaching learning process in case of some selected high schools. The third chapter presents analysis of the study site and methods utilized to conduct the research. The fourth chapter deals with the result and includes a discussion of the data which was gathered using various instruments. The fifth Chapter deals with the summary, conclusion and recommendation of the research.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

Obviously, teachers are highly expected to assess their students and make sound decision in classroom instruction and students learning process. Coming to a certain decision on the basis of systematic and regular physical education enables teachers to organize and monitor different teaching and learning activities.

As stated in Teacher Education Handbook which was prepared by Ethiopian Ministry of Education(1999:189), for example, activities like planning and delivering instruction, determining pupils 'academic achievement, controlling in order and discipline, etc. are monitored by proper physical education.

Therefore, classroom teachers need to give due attention to and practice the regular exercise. However, experience shows that most classroom teachers are not properly undertaking regular exercise of their students which this might emanate from lack of awareness about the importance of the challenges of physical education subjects on their overall teaching processes. In this regard, Mehrensand Lehmann(1991:3) write that "The proper use of well-paced, planned, uninterrupted and multi-directional modes of physical education provides teachers with ample information in their whole teaching, but only a few teachers seem to know this fact."

Thus, it becomes meaningful to say at this point that PE if appropriately implemented can bring fundamental and significant improvement in the academic performance of the students.

2.1. Teachers and Learners' Attitudes towards Physical Education

The teacher 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 achieve s in learning (Keynes 1986, cooper 1986 and Calhan 1988), consider the teacher's attitude as very important aspects in the teaching learning process.

The trust is the important ingredient, which the facilitator provides. The more effective teacher were related higher on every attitude measured by any inventory, they were seen as more real, as having higher level of regard for their students showed more empathies understanding. No matter how good the written curriculum is and the extent of back resource supplied, no matter how much incentive is applied through the accountability of a national assessment scheme, so 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.

2.2. Challenges Related to Resources in Physical Education

In an Australian journal of teacher education presented by Jenkins on and Benson (2009), the challenges to physical education and physical activities are stated. The barriers can be institutional and teacher related. Dwyer et al. (2003) reported that PE is allocated lower status and priority in learning institutions, lack of achievement measures for PE and physical activity and inadequate infrastructure.

According to a study by Hardman and Marshall (2000) on the condition of Physical Education in Schools, absence of policies for national PE, programmer is stated but not fully carried out, PE tutors are not specialists, lack of governments support, inadequate structures and facilities and lack of time for teaching were the major obstacles of PE in most primary schools (Hardman and Marshall, 2000). Within the broad education system, a greater part of countries has legal necessities for physical education in schools for at least some part of the mandatory schooling years. Together with states where there is no mandatory prerequisite for physical education but where it is usually practiced, PE programmer achievements rise. Physical education is neither mandatory nor might it be offered for girls (Hardman and Marshall, 2000).

Hardman and Marshall (2000) noted that due to educational reform, PE is fused with health education, which result to the decrease in the teaching and learning time of physical programs.

According to Hardman and Marshall (2000), for the last decade, many states have reformed their education systems. Whilst it is encouraging that physical education has remained or become mandatory in a great majority of countries, since 2000, it has lost its compulsory position in 6% of countries (Hardman and Marshall, 2000).

2.2.1. Lack of Equipment facilities

The most recently accepted method of teaching is students centered approach in which teachers facilitate the means for themselves rather than they tell the facts or the activity all the time to encourage participation of students (Bucher CA 2000) state that enough facility and equipments should be positive factors for increasing learning as facility and individual and important for achieving the goal. In general one subject it is true that the effective use of teaching facilities and materials quite very important for achieving the goals. The purchase and care of equipment for learning physical education represent one of the main learning fund are limited equals are area large facilities and equipment will permit equipment should be maintained or bought only after needs are known regular school form for that purpose and authorized by the PE council board of control (William and highest 2001) Summarized five fundamental guiding principles for purchasing physical education events.

- Equipment and purchase should form to specification
- Price should be consistent with market conditional cut price should be avoided
- Every purchase should be made on regulation forms and in such manner as well ensure legality contact, prompt delivery and payment and sufficient management
- Every purchase should that the interest of the school has been preserved.
- Purchase should shows consideration of the needs of all activities.

The place of physical education facilities, equipment and supplies in secondary schools sports development were discussed. It also discussed the poor maintenance culture of physical education facilities, equipment and supplies, and the state of facilities, equipment and supplies in Ethiopia public secondary schools. All heads of schools should be held responsible for lack of maintenance culture of physical education/sports facilities/, equipment and supplies. The school is a social institution entrusted with the formal education of the youth in the society. Sporting activities have been known to be an integral component of the educational programmers system. Here in Ethiopia, physical education programmers are not much emphasized at all levels of the educational system, in fact, the recognition of physical education as a part of the secondary

school curriculum by the national policy on education in 1982 formally and wholly integrated physical education into the educational programmer of the country. The implication is that a lot of resources (finance) were put into physical education to enable the youths enjoy a worthy sports programmer for their healthy development. There is a clear indication that the authorities responsible for administration of sports in Ethiopia have realized the contributions of the school physical education programmers towards sports development.

The secondary schools level, facilities, supplies and equipment management are usually the responsibilities of those persons who are in-charge of physical education and sports programmer. The facilities for which they are responsible include outdoor facilities such as play grounds, pools, skate parks, courts and fields and indoor facilities such as locker and shower rooms, natatorium, racket, sport courts, weight and exercise rooms, arenas, climbing walls, and gymnasiums, their supplies and equipment. Facilities, supplies and equipment management includes not only the effective scheduling, operation, and maintenance of such facilities, supplies and equipment but also, at times, planning new structures to keep pace with the demand for participation in physical education and sports programmers of the school.(Crompton 2005; Cohen 1996; Flynn 1993; Pate et al 1997)the secondary school physical education programmer is characterized by individual and life time sports as well as by team game activities; This emphasis, together with the popularity of recreational and interscholastic sport, and the fact that facilities, supplies and equipment are typically needed for recreational use. High interest rules make it difficult to get bond issues passed for facility construction. Ethiopia secondary schools physical education requires a variety of sports/physical education facilities, supplies and equipment both indoors and outdoors. The relative needs of the students and athletes should be recognized in the planning of facilities, scheduling for their use and the purchase of the supplies and equipment. Supplies and equipment needs vary according to a wide range of factors, including the level of programmer or participants, age of the user group, type of activities being offered, number of participants, and, of course, finance. (Arnhein & Prentice, 2000; Athletic Business February 2000; Athletic Business August 2000).

The effective performance in physical education involves the determination, allocation for the achievements which require data large amount of fund every year. Also equipment such as balls, nets, javelin, rackets, sticks, bats, gymnastic and athletic(track and field) materials, requires either purchasing, replacement or repairs either purchasing, replacement or repairs, (Bucher and krotee 2002) thought that the facilities should be well planned and constructed with an eye in future. Often, facilities are constructed within a very short period of and very difficult to expand

or exchange. According to (pate et al.1997) it might be impossible to achieve satisfactory results from students whose training facilities and equipment are inadequate or of sub-standard.

All faculties had analyzed that student's lack of motivation for learning in PE in high school due to lack of facilities and equipments. It is found that all PE institutions had failed to meet the requirements regarding equipments and facilities sports fields. The area of outdoor sports field per students is not clearly specified all the PE in high schools & still had a long way to meet the demand for international requirements. Imbalance in PE teaching is due to lack of equipments and facilities in sports field is mainly brought lack and lagging equipments and facilities in sports field. The majority of PE in high schools thinks that the funds received from students are small and accepts that it had negative impacts on the operation of the PE teaching. The major flaws in success for physical education in high schools are sub standard facilities, lack of equipments, unavailability of regular qualified teaching facilities are failed.

Help all schools to have certified physical education specialists, appropriate class sizes, and the facilities, equipment, and supplies needed to deliver quality, daily physical education. Qualified and appropriately trained PE teachers are the most essential ingredient of a quality PE program.

2.3. Teachers Preparedness in Conducting Physical Education

A Life Skills Program focuses on ever day skills for Special Education Students: personal (social skills), hygiene, independent life skills such as cooking and clothing care, work competencies, and functional academics. These skills are essential for special education students to learn because they provide the basis for and facilitate transition from school to life in the "real world. Special education students learn things better when they are not confined to sitting behind a desk or staying in one spot, learning life skills are best done "by doing"; "We learn by doing"

2.3.1. Absence of Inclusive Physical Education

'With integration, the child fits into the school. With inclusion, the school adjusts to the child, High school head teacher. Children and young people are proud of their learning, their progress, attainment and achievements. Their work is displayed well in classrooms, in public areas and, where possible, in the wider community. Achievements both within and out with the school are recognized, valued and celebrated ([htt: // sport activity focus-areas/physical education](http://sport.activity.focus-areas/physical.education).

Children, young people and staff develop self-confidence, self-esteem and positive views about themselves and their school, through taking part in an extensive and varied programmer of

activities both within and out of school hours. Staff and parents have a very good understanding of policies on equality and fairness and equal access to the curriculum. The curriculum and culture promote a positive appreciation of equity, equality, social justice and diversity in society. Diversity is promoted and celebrated within and out with the school community. A range of formal and informal activities contributes to the development of positive attitudes and self-assurance amongst learners. Children and young people are treated in a fair and inclusive manner, made aware of their rights and responsibilities and encouraged to respect and understand the views of others. The management of all aspects of inclusion is effective and well planned. The budget is sufficient and appropriate and staff agrees about the broad allocation of resources and the delegation of responsibility. Approaches to promoting positive behavior are clear and consistent. Children and young people contribute to establishing, reviewing and revising the school's rules or code of conduct, as appropriate to their age or stage of development. They are clear about rewards and sanctions. Praise and reward are used to encourage good behavior, as appropriate to the age and stage of the children..

2.3.2. Designed Curriculum for physical education

We have seen that the curriculum as product model is heavily dependent on the setting of behavioral objectives. The curriculum essentially is a set of documents for implementation and another way of looking at curriculum theory and practice is via process. Curriculum is not only a physical thing, but also the interaction of teachers, students and knowledge. Curriculum is what actually happens in the classroom and what people do to prepare and evaluate. It is an active process and links with the practical form of reasoning set out by Aristotle.

(Lawrence Stenhouse 1975) who produced one of the best-known explorations of a process model of curriculum theory and practice. He defined curriculum tentatively: 'A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice.

Stenhouse was not saying that curriculum is the process, but rather the means by which the experience of attempting to put an educational proposal into practice is made available. The (Robin Barrow 1984) points out, is that what this does is to widen the meaning of the term to such an extent that it just about becomes interchangeable with 'education' itself. More specifically, if curriculum is process then the word curriculum is redundant because process would do very nicely! The simple equation of curriculum with process is a very slap-happy

basis on which to proceed. It was essentially as a way of helping them to think about their work before, during and after interventions; as a means of enabling educators to make judgments about the direction their work was taking.

2.4. The problems of teaching on the quality of PE Lesson

It focuses on the development of individual human motor performance and the utilization of selected movement learning media to achieve specified educational outcomes in relational perception and orientation in space. Concerned essentially with the development of a purpose process conceptual framework for curricular decision making, the document seeks to relate proposed curriculum theory to the more comprehensive theories underlying the entire discipline of human movement phenomena,(Lawrence Stenhouse 1975).

2.4.1. Method and Promoting a positive climate for in practical class

Method of teaching physical education in practical class in the relationship of students such as:-

i. Whole method

The skill is first demonstrated and then practised as a whole, from start to finish. It helps the learner to get a feel for the skill, timings and end product. It is best used for fast skills which cannot easily be separated into sub-parts, such as a javelin throw. It is unsuitable for people with low attention spans, complex or dangerous skills.

ii. Part method

The parts of the skill are practised in isolation which is useful for complicated and serial skills and is good for maintaining motivation and focusing on specific elements of the skill. It is possible; however, that the transfer of the skills from parts, to a whole may not be effective and it may also reduce the kinaesthetic awareness (feel) for the full skill.

iii. Whole part whole method

The whole skill is first demonstrated and practised, before being broken down into the constituent parts to practice the individual elements and improve on these, before putting the whole skill back together. This can be very effective in skills which have easily distinguished parts, where the whole skill together is complex. A good example comes in swimming, where the learner would practice the whole stroke, then isolate a weak component, such as the kick and use

a float in the hands to ensure using only the legs, before putting the whole stroke back together. This gives the performer a sense of the whole skill before they break it down and improve on the weak aspects of the performance. As with the part method this may affect the transfer of the skill from parts to the whole.

iv. **Progressive part method**

This is sometimes also known as the chaining method, as the parts of a skill are practised individually, in order, before being linked together and expanded. For example in the triple jump, the hop will be practised and learnt, before the skip is then practised and learnt. The two are then linked together. Finally the jump will be learnt individually and then tagged on the end of the skip. This is slow process but allows weaknesses to be targeted and for the performer to understand the relationship of the sub-routines.

2.4.2. Method of teaching physical education in theoretical class

This section looks at the different methods used in teaching and varying ways of practicing a new skill (Equivalent to UK a Level Physical Education)

During lessons and training sessions, the teacher or coach must provide guidance to the athletes to ensure they learn effectively. To do this the demonstration and practice of the new skill will be manipulated by the coach to best suit the individual, skill and situation. There are four parts to teaching a new skill:-

1. **Instructing** - instructions must be given for them to complete the task or skill. These may be written or verbal. The teacher must ensure the student knows what is required of them.
2. **Demonstrating** - The teacher may provide a demonstration of the skill or may get a peer to perform it. It is a good demonstration to allow the student to form a model in their memory and mentally rehearse the skill to be performed.
3. **Applying** - The student then practises the skill in a planned situation to help them transfer the learning from practise to a competitive situation
4. **Confirming** - This is all about feedbacks and providing information for the student about how successful they have been. Testing or assessing the skill allows the teacher and the student to evaluate performance.

2.4.3. Improvement of the quality of physical education programs

Quality physical education is not a specific curriculum or program; it reflects, instead, an instructional philosophy that Emphasizes knowledge and skills for a lifetime of physical activity. Is based on national standards that define what students should know and be able to do; keep students active for most of the class time. Provides many different physical activity choices; Meets needs of all students, especially those who are not athletically gifted; Features cooperative, as well as competitive, games. Develops students self-confidence and eliminates practices that humiliate students (e.g., having team captains choose sides, dodge ball and other games of elimination). Assesses students on their progress in reaching goals, Promotes physical activity outside of school; Teaches self-management skills, such as goal-setting and self-monitoring. Focuses, at the high school level, on helping adolescents make the transition to a physically active adult lifestyle. Actively teaches cooperation, fair play, and responsible participation in physical activity.

Physical education is at the core of a comprehensive approach to promoting physical activity through schools. PE helps students develop the knowledge, attitudes, skills, behaviors, and confidence needed to be physically active for life, while providing an opportunity for students to be active during the school day. Leading professionals in the field of PE have developed a new kind of PE that is fundamentally different from the stereotypical “roll out the balls and play” classes of decades past that featured little meaningful instruction and lots of humiliation for students who were not athletically coordinated. Professional associations, academic experts, and many teachers across the country are promoting and implementing quality physical education programs that emphasize participation in lifelong physical activity among all students.

- Keeping all students active for most of the class period.
- Building students’ confidence in their physical abilities.
- Influencing moral development by providing students with opportunities to assume leadership, cooperate with others, and accept responsibility for their own behavior.

The importance of making physical education fun was illustrated by a national survey of students in grades 4–12, which found that enjoyment of physical education class was one of the most powerful factors associated with participation in physical activity outside of school.

Quality physical education is more than just fun, however; it is also a serious academic discipline. Physical education and health education are recognized as important components of the education curricula. The National Standards for Physical Education explicitly identifies what

students should know and be able to do as a result of a quality physical education program. These standards provide a framework that can be used to design, implement, and evaluate physical education curricula. To cover the necessary instructional components and to provide opportunities for adequate skill practice and health-enhancing physical activity, quality physical education should be offered every day to all students from prekindergarten through grade 12. Unfortunately, Ethiopian students do not participate in daily physical education, and the proportion of students with daily physical education has been declining over time.

2.5. The Barriers of physical education with Planning

Despite the wealth of knowledge concerning the benefits of PE, many schools provide very little or no daily physical education. Lack of time, budget cuts, and testing pressures often mean that schools cut PE. It is recommended that elementary and secondary children receive 30-45 minutes of physical education a day. Providing opportunities for PE throughout the school day can help.

Classroom teachers are encouraged to provide such opportunities, but many classroom teachers report not feeling capable of teaching physical education because they lack adequate training. In addition, teachers may not know how to incorporate exercise into their classroom without taking away from core subjects. Despite this, it is absolutely possible for teachers to include physical activity in their classrooms. Many technological advances and conveniences that have made our lives easier and less active, many personal variables, including physiological, behavioral, and psychological factors, may affect our plans to become more physically active. In fact, the 10 most common reasons adults cite for not adopting more physically active lifestyles are (Sallis and Hovell, 1990; Sallis et al., 1992)

- Do not have enough time to exercise; such as walking, jogging, or stair climbing.
- Find it inconvenient to exercise; learn how to exercise appropriately considering your age, fitness level, skill level, and health status.
- Lack self-motivation; Join an exercise group or class, learn how to warm up and cool down to prevent injury.
- Do not find exercise enjoyable; learn a new skill you've always been interested in, such as ballroom dancing, square dancing, or swimming.
- Find exercise boring; Exercise with the kids-go for a walk together, play tag or other running games, get an aerobic dance or exercise tape for kids
- Lack confidence in their ability to be physically active (low self-efficacy)

- Fear being injured or have been injured recently; Choose activities involving less risk.
- Lack self-management skills; such as the ability to set personal goals, monitor progress, or reward progress toward such goals
- Lack encouragement, support, or companionship from family and friends, and

2.6. The Challenges of physical education teachers in practical class

The study of problems for facilities and equipments available in physical education in high schools and to focus on the goal for improving the quality of teaching and learning in physical education. It also discussed the poor maintenance culture of facilities, and equipments. It presents the findings of an evaluation of physical Education PE in high schools and makes recommendations for the further development of this subject.

2.7. The Challenges that influence PE teaching-learning process

William (1986, p. 26-27) state PE in light of decreasing numbers of students majoring in physical education and decreasing job opportunities in the profession, the real challenge is how physical education departments can survive. One possible tactic is to attract students in search of career opportunities as alternatives to coaching and teaching. The high school physical education locker room has gained almost legendary status as the site where plans are hatched, stories are told and students become adults. But PE isn't just a chance to goof off and play games; it is an important part of the high school curriculum, and most students don't get enough PE. Those who do take PE classes are challenged on physical, emotional and intellectual levels.

This paper study the various aspects and problems arises in PE high school which are manifested in various types, have complex forms and have brought negative influences on teaching which was deeply affected the pace of implementation of quality oriented education in these PE institutions. The factors resulting in each type of problems are neither simple nor isolated. This problems was arises by many factors, and each factor may lead to many problems. Among these, the internal factors mainly include lack of professional ethics, low personal qualities and inferior teaching skills of the teachers. The external factor mainly includes rational teaching system and inadequate supervision on teaching. Therefore, the preventive measures were taken for these problems are not simple, but of various aspects involving the whole system of teaching.

2.8. The Challenges of physical education in the school environment

The exchange between students and teachers does not float free of the context in which it arises. At the end of the day many students and their families place a high premium on exam or subject success and this inevitably enters into the classroom. The model we have just outlined that it may not pay enough attention to the context in which learning takes place (more of this later).

The ‘problem’ of teachers is major weakness and, indeed, strength of the process model is that it rests upon the quality of teachers. If they are not up to much then there is no safety net in the form of prescribed curriculum materials. The approach is dependent upon the cultivation of wisdom and meaning making in the classroom. If the teacher is not up to this, then there will be severe limitations on what can happen educationally. There have been some attempts to overcome this problem by developing materials and curriculum packages which focus more closely on the ‘process of discovery’ or ‘problem-solving’, for example in science. But there is a danger in this approach. When students are able to demonstrate certain skills, they are deemed to have completed the process. As Grundy comments, the actions have become the ends; the processes have become the product. Whether or not students are able to apply the skills to make sense of the world around them is somehow overlooked (Grundy 1987: p 77).

2.8.1. Challenges with the Physical education Teacher

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.” (Posner 1992) 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

The teacher 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 achieve s in learning (Keynes 1986, cooper 1986 and Calhan 1988), consider the teacher's attitude as very important aspects in the teaching learning process.

The trust is the important ingredient, which the facilitator provides. The more effective teacher were related higher on every attitude measured by any inventory, they were seen as more real, as having higher level of regard for their students showed more empathies understanding. No matter how good the written curriculum is and the extent of back resource supplied, no matter how much incentive is applied through the accountability of a national assessment scheme, so 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 and O. Neil 1995) writes: "Given that 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." The other challenges related to teachers is the knowledge they have in relation to this, (McCormick, et al,1995) 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 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 them through at a rapid pace and accomplishes this in a small amount of time. 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 Lombardo 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 contracts, 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.

C. Teacher experience

Is 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 conducted 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, 1982). (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. (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 school teachers 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 6 years). (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. (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.

2.8.2 .Challenges related with the administrators

Instruction and practice then provide the coaching and feedback necessary to gain competence. Increased competence inspires continued motivation to engage. This cycle supports improved student achievement. The role of school leaders is to ensure that this cycle of engagement and instruction is provided by all teachers to all students.

School leaders know that most academic learning in high schools takes place within classrooms. Leaders who are aware of the options teachers have to promote student motivation place in every classroom. Principals can work with teachers to identify a vision for what classrooms where students are motivated to engage with development would look like. Then teams of teachers can define what immediate steps they can take to move toward this vision. The vision can be reintroduced during the year to check on progress and remind teachers of this priority. When principals do walk-troughs or visit classrooms, their feedback to teachers might include references to aspects of the learning environment, assigned tasks, or instructional support that appeared motivating to students. Principals should also provide feedback about how many students appeared to be actively engaged in learning so that teachers can monitor their progress in reaching and involving increasing numbers of students. Leaders can provide opportunities for teachers to share strategies for motivating and engaging different types of learners so these strategies are used more widely across classrooms.

School leaders also should think about the school environment in its entirety. A primary role of school leaders is to motivate teachers to engage in the professional development necessary for them to learn how to support the physical education development of their students more effectively. School leaders need to motivate and engage teachers to make necessary changes in

classroom learning environments and instruction through high quality professional development, establishing an expectation that this will occur and providing support.

The following are administration organizational factor:

- Instructional Facilities and Material
- Class Size
- Time Management Skill
- Effects of the school context on teacher- student relation

A. Instructional Facilities and Material

According to (Mitzal in 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 (Tirusew1998) also describes that for effective teaching learning to take place, class room must be adequately organized and conducive 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 (Houllok1990). 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 charts pin boards, play grounds etc. There for, teaching materials and other classroom situations are pare amount 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

(Millar and lieaway 2000) pointed out teachers give to ensure that their students are appropriately. Engaged in relevant high percentage of time and hold positive expectation for students; so large Class site has effect on the organization patterns of teacher as the number of students increase; Organization pattern and learning physical education during practical classes being the control of teachers. It 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 (Manre,1956) 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):

- 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
- Ability to scope of with variety of studies

In the same token (smith 1961) has also mentioned the following disadvantages that come as the result of large class Individualization of instruction in limited Instruction tends to be lecture without group participation Oral communications with in the classroom from pupil to pupil and to teachers and minimized. Written work is assigned less frequently and when assigned, receives less teacher attention Pupils are less well known to teachers as individuals. A universal compliant, 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 in the maximum limit for effective school classes. (Harries 1960) also mentioned that the clan 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. (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, educators 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 a 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.” Beside, (Knapp 1968) 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

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 class room 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. Those students who spend more time on pursuing the course contents are able to learn more and resultantly achieve better results. Teachers do make class room 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. 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 (Sadker and Sadker, 1986).

D. Effects of the school context on teaches student relation

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 a town, 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.

i. Classroom Management

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 (Sadkar & sadkar, 1986).

ii. 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

afore mentioned 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.

iii. Improvement of Student Attitudes

(Sadker 1986) explain that changes in student's behavior take Place in the following ways: -

1. Dramatic increase in student response.
2. Statements supported by evidences.
3. Enhanced thinking process.
4. taking inattentive in discussion.
5. Problems regarding discipline minimized to measure complexity.
6. Enhanced achievements on written tests to measures complexity in thinking.

iv. Development of Self-confidence in Students

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 (Gilchrist et al., 1985). To teach successfully, one must plan successfully.

E. Duties and responsibility of Director

Those who conduct programs in these facilities must also sharp in the main tendency program. The physical education teachers are responsible for all matters pertaining rational guideline, the teacher of physical education for practical class has many duties and responsible not held by administration of physical education for practical program (William and highest 1999).

2.8.3. The relationship between physical education teachers and students

Teacher student relations, as one aspect of school climate, can be expected to depend 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. Management of the school, whether the school is located in a city or in a town, village or rural area; the social background of the students 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.

CHAPTER THREE

3. THE RESEARCH DESIGN AND METODOLOGY

This chapter discusses the method employed, research design, procedures of data collection, the instruments used to collect data, the sampling procedure applied and the method of data analysis were dealt as subtopics according to the sequence presented here. The reliability and validity of research process depends on the strength of well designed methodology. A scientific and systematic designed methodology is composed of an explanation about sampling design, data collection design, tools of data collection and analysis, presentations and interpretations, etc. Thus, the researcher of this study strongly attempted to reflect all these issues while conducting this expected research. Based on the conditions of the study, the researcher raised a question. If what method is applied the study has got truthful and come to an end or reach the intended goal and he decided to conduct the research through descriptive research method to explore the challenges of physical education teachers during teaching-learning processes. Descriptive research involves a collection of techniques used to specify, eliminate or describe occurring phenomena without experimental manipulation. It shares characteristics with both qualitative and quantitative research designs. In addition, descriptive research is often quantitative. Thus, it is used to establish the existence of phenomena by explicitly describing them. Therefore, the methods used to collect data can be categorized in terms of the relative degrees of explicitness which the data collection instruments require in the response of the subjects. Descriptive research method can be used for different studies in different ways to investigate things accordingly. I.e. Administering interview, survey and questionnaires self reports and interviews as well as observations are the major bridge tools in conducting an intended study.

3.1. Description of the study area

The study was conducted in high schools of Illu Aba Bor Zone. The Illu Aba Bor Zone is found South West of Addis Ababa at a distance of 610 km. In relative terms, it is bordered by Metu woreda in the North, Bacho woreda in the East, Halu woreda in the west and Didu woreda in the South (Illu Aba Bor Zone administration office, 2017). Demographically, based on National population and housing report of 2007, the total population of the Illu Aba Bor Zone was 836,365. According to Illu Aba Bor Zone education office, the study area has focuses on four high schools out of fourteen high schools. From above Illu Aba Bor Zone high schools includes

fourteen high schools (Abdibori higher secondary school, Mettu secondary school, Gore secondary school and Onga secondary school).



Figure 1 1: Map of Illu Aba Bor (Location and Topography)

3.2. The Research Design of the study

As stated in chapter one, the objectives of this study is to assess the challenges of physical education teachers in teaching learning process in case of some select high school of Illu Aba Bor Zone. In order to achieve the intended objective, qualitative and quantitative method is chosen. The data from the open ended type of the questionnaire and interview is analyzed qualitatively by using words and quantitatively, In this case the questionnaire from students and teachers are express in statistical way. In this way there is percentage, table and table contains the item, the number and percent of respondents for question. The data collected through questionnaire analyzed and interpreted.

The subjects of the study were students of grade ten classes of Illu Aba Bor Zone high school and gradetensubject teachers. The Descriptive survey by used Qualitative data and quantitative data required for the study was gathered from primary and secondary sources. The researcher approaches primary data sources in person and administered questionnaire to collect the data. However in order to get secondary data, the researcher analyzed documents.

The study attempts to describe the physical education teachers challenges during teaching learning processes in some selected high schools of Illu Aba Bor Zone. Thus descriptive survey was chosen as itenables the researcher to describe the current status of an area of study.

3.3. Sources of Data

Any research needs source to collect data, analysis, present and interpret it to make the expected findings being fruitful. So, the researcher purposely made his target population on selected students, their subject teachers and school administrator since they can provide the relevant and necessary information. Therefore, the subject of the study is grade 10th students, twelve physical education teachers and four school administrator of Abdibori higher secondary school, Mettu high school, Gore high school, and Onga high schools. Besides these issues, indexes, computer searches, biography, underground press, journal articles, edited collections, reviews, books etc and others are the main sources of review of literature of this study too.

The researcher used both primary and secondary data sources.

A. Primary data sources

In case of primary data source, the researcher has collected data from students, teachers, Administrator and through questionnaire.

B. Secondary data sources

The secondary data was gathered from materials like mark list and rosters from the schools record office and also from other published and unpublished materials related with issue under investigation.

3.4. Subject of data (study)

The subject of this study includes students of Grade ten classes of I/A/B/Zone some selected high schools, Grade ten physical education subject teachers and school principals. The total numbers of Grade ten students in the Illu Aba Bor Zone of four selected high schools are 1121, 12 and 4 respectively. However, due to its large number, the total population is unmanageable to study.

3.5. Population of the study

The total population of the research study was students; teachers and School Administrator are 1121, 12 and 4 respectively. Among a total of 1121 from grade 10th students, 12 PE teachers, 167 sample size students and 4 School Administrator were selected. Accordingly, 167 or nearly 15% of the students, 12 or 100% of the physical education teachers and 4 or 100% of the School Administrator were included in the study. All together 183 people were included in the study. The school were sampled using proportional stratified random and to some extent purposive sampling techniques because each grade level has to be represented by providing equivalence chance depending on their ratio in the total or population. This is done to bring about equivalent representation and increase the probability of peculiar characteristic in the number of the population to be embodied. So the study frames work of Abdibori higher secondary school, Gore high school, Mettu high school and Onga high school.

3.6. Sampling Techniques and Sample Size

Accordingly, the researcher used 15% sample size from the population of 1121 which was 167 students from selected school. The sampling technique was **stratified random process**. Because it is obvious that students have different educational background, for instance higher, medium and lower learners. Consequently, the researcher divided each class into three strata based up on their educational background to get accurate information from the list of the sample frame. And a non-probability method typically **purposive** technique was used for the teachers because of convenience and their direct relation with the problem. Therefore, twelve physical education teachers and four principals of the high schools were chosen as a sample size.

The following formula will be used to determine the total sample size.

$$n = \frac{z^2 pqN}{e^2(N-1) + z^2 pq} \text{----- (Kothari, 2004)}$$

- Where,
- n: the sample size for a finite population
 - N: size of population which is the number of students
 - P: population reliability (or frequency estimated for a sample size n), where p is 0.5 Which is taken for all developing countries population and p + q = 1
 - e: Margin of error considered is 7% for this study
 - Z: normal reduced variable at 0.05 level of significance z is 1.96

Based on the formula, the sample size is determined as follows:

$$\frac{(1.96)^2 \times 0.5 \times 0.5 \times 1121}{(0.07)^2 (1121-1) + [(1.96)^2 \times 0.5 \times 0.5]} = 167$$

As mentioned before, the total population of the research study was students; teachers and School Administrator are 1121, 12 and 4 respectively. Among a total of 1121 from grade 10th students, 12 PE teachers, 167 sample size students and 4 School Administrator were selected. Accordingly, 167 or nearly 15% of the students, 12 or 100% of the physical education teachers and 4 or 100% of the School Administrator were included in the study. All together 183 people were included in the study. The school were sampled using proportional stratified random and to some extent purposive sampling techniques because each grade level has to be represented by providing equivalence chance depending on their ratio in the total or population. This is done to bring about equivalent representation and increase the probability of peculiar characteristic in the number of the population to be embodied. So the study frame work of Abdibori higher secondary school, Gore high school, Mettu high school and Onga high school are sample size selected method to use as following equation:

$$n(\text{school}) = \frac{N(\text{school}) \times n(\text{schools})}{N(\text{schools})} \text{----- (Kothari, 2004)}$$

n: is the sample at school level;

N: is total population of each school (students)

n (schools): sample size of the all schools

N (schools): Target population of the study

$$\text{Abdori higher secondary school } n(\text{school}) = \frac{346 \times 167}{1121} = \frac{57782}{1121} = 52$$

$$\text{Gore high school } n(\text{school}) = \frac{336 \times 167}{1121} = \frac{56112}{1121} = 50$$

$$\text{Mettu high school } n(\text{school}) = \frac{321 \times 167}{1121} = \frac{53607}{1121} = 48$$

$$\text{Onga high school } n(\text{school}) = \frac{118 \times 167}{1121} = \frac{19706}{1121} = 17$$

Table 1 1: therefore, the sample of the student from each school is depicted as follow.

Name of school	Target population	Sample size	Percentage of population
Abdi bori higher 2 nd . School	346	52	31
Gore high school	336	50	30
Mettu high school	321	48	29
Onga high school	118	17	10
Total	1121	167	100

3.7. Method of Data Collection Instrument

Three main instruments of data collection namely: Questionnaire, Classroom observation and Interviews are used in the study.

A. Questionnaire

A closed ended item of questionnaires prepared and administered to the students with different options, in order to get clear and detailed information. Students were requested to mark their choice from the given options. Likewise, closed ended questions item were presented to teachers of this grade. The questionnaires were prepared and completed (Adminster) 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 include both close ended and open ended whilethe opinion includes attitude scales.

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, necessary modifications weremade and given to the thesisadvisor forfurther comments, criticisms and evaluation. And the questionnaires prepared in the international language of the respondents the questionnaire of students include 30 closed ended and 5 open ended questions and of PE teachers include 14 closed ended and 11 open ended questions in addition to this interview and observations are a part of my data collecting instruments.

B. 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 PE according to variety of activities such as: Handball, Football, Volleyball, Basketball, Gymnastic, Teaching Room, Material store, Teacher office, and others case. (Hancock 1998 p.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 is employed. Accordingly, the four selected schools were observing four times each. Hence, a total of sixteen 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.

C. Interview

As indicated in (Wilkinson and Bhandarkar 1999 p.288), “interviewing is necessary to get deep feeling, perceptions, values or howpeople 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 are related to the challenges of PE teacher during teaching learning processes.

3.8. Procedure of data collection

The researcher adopted three steps in collecting the data for the study. 1st, relevant literature was reviewed to get adequate information on the topic. 2nd, objectives and research question were formulated to show the direction of the study. 3rd, data gathering tools were developed and piloted. After the questionnaire was distributed and collected, classroom observations have taken place. Finally the interview with instructors and students was conducted. So as to have a valuable and reliable data for research purpose there is a need to follow predetermined procedures.

3.9. Methods of Data Analysis

The data collected from different sources through a questionnaire were classified, organized, analyzed and interpreted using the combination of both quantitative (statistical) and qualitative research analysis in line with the objective of the research. Regarding the analysis of primary data, information generated from teachers and students were analyzed by using quantitative techniques. The researcher analyzed the data using table, percentage via qualitative description of the results with the help of SPSS version 20.

3.10. Method of Data organization

The researcher tries to find out the alternative solution for this problem and the implementation. The closed ended and open ended questionnaire employed for both teachers and students are percentage in table and each table contains the item, the number and percent of respondents for each question. The data collected through questionnaire, interview and observation analyzed and interpreted.

3.11. Ethical considerations

The necessary ethical consideration will be taken in to account. Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality 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. RESULT AND DISCUSSION

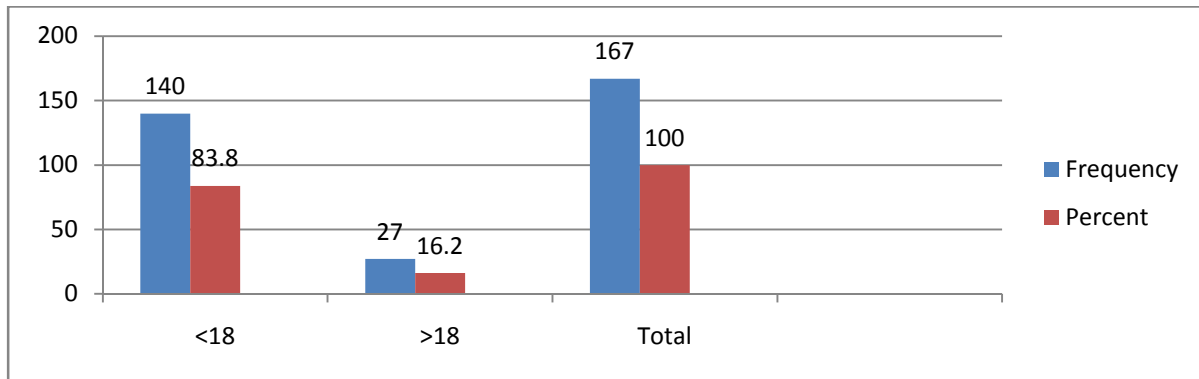
Beneath this chapter, the presentation, analysis and interpretation of the collected data through questionnaire, classroom observation, and interview of school administrator analysis on physical education along with the main findings were presented and the data that were collected through questionnaire were analyzed quantitatively in descriptive statistics and inferential statistics.

In the first part, students' questionnaire was classified into multi-response and Likert Scale and then analyzed and presented together with the interpretation using frequency, percentage, mean value and standard deviations through descriptive statistics and presented in the tables, bar graph and pie chart. The Likert Scale consisted of two parts. The first part contains the questionnaire mainly focused on teachers' the challenge of physical education teachers while the second part composed of mainly techniques of teaching physical education. In order to present the data collected through the questionnaire, for some of the items tables were used while for some of the items figures particularly the bar graph and pie charts were used. Then the open-ended question was presented using verbal interpretation. The second part was the presentation of data gathered through interview. Then classroom and field observation are to analysis with the findings are presented respectively under different headings and sub-headings.

4.1. Demographic characteristics of respondents

The data that collected from the students were quantitatively analyzed quantitatively in descriptive statistics and inferential statistics. In this first the demographic information of students and teachers were analyzed and discussed in next explanations. Next the data that collected through items of questions were analyzed and discussed in text explanations. The data were analyzed in to percentages, means and standard deviations through descriptive statistics and presented in the tables, bar graph, and pie chart. Based on the data that were presented in descriptive statistics the inferential statistics were determined to generalize the descriptive statistics in to meaningful conclusions.

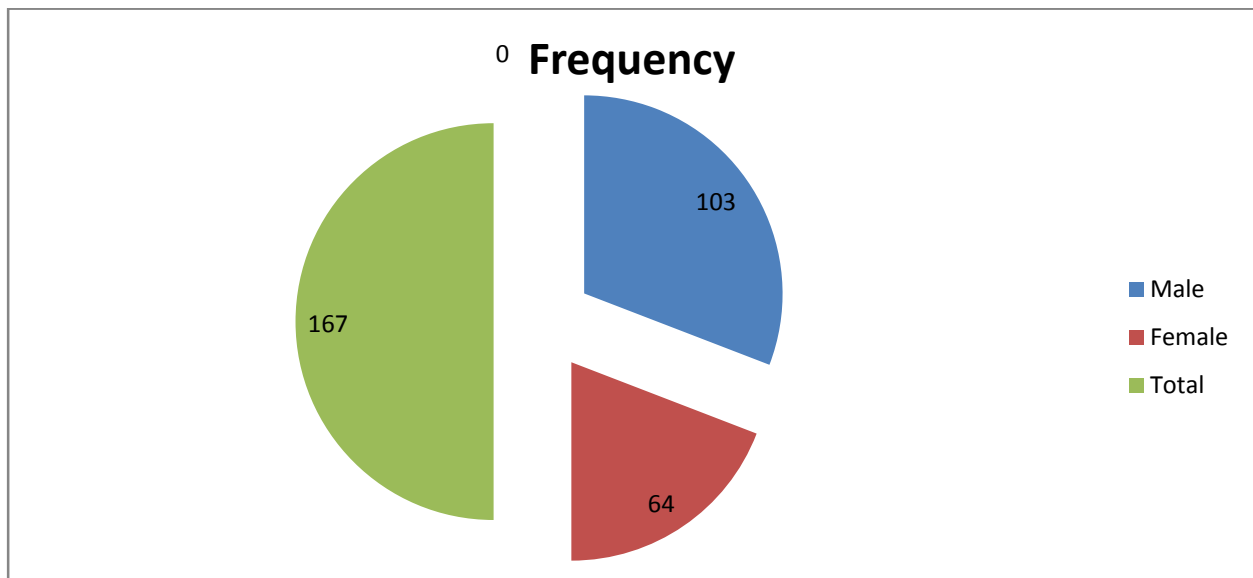
Figure 2 2: Age of the Respondents



Data : Researcher’s survey result (2017)

As shown in the above the bar graph was depicts of majority students’ or almost all students age were below 18. This shows that they, because of their ages, could realize and tell the merit and demerit of the challenges of Physical education teachers in teaching-learning process.

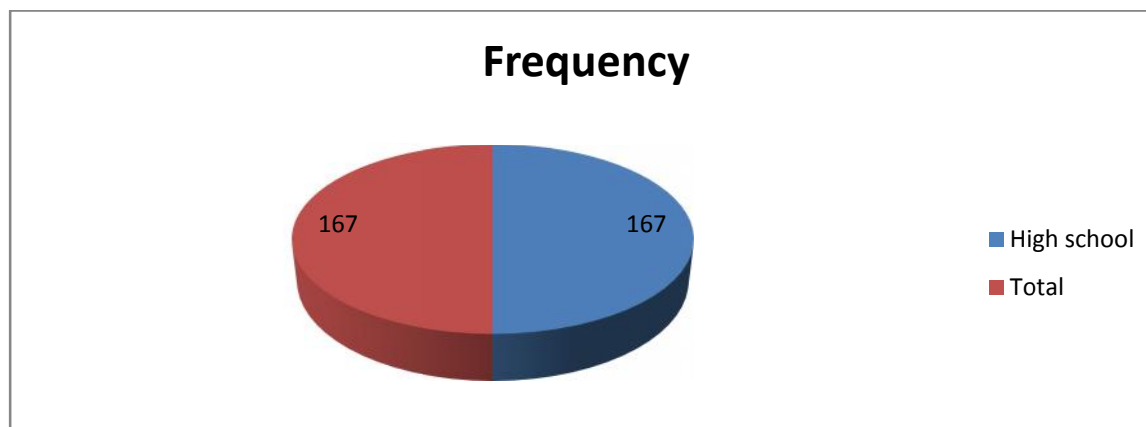
Figure 3 3: Sex of the respondents.



Data : Researcher’s survey result (2017)

As stated in the pie chart above, it shows that 38.3 % of students respondents were female and the 61.7 % were male students. The above pie chart clearly stated that the numbers of male students are higher than the numbers of female students, because of male students have interested to participate in physical education activities.

Figure 4 4: Educational status of respondents.



Data : Researcher’s survey result (2017)

The pie chart above illustrates, in the data collection of student’s respondents was high school 100% so the respondents among high school students is higher because of for data collection in the study area mainly focused on high school students.

Table 2 2: Analysis of students’ responses based on your understanding and experience of learning PE and concerning what makes a difficult for you to learn PE class.

4.2. Analysis of students Responses

No	Items (Question)	1.Y es	Per cent (%)	2.N o	Per cent (%)	N	Mean	S D		
							Statistic	Statistic		
1	Do you think PE is very important to lead a quality of life?	167	100	-	0	167	1.00	.000		
2	Do You have practical class in your schools?	159	95.2	8	4.8	167	1.059	.214		
3	Have you interest to learning physical education?	135	80.83	32	19.16	167	1.19	.395		
4	Have you interest to learning PE in practical class	106	63.47	22	13.17	167	0.89			
5	Have you interest to learning PE in theoretical class	125	74.85	42	25.15	167	1.24	.428		
6	Does physical education class reduce your stress?	105	63	62	37	167	1.37	.485		
7	Does PE class allow you cover the annual lesson?	71	42.5	96	57.5	167	1.57	.496		
8	Do you think PE class has a challenge (problems)?	140	83.8	27	16.2	167	1.16	.369		
9	Were your marks improved because of PE class?	60	36	107	64	167	1.64	.481		
10	Is there any challenge that hinders you to participate in PE class?	155	92.8	12	7.18	167	1.071	.259		
11	How do you think the main role in PE?	1. Teacher	%	2. Student	%	3. Both	%	167	1.34	.587
		121	72.56	36	21.56	10	5.99			
12	Which PE methods mostly used by your teachers?	1. Theory	%	2. Practical	%	3. Test	%	167	1.99	.576
		28	16.77	112	67.07	27	16.17			

Data : Researcher’s survey result (2017)

The table above The findings show that 100% of students reported that the teachers were expected to play the role of practical class their learning is very important to lead a quality of life, but no one is ignore (fail to consider) to learn PE, The mean score 1.00 so this implies that it was possible the PE teachers and students have good during the practices.

The above item 2 revealed that 95.2% of the students reported that is being to assess the challenges of physical education teachers in teaching learning process in case of some selected high schools of Illu Aba Bor Zone practiced in their schools. From, finding one can, thus, realize that the majority students practiced physical education to assess their students' performance.

On opinion on students' interest to learn PE the responses were collected from students' and analyzed and the mean score and the std. deviation were identified in that 1.19 and .395 of were obtained mean score had indicated that the interest of student was level at good standard.

As shown in table 2, the majority of the students (63.47%) reported that physical education in practical class motivate them to work hard. 74.85% of the student respondents indicated that physical education in theoretical class gives them ample information about their learning where as 13.17% and 25.15% of the respondents pointed out that physical education even helped them judge their performance.

As shown in table 2, above student's respondent were asked whether physical education reduced their stress of exam. Consequently 63% of the students said that physical education is important in reducing their stress. While sizeable number (37%) reported that it didn't reduce their stress related to exam. the other item in table 2, was about whether or not physical education allows the completion of annual lesson plan and students reported that annual lessen most of the time were not covered .That is 57.5% of the respondents agreed that the annual lesson was not covered because of applying physical education process. The students were also requested to tell if their marks were improved because of physical education.

Accordingly 83.8% of the student respondents said that physical education had challenge where as 16.2% reported that physical education had no challenges. Among the challenges reported, by pupils' shortage of time, large class size, anxiety on students and lack of interest among students could be mentioned.

On how to improve the student's marks participation the data were analyzed and the mean score and std. devastation that recorded were identified in that 1.64 of mean score and .481 std. deviation had the physical education teachers should not improve. because of physical education, this implies that physical education is important in improving students' result, which in

contributes to the improvement of quality of education at the end. The students were also asked whether there were problems while practicing physical education in their school.

The students were also asked about PE subjects mostly used by their teachers to fine their learning. Accordingly item 11, 72.56 % of students respondents replied as the main role in PE were the most frequently used practical class type to concern their learning by teachers.

The other percentage item 12 shares used by their teachers to apply practical class were 67.07%. The students were also questioned who had the main role to assess the challenges of PE teachers in teaching learning process in case of some selected high schools of Illu Aba Bor Zone.

In the review parts and other section, the significance of physical education was treated. Physical education helps the teacher to assess their students' performance and promote learner-centered approach. To validate the above sentences the students' were asked if they know significance of PE. Generally, the students were found to provide valid information about the challenges of physical education teachers in teaching-learning process in high school but the student researcher felt as other it was good to verify their response from other sources as they might miss some information because of their ability of understanding the issue in view of their age.

Table 33: Summary of students' responses regarding based on teaching physical education and techniques of teaching physical education.

Key: 5. strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

No	Item (Question)	Students' Responses										N	Mean	SD			
		5		4		3		2		1					Statistic	Statistic	Statistic
		F	%	F	%	F	%	F	%	F	%						
13	Does PE period per week is enough for your school?	0	0	0	0	18	10.78	36	21.56	113	67.66	167	1.43	.681			
14	Do you think your PE's teacher to motivate you?	0	0	12	9.30	27	16.16	29	17.37	99	59.28	167	1.71	.982			
15	Do you have enough knowledge about the benefits of PE on the field and classroom?	55	32.93	45	26.95	46	27.54	11	6.59	10	5.99	167	3.74	1.161			
16	How do you feel about the teaching method of your physical education teacher in Practical and theoretical class?	22	13.17	88	52.69	32	19.16	15	8.98	10	5.99	167	3.56	1.009			

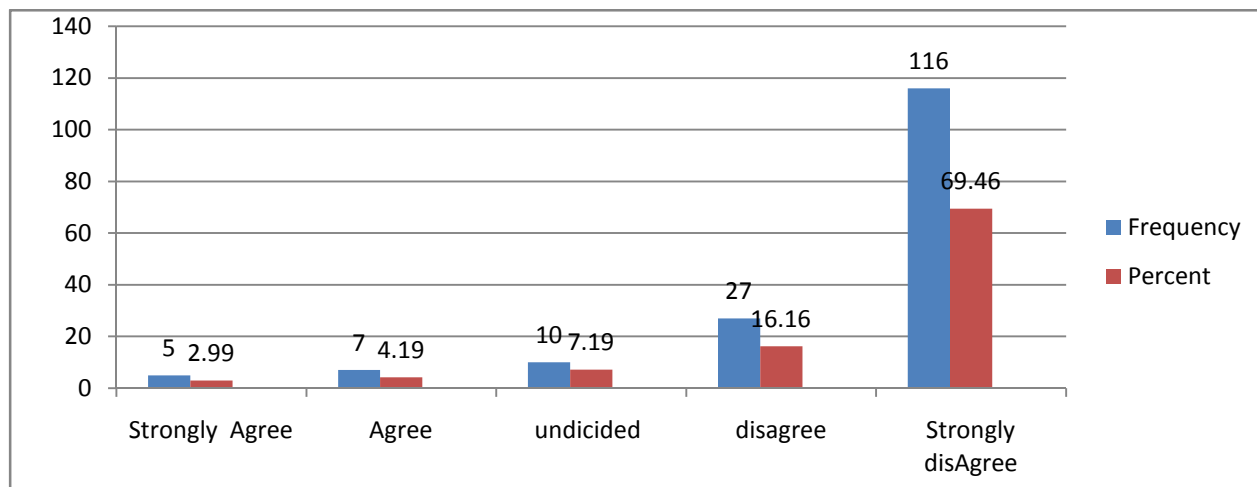
In addition to method of teaching physical education, students were asked about the techniques that are employed by physical education Teachers so as to teach exercise (field

and class). As it is indicated in item 13 of Table 3, above students were asked whether their teachers practice the technique of association to teach physical education. Then whilst 18 students (10.78%) answered 'Undecided', 36 students (21.56%) disagreed that their teachers practiced the technique. The others 113 respondents (67.66%) answered 'Strongly disagree'. On the sufficiency period that allotted for physical education, responses were collected from students and the collected responses were analyzed and the mean score and the std. deviation were identified in that 1.43 of mean score and .681 of standard were obtained and this had shown as period that allotted for physical education was not enough. The mean value of the item which is inclined to 'Strongly disagree' reveals that this technique is not practiced.

The next item within Table 3 above was iteming 14 relating to using collections to teach physical education. The result shows that although 12 students (9.30%), 27 students (16.16%), 29 students (17.37%) responded as 'Agree', 'Undecided', and 'Disagree' respectively, more than the total respondents of the other items that is to say 99 students (59.28%) strongly disagreed. The mean value of the item proves that it is 1.71 which is inclined to 'Disagree'. Hence, this technique is not practiced well like the above mentioned technique in teaching physical education to support.

Item 15 of Table 3 above was asked whether exercise practiced using similar to theory as a technique of teaching physical education. In relation to this item, the responses given were as follows. Among the respondents, 55 students (32.93%) replied 'strongly agree'. The other 45 students (26.95%) 'Agreed' While 46 students (27.54%) and 11 students (6.59%) replied 'Undecided' and 'Disagree' respectively, the remaining 10 students (5.99%) responded 'Strongly disagree'. In summary having the mean value of 3.74 which inclined to 'Frequently', it is possible to wind up that this technique of teaching PE is practiced frequently by the subject teachers.

The next item administered was item 16 of Table 3 above using method in teaching physical education. In responding to this item 16 of the Table 6, 22 students (13.17%) strongly agreed, 88 (52.69%) agreed. While 32 students (19.16%) couldn't decide, the remaining 15 (8.98%) and 10 (5.99%) disagreed and strongly disagreed with the item. To summarize, the mean value of the item inclined to 'agree' and therefore practical and theory technique in teaching PE.



Key: 5. strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

Figure 55: Students’ response with reference to teachers’ practice of practical class in teaching Physical education.

The bar graph above shows the result of item 17 of the students’ response. The respondents were asked whether physical education use super ordination technique in teaching physical education. In responding to this item while 5 students (2.99%) and 7students (4.19%) replied ‘Strongly agree’ and ‘Agree’ respectively with the item, the other 10 students (7.19%) couldn’t undecided. And again, the other 27 students (16.16%) disagreed with the item. More than twice of the other total respondents of the item that is 116 (69.46%) strongly disagreed with the item. The relative inclination of the item shows also ‘Strongly disagree’. Therefore, this technique is not practiced in teaching physical education.

Table 44: Summary of based on practical class of teaching Field and systems of teaching PE.

Key: 5 = Almost always 4 = frequently 3 = Sometimes 2 = Rarely 1 = Never

No	Item(Question)	Students’ Responses										N	Mean	SD
		5		4		3		2		1				
		F	%	F	%	F	%	F	%	F	%			
18	Does your school have enough teaching material for PE?	11	6.59	8	4.79	10	5.99	13	7.78	125	80.62	167	1.60	1.202

19	How do you scale the participation of PE learning in both theoretical and practical class?	15	8.98	23	13.77	33	19.76	71	42.51	25	14.97	167	2.59	1.168
20	What is your understand towards the principles of exercise and training?	21	12.57	23	13.77	43	25.75	62	37.13	18	10.78	167	2.80	1.188
21	What do you think about cultural affect on learning practical class of PE?	60	35.93	36	21.56	37	22.16	18	10.78	16	9.59	167	3.63	1.329

As it is depicted in Table 4, item 18 above in relation to practicing the of physical education teaching, 11 students (6.59%) replied ‘Almost always’ and 8 students (4.79%) forwarded their answer as the strategy is frequently practiced. While the other 10 students (5.99%) responded as the approach is practiced sometimes, 13 students (7.78%) replied the strategy is practiced rarely. In addition to this, the remaining respondents to be exact 125 (80.62%) replied that the strategy is never practiced in teaching physical education. The mean value of the item 1.60 shows the same thing that physical education Teachers do not use the strategy in order to teach PE.

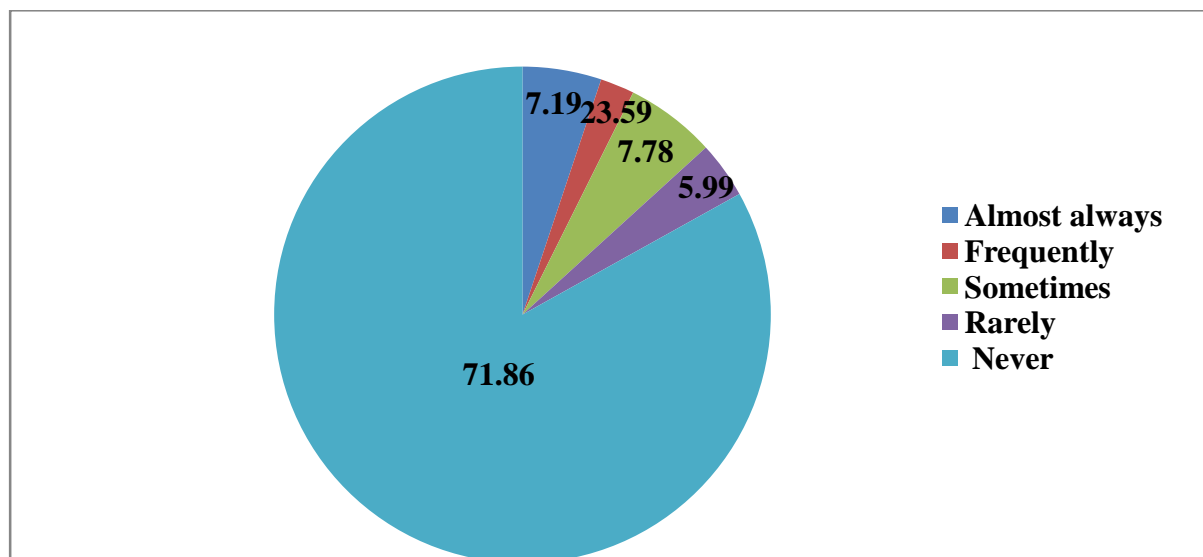
The next item presented within Table 4 above was item 19 which is about the strategy of using a chart contains many letters and encouraging students to look for those letters which make a exercise across, down and diagonally. With regard to practicing this strategy the results of the respondents show that 15 students (8.98%) replied ‘Almost always’. Whereas 23 students (13.77%) gave their responses ‘Frequently’, 33 students (19.76%) answered as teachers practice this strategy ‘Sometimes’. In addition to the aforementioned results of the item 19, 71 students (42.51%) replied ‘rarely’. And finally, 25students (14.97%) responded ‘Never’. In summary, the strategy is practiced ‘Sometimes’ as it is possible to see from the relative inclination of the mean value of the item which is 2.59.

Another item was about practicing the strategy of giving definitions of many exercise, and inspiring students to put the letters of the doing exercise. Then the responses show that while 21 students (12.57%) replied ‘Almost always’, the other respondents responded as follows: 23

students (13.77%), 43 students (25.75%), 62 (37.13%), 18 students (10.78%) forwarded their responses ‘Frequently’, ‘Sometimes’, ‘Rarely’ and ‘Never’ respectively.

As it can be seen from the mean value of the item 20, 2.31 is inclined to ‘Sometimes’ and therefore to give conclusion, the teachers practice the exercise ‘Sometimes’ similar to that of cross theory so as to teach physical education on the presence of different kinds of teaching approach in training PE the scored mean and std. deviation were identified in that 2.80 of mean score and 1.188 of std. deviation were obtained. This implies that different kinds of teaching approach in training PE were not properly implemented

On the presence of problems that teachers and students face during the practical session in PE lesson responses were collected and the collected responses were analyzed and the mean score and standard deviations were identified for this variable in that 3.63 of mean score and 1.329 of standard deviation were obtained and this had indicated on the presence of cultural problems that teachers face during the practical session in physical education.



Key: 5 = Almost always 4 = frequently 3 = Sometimes 2 = Rarely 1 = Never

Figure 66: Teachers’ practice of using asking questions strategy in teaching PE.

Asking questions plan of physical education teaching was item 22 of the questionnaire. It is a kind of strategy which has a form of riddle or asking and answering till the possible answer is called. As it can be seen from the pie chart of the above, the results of the item depict that the strategy is never practiced by teachers in teaching physical education. From the total number of respondents, 12 students (7.19%) responded ‘Almost always’ and 6 students (13.59%) replied ‘Frequently’. The other respondents’ answer 13 (7.78%) shows that the strategy is practiced

sometimes while the remaining respondents 10 (5.99%) and 120 (71.86%) replied ‘Rarely’ and ‘Never’ respectively. Generally as it has already been concluded, the mean value which is 1.57 also inclined to ‘never’ and affirms the conclusion. Therefore, this strategy is not practiced in teaching physical education by physical education subject teachers.

Table 55: Summary of based on meaning related filed of teaching and techniques of teaching PE.

Key: 5. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

No	Item(Question)	Students' Responses												
		5		4		3		2		1		N	Mean	SD
		F	%	F	%	F	%	F	%	F	%	Statistic	Statistic	Statistic
23	What is your attitude towards PE?	7	4.19	15	8.98	11	6.59	16	9.58	118	70.66	167	1.66	1.185
24	What are the materials to enough physical education for practical class?	0	0	0	0	47	28.14	76	45.51	44	26.35	167	2.02	.740
25	Does your PE teacher mostly concerned about the two teaching style?	0	0	58	34.73	80	47.90	20	11.98	18	10.78	167	2.96	.921
26	Is your teacher to follow teaching equivalent method do you use on PE practical and theoretical class?	98	58.68	39	23.35	19	11.38	11	6.59	0	0	167	4.34	.923
27	Is the adequate teaching learning resources to facility and equipments your PE subject?	60	35.93	36	21.56	37	22.16	18	10.78	16	9.59	167	3.63	1.329
28	Do you have enough knowledge about the benefits of PE on the field and classroom?	86	51.49	44	26.34	21	12.57	16	9.58	0	0	167	4.20	.995
29	Do you have understood towards the principles of exercise and training depends on PE?	0	0	0	0	57	34.13	76	45.5	34	20.36	167	2.14	.727

As it can be seen in Table 5 above, item 23 was asked whether physical education use the technique of photos from magazine, newspaper, leaflets and pamphlets in teaching practical

classroom not. The results of the item show that 7 (4.19%) replied 'Strongly agree'. In addition, 15 (8.98) also said 'Agree'. The other 11 students (6.59%) and 16 (9.58%) responded 'Undecided' and 'Disagree' about the practice of the technique by the teachers. The majority of the respondents specifically 118(70.66%) strongly disagreed about the employment of the technique. And the mean value of the item affirms the same thing that it is not practiced.

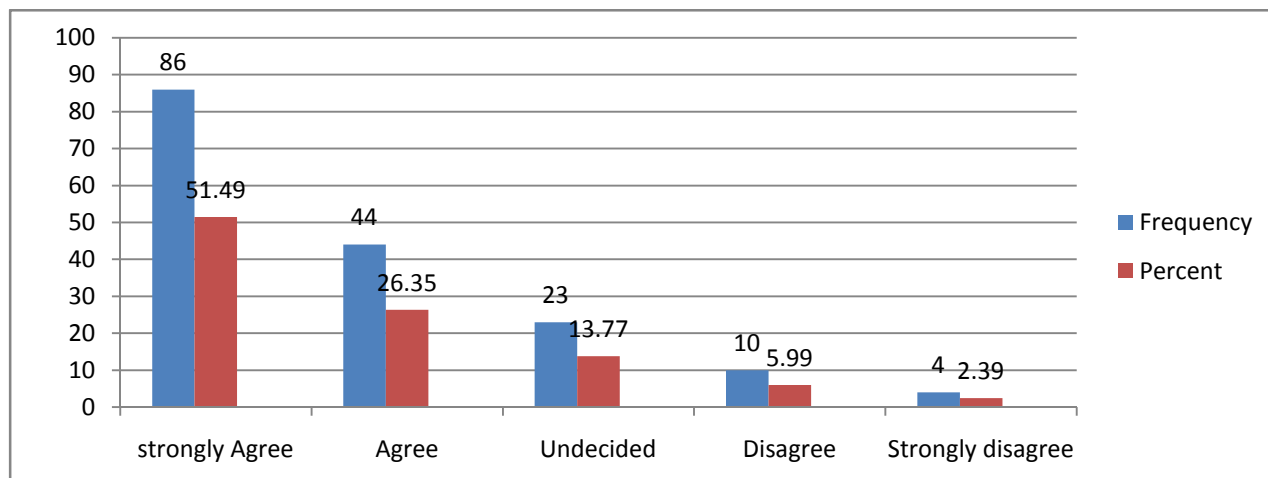
From item 24 of Table 5 above in relation to teaching physical education by miming, expressions and practicing, respondents' forwarded their answer as follows: Amidst the total respondents while 47 (28.14%) could not decide whether the technique is employed or not, 76 (45.51%) disagreed with the item. And again, 44 (26.35%) replied 'Strongly disagree'. To wind up about the practicing of the technique, the mean value indicates that it is disagree (2.02). Therefore, it is not practiced by the subject teachers.

Another item within Table 5 above was item 25 which were about teaching physical education through practical from contexts. Then the responses of the item indicate that 58 (34.73%), 80 (47.90%), 20 (11.98%) and 18(10.78%) responded it as 'Agree', 'Undecided', 'Disagree' and 'strongly disagree' respectively. The relative inclination of the mean of the item shows that the respondents could not decide whether the technique is practiced or not in teaching PE.

Method of teaching physical education with their exercise as a technique was also another item within Table 5 above (item 26). The majority of the students to be exact 98(58.68%) strongly agreed with the item when 39 (23.35%) agreed also. In relation to the item while 19 (11.38%) could not decide, 11(6.59%) disagreed. To conclude, the mean value of the item (4.34) indicates that the technique is practiced well in teaching physical education.

On the presence of enough material in the school to teach PE the observed mean score and standard deviations had indicated that 3.63 of mean score and 1.329 standard deviation. This indicated that there were not enough material in the school to teach PE.

On the presence of different kinds of teaching approach in exercises and training physical education the scored mean and standard deviation were identified in that 2.14 of mean score and .727 of standard deviation were obtained. This implies that different kinds of teaching approach in training physical education were not properly implemented



Key: 5. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

Figure 77: Students' response concerning teachers' practice of equivalent to practical and theoretical class to students' appropriate according to PE textbook.

The bar graph above illustrates the last item of the questionnaire about teachers' practice of translating new design with the equivalent meanings from students' practical or theoretical class in teaching physical education. In responding to the item, 86 (51.49%) responded 'Strongly agree'. The other respondents answered that 44 (26.35%) 'Agree' while 23 (13.77%) could not decide about the technique. And finally, 10(5.99%) and 4 (2.39%) disagreed and strongly disagreed with the item. The relative inclination of the mean value of the item also confirms that the technique like item 30 above practiced by subject teachers in teaching physical education.

4.2.1. Analysis of students' open-ended questionnaire

In addition to the closed-ended questionnaire, the respondents were invited one open-ended questionnaire at the end to write down their ideas if there are any other methods the challenges of physical education teachers' teaching-learning process in the school, but which were not included in closed-ended questionnaire.

While some of them left the question as it is without listing down anything, some of them replied almost the same or nearly the same of what they were asked in closed-ended questionnaire. It is possible to say that few of them listed some techniques that are practiced by physical education Teachers in teaching practical class which were different from the listed strategies and techniques by the researcher. And therefore of strategies which are different analysed as follows. One of the techniques that the respondents mentioned was, they were given a few material and

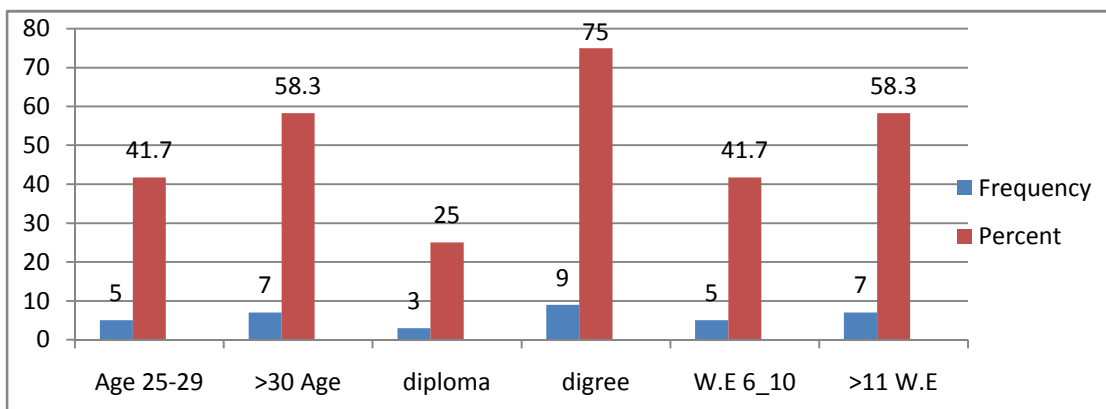
look their meanings up in the text book. Not only searching for their method but also identifying the head of practical classparts of physical education text books.

The second listed technique by the respondents was, students were given some new methods from the two teaching method and ordered to make practical design usingthat physical education text book. According to the respondents, even though it was rarely practiced, the teachers practice the technique of encouraging students to come to the classroom with new design and invite each other or one another to find their activity.

Generally PE, the other methods and techniques that were mentioned by the respondents are the same with what they were given to put their ideas forward under closed-ended questionnaire.

4.3. Analysis of Teachers Response

Figure 88: Personal information of teacher respondents.



Data: obtained from respondents (2017)

As shown above the bar graph teachers were requested to tell their background information. Accordingly (58%) teachers of the respondents were above 30 years of age. In case of their educational background the majority of respondents (75%) had Degree while (25%) had been Diploma. The teachers were also asked their years of work experience. Since work experience may have significant relation with teaching-learning activities. As shown in bar graph, all of the teachers' respondents (58%) served for more than eleven years. From this, one can learn that they had better knowledge about the practice and challenge of physical education.

Table 66: Summary of what makes PE difficult for you to teach practical and theoretical class.

No	Items (Question)	Option	F	%	N	Mean	SD
					Statistic	Statistic	Statistic
1	What do you focus on while continuously assessing your students learning?	1.Knowledge			12	4.000	.000
		2.Attitude	-	-			
		3.Skills	-	-			
		4.All	12	100			
2	Who, do you think should conduct the interest in teaching physical education?	1.Teachers	12	100	12	1.000	.000
		2.Students	-	-			
		3.Both	-	-			
3	Which PE techniques do you implement in your class?	1.Practical	7	58.33	12	1.666	.887
		2.Theoretical	2	16.66			
		3.Both	3	25			
4	What does your interest in teaching physical education?	1.Higher	-	-	12	2.00	.000
		2.Medium	12	100			
		3.Low	-	-			
5	How many students to teaching during PE class?	1. 31-40	-	-	12	2.33	.492
		2. 41-60	8	66.66			
		3. above 60	4	33.33			
6	How many periods do you have in a week in your schools?	1. < 10 period	2	16.66	12	2.16	.717
		2. 11-16 period	6	50			
		3. >21 period	4	33.33			
7	What are the major problems of teaching PE for practical class?	1.Environment	1	8.33	12	2.16	.577
		2.Shortage of time	8	66.66			
		3.Lack of interest	3	25			
8	How much you participate in PE field equipments (material)?	1.Higher	6	50.0	12	1.16	.778
		2.Medium	4	33.33			
		3.Low	2	16.66			

Data: From questionnaires (2017)

The teachers were asked different question as could observed from table 6 above. It is obvious that physical education is not measured by single technique for a single behavioral change of

pupils. Rather, different techniques are used to measure different changes on pupils or the objective of the lesson. According to teachers' response in relation to what was assessed in physical education(100%) of the teachers reported that they assess knowledge, attitude and skills of their students .All teachers (100%) teachers also revealed that physical education was conducted by teachers. From this finding one could learn that teachers were incredible contributors to the effectiveness of PE and to judge the performance of their students. Teacher respondents were also questioned whether physical education was significant or not. The entire teachers' respondents (100%) reported that PE was a significant.

The teacher (16.66%) respondents were also asked to mention the significance of materials. As noted by teachers' (58.33%) respondents, materials have many advantages. The main ones being motivating both (25%) the teacher and students for more work, helping the teachers' to evaluate the learner, helping the teachers' to know the strength of their learners, minimizing the stress of their pupils, giving them ample information about the strength and weakness of their students and promoting learner-centered approach.

On the presence of large class size not enough material in the school to teach PE the observed mean score and standard deviations had indicated that 2.33 of mean score and .492 standard deviation. This indicated that there were class size, Shortage of materials, period allotment and lack of interest in the school to teach physical education.

On the sufficiency period that allotted for physical education, responses were collected from teachers and the collected responses were analyzed and the mean score and the standard deviation were identified in that 2.16 of mean score and .714 of standard were obtained and this had shown as period that allotted for physical education was not enough.

It can be concluded that the implementation of the PE effectiveness is challenged with many problems such as: class size, Shortage of materials, period allotment and lack of interest.

As observed on the table item 8, the response on participate in sport activities to enhance efficiency of materials 6(50.0%) of teachers response is High, 4(33.33%) are medium, 2(16.66%) are low. and the mean of respondents are 1.66 (the useful work performed by a materials) on the presence of enough material in the school to teach PE the observed mean score and std. deviations had indicated that 1.66 of mean score and .77 std. deviation. This indicated that there were not enough material in the school to teach PE since the value of the mean score had indicated the choice item not at all the valued given for the variable not at all was valued 2.

Table 77: Summary of based on meaning of teaching practical and techniques of teaching PE.

No	Items (Question)	Option	Fr.	Percent	N	Mean	SD
			F	%	Statistic	Statistic	Statistic
9	Which PE techniques do you implement in your class?	1.Theoretical	9	75	12	1.25	.452
		2.Practical	3	25			
10	Do you think students are active in Physical education?	1.Yes	5	41.7	12	1.58	.514
		2.No	7	58.3			
11	Do you think PE contributes to improvement in the quality of education?	1.Yes	12	100	12	1.00	.00
		2.No	-	-			
12	Do you think applying PE is smooth in your schools?	1. Yes	3	25	12	1.75	.452
		2. No	9	75			
13	Does your school have enough teaching material for PE in practical class?	1. Yes	-	-	12	2.00	.00
		3. No	12	100			
14	Is there to challenge affects PE teaching for practical class?	1. Yes	12	100	12	1.00	.00
		2. No	-	-			

Data: From questionnaires (2017)

As stated in review of the literature, there are several techniques used to administrate physical education. There is no single method to apply to the physical education process. The teacher respondents were requested to indicate techniques of physical education class they mostly use to assess their students. As could observe from table 7, 75% of the teacher reported that they used theory (testes). Next to test was reported to be practical (25%). The findings show that most time the teachers only relied on test, assignment and observation to assess their students. This on the other hand implies that teachers should look for more techniques to implement physical education other than the three methods mentioned above.

As, could be observed from the same table the teachers were asked about participation of their students. It was found that 58.3 % of the teachers reported that the student were not active, where as 41.7 % of the teachers said the students were active in physical education. Since learning is a team work, awareness creation is needed to make students actively participate in physical education. The teachers entirely reported that physical education is vital in improving quality of education. Yet, teachers indicated that applying physical education in school was not a smooth phenomenon. Majority (75%) reported that face different challenges in practicing physical education. While 25% replied that there are no challenges to practice physical education teaching. The responses of item13, 2.00 of mean .00 of SD had indicated the existing of some material. This implies the sufficiency of the numbers of material were not as expected in the school.

The teachers were also requested to pin point the challenges that they face in implementing physical education. Accordingly, large class size, lack of awareness about the overall feature of continuous assessment, shortage of time, lack of interest from both teachers and students, shortage of stationary materials, feeling that physical education increases work load on the teachers and students, and feeling that physical education is not efficient and effective were among the major hindrance of physical education reported by teachers respondents.

The teachers were also asked as to how to correct the challenges of practicing physical education. Accordingly, the teachers reported that teachers' commitment was of much importance and, teachers must devote themselves to overcome the problem. Teachers also mentioned that giving due attention to teach physical education, creating awareness about physical education, applying student-centered approach, obeying the schools' examination rules and regulations, organizing seminars for both teachers and students on physical education, and balancing students-teacher ratio were some of the areas that could help solve the major challenges encountered in implementing physical education at Abdibori, Gore ,Metu, and Ongahigh schools of Ilu Ababor Zone.

4.4. Analysis of Teachers' open-ended questionnaire

4.4.1. Analysis of teachers' responses concerning the physical education of grade ten physical education text books is appropriate for the learning process.

It was the opening question that was asked the respondents before asking about the physical education of grade ten physical education text books is appropriate for the learning process. Then they define grade ten physical education text books that a particular student uses. And again, they define physical education as a list of theory with their practical. And they further state it as physical education can be define theoretical and practical , but one of the two cannot be physical education which means physical education are stronger than the two teaching styles.

4.4.2 . Analysis of teachers' responses with reference to how they evaluate the in which points are teachers emphasize in practical class.

The next question of the opening that the respondents were asked was how they evaluate their in which points are teachers emphasize in practical class. Regarding this question, the responses given by the participants were to some extent they practice some of the practical class if not all of them. However, so as to use almost all the practical, there are drawbacks which arise from different stakeholders such as from students, school administration and physical education. For

instance, if students are given certain activities to have a kind of teaching-learning, they do not want to take risk, in other method of physical education, they are not risk takers to learn it.

Concerning the school administrators, the respondents forwarded one main idea that how many of directors, vice directors and office workers even physical education Teachers themselves are motivated to have a communication using physical education during school's meeting, during national anthem celebration, co-curricular activities and so on with students and colleagues nowadays. According to the respondents, this also needs another research. And finally, they concluded their idea in relation to the question that as to the subject teachers' lots of things ought to be done more than what are being practiced; it is not enough to say the evaluate the in which points are teachers emphasize in practical class are being practiced well.

4.4.3. Analysis of Teachers' opinion on importance of PE teachers preparations

All the respondents entirely agreed that practicing a variety of preparations of the physical education teachers has an invaluable role since students get the opportunities to learn the physical education better. They strongly expressed their ideas that using a limited number of preparations of the physical education teachers may not help students to bring the desired alter in learning physical education.

In addition, the respondents forwarded their ideas that learning physical education is the foundation stone for the two major physical education skills as teaching helps students how to use practical and theoretical class. Enabling the students to be good at the macro and micro physical education skills is not an easy; therefore, multiple teaching styles must be practiced well in teaching physical education. They finally conclude that physical education learning is like someone who tries to build a house that is bringing bricks together to do so. Unless the builder collects bricks together, he can do nothing. The same thing is true for physical education learners; if they do not learn practically well, noticeably, they are not good at physical education learning. Generally physical education, as it is possible to understand from the respondents' opinion about the importance of the two teaching styles in physical education learning, they believe that practicing a variety of strategies in teaching preparations of the physical education teachers have a great deal of importance.

4.4.4. Analysis of teachers' responses in relation to method of delivery of PE subject

It was the fourth question asked during the opening about the most common method of delivery of physical education subject Teachers practice in teaching physical education. Then it is possible

to say all of them that the physical education they practice are direct definitions of teaching, physical education theory-by-practical, using certain method in teaching construction and tell students the meaning they have while they are used in different exercise; doing from contexts, using equivalently were the responses that the respondents forwarded.

As it can be seen from the participants' responses that the teachers relay much more on method of delivery of physical education subject of teaching physical education even if a great many strategies and techniques are there to teach physical education. In relation to using theoretical and practical teaching techniques of teaching physical education, the only mentioned by respondents was using theory. One of the items in connection to this was asked in students' questionnaire whether the teachers use theory miming and expressions during physical education teaching. As it is possible to see the result of the item from figure 2, item 24 whose mean value is 1.57 and inclined to 'rarely', this strategy is not practiced even sometimes. Thus, it is possible to give conclusion that the other strategies which may strengthen the above mentioned strategies by respondents are not practiced in teaching physical education with the exception of equivalent translation to students' simply (Figure, 3) whose result shows 86 respondents (51.49%) strongly agreed that physical education Teachers practice it so as to teach practical and theoretical classes.

In contrary to this, having evidences from students' questionnaire responses of Table 4, items 2 and 3; Figure 1; Table 5; Table 6, item 10; Figure 2; Table 7, item 15; Table 8, items 19 and 20; Figure 3; Table 9; and Table 10, item 27 that the other strategies as well as techniques are never practiced and a few of them are rarely practiced.

4.4.5. Analysis of teachers' responses on whether they do you think practical classes helps you to improve your health

Concerning the helpfulness of the strategies which are mostly practiced in teaching physical education, while a few of the respondents forwarded their ideas that the strategies and techniques which are practiced are not enough to say they are helpful, few of them replied that what they practice in teaching physical education are helpful in order to build up students health capacity. Having taken evidences from the responses with reference to the practical class mostly practiced, surely exercise; it is difficult to say they are helpful enough in order to help students to learn physical education well through practicing practical class and techniques of teaching physical education which mainly relay on direct definitions of physical education, theory-by-practical class. Once more, the respondents forwarded their ideas that it is too difficult to say it is helpful

having taught the students using a limited number of practical class in the classroom. Therefore, students have to have some access to practice the PE they have been taught.

In summary, despite the fact that some of the method which mostly practiced is helpful to improve your health the others which are left not to be practiced are more helpful principally many exercise teaching physical education.

4.4.6. Analysis of teachers' responses in relation to challenges they come across in there to challenge affects physical education teaching for practical class.

Another opening question that the respondents were invited to replay was about the challenges that they stumble upon in teaching physical education. In response to this question, the respondents forwarded different challenges they encounter so as to teach physical education. The first challenge they mentioned was shortage of time, class size and shortage of equipment. It is possible to say that almost all of the physical education contents are extracted from exercises. Therefore, according to the respondents, activities within the student's physical education textbook do not lend their hands to cover the portion within the allotted time schedule since physical education related activities, some comprehension questions, and other related activities are given and the subject teachers strive to cover the portion. Time allocation by itself is one factor to cover the textbook even not only exercise activity in particular. The respondents have the idea of they are evaluated by covering the portion rather than giving much more emphasis for each and every activity they teach in the classroom.

In addition, large class size also another factor in teaching physical education since it is too difficult to treat all the students equally due to the fact that a variety of students such as active, medium and slow learners are there in a class and field. Another challenge the subject teachers come across in teaching physical education as the data obtained from the respondents, students' background knowledge of physical education. Many of the students nowadays face a difficulty even to make a single exercise even though they are high school students and going to take national competition of grade ten students with physical education text book.

And again, the respondents didn't forget to point out a challenge which is related with them, the physical education teachers. They said, "We, physical education Teachers are also not proficient in practically."

Further, students' interest to learn physical education is also another factor currently. As the participants state that if they are given some physical education related activities even the other exercise skills, they start talking another affairs leaving what they have been given to do so. The challenge besides to this is not only talking another business here, most of the students do not practice physical education during the discussion although they are encouraged to use the target of physical education. However, a few of them use the target exercise when they are asked to give answer during a whole class discussion.

Moreover, the factor which was forwarded by the respondents was the teaching aids in order to teach physical education. The respondents strongly agreed that using teaching aid is a matter of relating lessons that are being taught with students' real life situation in addition to creating further learning in students' mind. Contrary to this, providing that teaching aids are asked so as to teach physical education, first, the school administration does not bring the necessary resources on time. Second, if teachers prepare some physical education related teaching aids, they are kept back in pedagogical centre.

Additionally, the challenge that was forwarded by the respondents was lack of practicing the exercise that has been taught in the classroom with the community that they (students) live in. It is obvious that physical education is a backbone of health that is taught and learned in the classroom in almost all parts of our country. This results in absence of having the opportunity to practice the physical education of the exercise when students go back to their homes.

And finally, absence of training in relation to PE recently can be also another factor. Nowadays, especially, physical education Teachers ought to have training in order to get familiar with the new designed textbook prior to begin teaching-learning process. As it is possible to understand from the respondents' ideas that in the past the subject teachers had some training in order to refresh their skills of teaching the field in training but recently this kind of chance has ceased.

In conclusion, among the challenges which were forwarded by the respondents to some extent there can be challenges while some of them can be solved easily. For instance, in relation to time constraint to teach physical education, the teachers can have a makeup class and tutorial class.

In relation to students' interest to learn exercise, physical education Teachers should be in charge of creating interest in students so that they learn physical education well while it is taught.

Giving different activities by itself alone cannot bring the desired change and therefore the teachers are responsible for checking by going around what are being practiced by the students.

With reference to teaching aids, forthrightly, the subject teachers do have copious alternatives in order to prepare and use teaching aids without waiting for the school administrators to prepare the resources for teachers to get ready physical education teaching aids. If things are looked at critically; therefore, a lot can be done without costing oneself and blaming the others for resources. This does not mean that everything is ready to lend its hand without effort. In summary, carelessness is observed beside of the subject teachers.

4.4.7. Analysis of teachers' responses regarding what measures they have taken so as to tackle the challenges they encounter in teaching PE for practical class

In response to this question, the respondents put forward different ideas which they have experienced in order to solve the challenges they come across in teaching physical education. Amidst the solutions they have taken are giving exercises continuously from different field materials, giving certain debates and role plays in the classroom, encouraging students to have a pair discussion, group discussion, creating students' practical class learning. And also the respondents have said that they try to solve some problems through discussion with the schools' administrators in case they face the shortage of resources.

Once again, another solution that has been practiced according to the respondents' reply, since giving students individual work is time consuming and there is shortage of time in order to invite to each of them to practice with their classmates, teachers' grouped students into different groups and give them some physical education activities. And finally, encouraging them to choose one representative and present what they have done with their group for the other groups.

In contrary to the above respondents' reply, specifically, in relation to the physical education Teachers' responses about practicing practical class teaching using a material and a role play, pair discussion, group discussion; it is recommendable to look at students' responses from Table 5, items 3 and 4. As it is depicted in the Table 5, PE Teachers does not encourage students to practice the new exercise in pair, in group with their classmates. And again, of the item which was asked whether students have model example with new fashion exercise after the lessons with each other/ one another or not. Generally, the results of both items whose mean value is tending to 'Never' contradict with what the subject teachers replied that of students' responses.

4.4.8. Analysis of teachers' responses in relation to availability School materials for PE in practical class

As it is possible to understand from physical education' responses in different questions about the field and class which are easy to practice to teach for physical education in practical class are direct definitions of exercise, gymnastics, using materials, guessing from the context, using equivalent activity from students' theory and practically.

The strategies and techniques which have been mentioned by the subject teachers in order to teach physical education are, of course, easy to practice. However, are they really worthwhile enough for the students to build up their word capacity with the above listed practices only in teaching physical education is under a question mark since a variety of strategies and techniques are there and more than what have been forwarded ought to have been practiced by the subject teachers in order to help their students to be rich in physical education.

To conclude, even though the strategies and techniques which are listed by the teachers are easy to practice; surely doing, there many other strategies which are easy to practice in order that students have more opportunities to learn physical education. And again, with reference to some of the strategies and techniques, students' responses contradict with that of the teachers' responses (Table 8, item 23 and Table 8, item 27).

4.4.9. Analysis of teachers' responses about students textbook with their additional teaching periods appropriate to finish PE text book at the end of the year

Concerning the appropriate to finish PE text book at the end of the year which are there in Grade ten physical education students' textbook, the respondents replied that the textbook doesn't invite them to do more. It is bulky and large in size. Therefore, students are not interested in bringing the textbook to the classroom and it is the main headache between teachers and students in physical education teaching since it is difficult to teach the physical education without having students' textbook in the classroom. In general, the respondents have the idea of that the content of PE teaching including both tactics and techniques are poor. Additionally, the coverage of exercise content comparing with that of the other subject skills within each unit of the textbook is too less. Not only its contents in students' textbook but also the contents of physical education which are from the students' textbook by themselves also not include in grade ten national exam.

From their experiences of teaching physical education, the respondents use different references in order to use not prepare their students for the national exam as well as to build up their word capacity. In summary, since what are there in the textbook are not enough for students, the teachers add more from different reference books and other sources as it possible to understand from their responses.

4.4.10. Analysis of teachers' responses with regard to their experience that challenges that affects you to teach physical education.

Lists of planned physical education instruction tactics and techniques were given for the respondents and they were asked to express their experiences of practicing them in teaching physical education. Then the responses that they put forward in practicing pre-teaching physical education, presenting physical education using pictures, photos, graphs and charts are follows: In the first case, practicing these method are to some extent challenging due to different factors. First, the new textbook does not invite pre-teaching exercise most of the time. However, physical education Teachers stated that they practice this strategy prior to start teaching either practical or theoretical texts sometimes. Before the conclusion is given, it is recommendable to look at students' responses with reference to teachers' practice of pre-teaching physical education. And therefore the result of the mean value of the item from Table 6, item 18 was 1.60 whose inclination is 'Rarely'. In conclusion, pre-teaching physical education responses from both the teachers and students' responses show nearly the same result.

In relation to practicing pictures, photos, graphs and charts during physical education teaching, the respondents suggested different challenges they come across with the exception of one of the respondents who replied that the strategy is practiced well while physical education is taught. The challenge they mentioned is shortage of resources that is the schools do not provide the required materials on time to use them. Once again, to teach physical education using photos, pictures and graphs the teachers do not have the access to materials which are related to the exercise from the practical class. The respondents suggested that the textbook by itself sometimes does not go with students' culture to use the materials to teach which means it is beyond our capacity to show them the teaching aid. In relation to this, students' response of item 19 of Table 6 result also shows that the teachers practice this strategy of teaching physical education 'rarely'. In general, the response in relation to practicing this strategy from both respondents (from students and teachers) is the same.

Of the lists presented for the respondents to share their experiences of practicing them in teaching physical education while root analysis of physical education teaching is practiced quite well, word maps strategy of physical education teaching is practiced rarely.

And again, while some of the respondents use physical education practice and model practice in teaching PE, the others do not as it is possible to understand from the participants' responses.

The following tactics and techniques of teaching physical education are not totally practiced by the subject teachers as they expressed their ideas while they were opinions. Among those strategies which are not practiced in teaching physical education are ward walls, physical education book marks, charades, exercise bingo, asking questions strategy, giving clue strategy and grab bag strategy of physical education teaching. Few of the opening have the idea of using PE wall strategy is not this much needed at secondary level. They have the idea of this kind of strategy is recommendable for lower grades students. Although using this strategy is recommendable at lower grades, PE difficulty determines whether to use this strategy or not in secondary level. Therefore, it is possible generalize that there is misconception even with physical education wall strategy.

In summary, it is recommendable to see at students' questionnaire responses in relation to the strategies which are listed above particularly those which are not practiced by materials' from the responses during the opinion ideas. The results of the items under different Tables and figures are demonstrated as follows to compare the students and physical education Teachers' responses: Table 3, items 2, 3, 4; Table 6, items 18 (rarely practiced) and 19; Figure 3, Table 6, item 6; Table 7, items 25 and 27. Generally, all these lists of Tables and Figures results show that these strategies are not practiced in teaching physical education by the teachers.

4.5. Analysis of school administrators Teachers' Responses from Interview about the challenge of physical education teachers to teaching.

Interview was employed by the researcher in order to collect data from grade ten physical education Teachers of Abdibori, Gore, Metu and Onga high schools. So as to collect the data from the respondents, the researcher made every attempt to make the data collected through this instrument successful. The data was collected at four Woreda's Education Bureau Hall which is located nearby each high school. The respondents were clued-up informally in advance by the researcher to have an interview with them. And again, in order to make this instrument of data

collection formal, the researcher had to request permission from the Ilu Aba Bor Zone Education Bureau so that they inform the four high schools' principals to allow the teachers to participate in interview with the interviewee since they have a class regularly. Then, the teachers were informed to take part in an interview.

Having finished these, all the participants arrived and had something hot for refreshment prior to begin the interview. Then they were asked to be seated to start the interview. After that, the researcher once again, greeted, welcomed and thanked the respondents' kindly being they were available to participate in interview. And finally, the participants were informed some procedures which should be followed prior to begin the actual questions of interview. Afterwards, the researcher introduced the objective of the interview and invited the respondents to forward their ideas with reference to the designed questions about physical education.

While the data was being collected from the respondents, the researcher as a moderator gave all the respondents a chance to participate equally and thanked them after their participations. There were some probing questions during the interview even though they were not many in number. At the same time, a short note of the responses was taken by the researcher. And finally, the researcher thanked the participants for their responses as well as for all their devotion to the successfulness of the instrument of data collection through the interview. In order to analyses the data gathered through this tool, the researcher viewed the general idea of the respondents rather than that of the individual member's response.

4.6. Analysis of Data Obtained from Classroom and Field Observations

Beneath this section the analysis and interpretation of data obtained from classroom observation were presented. Observing a classroom during physical education teaching was needed so as to get firsthand information on a scenario of to what extent physical education was practiced in terms of strategies and techniques. And to crosscheck what were said by PE Teachers during interview and also so as to triangulate with the data collected through students' questionnaire.

Accordingly, four teachers were selected in order that the researcher had the opportunity to observe the participants one times each and in general four successive classroom observations using a checklist designed to carry out this instrument. And the results of each session are analyzed and interpreted first solely and the findings of each observation session were summarized.

The discussion on classroom and field observation focused on what we observed in classroom and field in the selected sample high school physical education classes. Based on the observation table, I have made an indication on each table indicated points. The observation focused on four major and basic observation points and based on those point we gave a parameter for the observation.

As the observer seen facility of all sample school compound observation presented as follow. In the first place all school of teaching rooms' facilities in each are observed as very good .when we see Equipment (facilities) and Teacher need of Gore high school and Metu high school which is the older school when we compare with other selected school; it's started time to be secondary and preparatory school. As the observer observed it has sufficient Equipment (facilities) and Teacher need for teaching physical education (teaching field, track and field, gymnastics room, basic teaching aid, facilitator manual, handball, volleyball, football, basketball and Staff, Shower room...)

Whereas, the Equipment (facilities) and Teacher need of Abdibori higher secondary school is poor which means there is no practical filed. Because it builds for the purpose of public school this means, According to the researcher information which gained from her observation and reading research books, most of private and public school had no play ground and physical education teaching learning material. But know it changed to governmental school. When we say why this problem is happened mostly in public and private school, As the researcher interview made with the school director, why it happens, Because that school organize d to baseness oriented aim they don't worry about physical education and not included national exams. On the observation to see whether there are adequate seats and toilet in the school compound. We have observed that all schools have sufficient adequate seats and good toilet conditions. Whereas, when we see except Abdibori higher secondary school the school's library facilities we have observed that the facility of the library of all schools are medium, on the other hand Abdibori higher secondary school we can say it is insufficient.

Accordingly when we see the conditions of the schools observation, we have learned that Gore, Metu, Abdibori higher secondary school and Onga high school are the compound constructed as very good and attracted.

As the same time we have observed Learner books of the school, in all school the student gain text book by each numbers, it is sufficient. In addition, when we consider teaching

materials of the school we have observed whether there is facilitator manuals in the schools or not, in all school there is not.

4.6.1. Summary of the Findings of Classroom Observations

The findings of the one classroom observations are summarized as follows:

- Students were given physical education activities in group even though all groups were not treated equally by the subject teachers during the observations. While some of the groups were actively participate in group discussion, the others either sat quietly or had another issues. It is possible to say almost all the teachers ran with the active groups rather than encouraging all groups to do the given PE activities. And again, there were disparities in practicing pair and group strategies of PE teaching among teachers.
- Teachers invited different activities regularly those students who raised their hands so as to answer the questions, in other words, teachers run with active learners.
- More of the activities and/or the exercises were done by the subject teachers; teachers took a lion share part in teaching and doing questions giving a few chances for students.
- Visual practices of PE teaching such as pictures, drawings, graphs and photos were never seen during the observation except of those theories written on a chalkboard.
- Even though teachers replied that they practice gesture and mime in teaching PE while interview was carried out, they hardly practiced them during the classroom observations.
- It is possible to conclude that checking understanding seldom practiced by the teachers.

During the observation, there were no free practices, for instances, motivating students to construct physical education that have been learned. Students were not invited to do so.

4.7. Discussions of the Findings

The multi response questionnaire part was designed to triangulate whether the students have physical education learning problem or not. And to what extent the students have difficulties in learning new teaching and what measures were taken by physical education Teachers to tackle the difficulties that the students have, by the same token, what strategies were practiced by physical education subject teachers to support their students to provide them with sufficient teaching physical education so as to make them good at teaching methods users and competent in their education. Among physical education learning difficulties forwarded by numerous scholars, five of them selected in multi response form in order that students could have a chance to give many responses based on their experience of learning new physical education teaching style.

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.” (Posner 1992) 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.

William (1986, p. 26-27) state physical education in light of decreasing numbers of students majoring in physical education and decreasing job opportunities in the profession, the real challenge is how physical education departments can survive.

This thesis deals with the presentation analysis and interpretation of the data. An attempt has been made to discuss about the challenges of physical education teachers in teaching learning process some selected high schools of Ilu Aba Bora Zone in oromia regional state.

The physical education teachers are responsible for all matters pertaining rational guideline, the teacher of physical education for practical class has many duties and responsible not held by administration of physical education for practical program (William and highest 1999).

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

Beneath this chapter summary, conclusions and recommendations are presented respectively. The summary deals with the major findings based on the objectives of the study. Then based on the main findings of the study conclusions were drawn. And finally, according to the conclusions the possible recommendations were forwarded.

5.1. Summary

The study intended to examine the challenges physical education teachers in teaching-learning process in case of some selected high schools of Ilu Aba Bor Zone. the stockholder high Schools in order to achieve the purpose of this study ,basic questions were raised regarding problems and alleviation mechanisms of physical education .Questionnaire were distributed to 167 sample students , 12,Grade 10thsubject teachers of the schools and 4 School Administrator were selected. The data gathered from these respondents bring about the following results.

1. Both teachers and students of the school reported that physical education practiced in the school, Absence of efforts that have been done by the concerned bodies.
2. There were mismatches between teachers' interview responses and students' questionnaire and classroom observation results. There are many strategies which are never practiced in teaching PE as it can be seen from data gathered through students' questionnaire and classroom observations. Evidently, the teachers are familiar with a variety of strategies as it was seen during the interview even though the responses given were not practically seen while physical education teaching observations.
3. The study showed that the main role model in handling physical education is of the teacher. Both student and teacher respondents entirely witnessed that PE was done by the teacher.
4. The finding revealed that test; assignment and observation were mostly used while practicing physical education.
5. It was reported that physical education was of significance in the teaching learning process. It motivates both learners and teachers for more work .it helps teachers evaluate both learners and teachers' academic performance. It gives the teacher information about the weakness and

strength of their students' .It also helps the teachers to apply student-centered teaching approach Besides, it minimizes the stress of the pupils,

6. It was reported that implementing practical and theoretical is not easy. Teachers and students faced different challenges: large class size, shortage of time, lack of interest among students and teachers, the belief that physical education creates work load and shortage of stationery materials were among the challenges that impede the implementation of physical education.
7. It was also reported that teachers commitments, giving due attention to PE, creating awareness about the significance of PE, organizing seminars for both teachers and students on the why and how of practical and theoretical classes balancing.

5.2. Conclusion

The study clearly indicated the challenges of physical education teachers in teaching-learning process in case of some selected high schools of Ilu Aba Bor Zone. Both the teachers and the students believe that physical education is important. However, large class size, shortage of time and stationery, lack of interest among the students and the teachers and the belief that PE creates work load are the factors that hinder the implementation of physical education in the school.

To sum up, from the results of the study, the following conclusions have been drawn.

1. Physical education Teachers heavily on practicing physical education of teaching practical and theoretical classes.

As the collected data has revealed that a great number of physical education teaching practiced are apply of physical education with their definitions; in other words, the usual practices such as the relationship from the contexts, root analysis, collocations and giving equivalent meaning from students' practical and theoretical class of physical education textbook.

2. Students and teachers come across many difficulties in learning physical education.

These difficulties arise for practical physical education which are troublesome to identify, for instance, being unable to identify teaching style in which parts of theory and practical they are, and how to use them accordingly. Besides these, length and complexity of texts, some tricky field activity and material are causes of difficulties for students so as to learn physical education.

3. There are some other factors that physical education Teachers encounter in teaching PE.

The first factor that was forwarded by the subject teachers during the interview was that students do not want to be risk takers. If they are invited to have autonomous learning, they do not devote themselves to accomplish the tasks that they have been given. The second factor responded was the school managements do not encourage students as a model even though a lot have been expected from them to do so including Sport teachers themselves. Sport is spoken and taught in the classroom only. And again, there is no Sport day even one day per a week. The third factor mentioned was there is no training especially in order to familiarize the subject teachers with the textbook. Not only make acquainted with the textbook but also in order to refresh how to teach has to be given even though nothing has been done as it can be understood from the teachers'

response. As the fourth factor, the teachers mentioned the material; enough fields shortage of time to do their best in teaching. The textbook and the allotted time to cover the portions are unrelated to teach each and every activity given in the textbook. Therefore, teachers are forced to run over the content rather giving emphasis for the activity one by one as they replied during the interview. Further, large class size by itself is also an indisputable factor since it is too difficult to treat all the students accordingly. And again, the response given as a factor was meagerness of resources in order to teach physical education like teaching aids even though it is teachers' duty to ask materials the school management and prepare so as to use them. The last but not least, students' interest and background knowledge were also mentioned factors by the teachers. Hereunder, when students are given certain activities, they are not this much interested to carry out the activities. Noticeably, PE is taught as learners and therefore students do not have an access to practice the PE that they have been taught in the classroom when they go back to the society they live in. To cut a long story short, there is a recklessness of all the stakeholders since all the above listed factors can be solved working together.

4. Physical education teachers did not used different teaching methods and mechanisms to encourage and improve students experience in teaching lesson.
5. The ability of physical education teachers to give the lesson, to demonstrate and to communicate with student relation was clearly poor teaching.
6. Lack of motivation(support) that has been given by teachers at the required levels.
7. The school compound had not use different teaching methods and mechanisms to motivate and improve students experience in teaching Physical education lesson.

5.3 Recommendations

The aforementioned findings and conclusion indicated the challenge of physical education teachers in teaching-learning process in case of some selected high schools. Thus, in order to solve the problems, the following recommendations were drawn

1. Since physical education has significant effect in the teaching-learning process, teachers should give due attention to the implementation of physical education in the school.
2. The result showed that there are some problems that arise from meaning related in physical education teachers teaching-learning; therefore, it has to be tackled for the betterment of learning PE well since it is the foothold for the other subjects. Hence, both the subject teachers and students should do their best by working together.
3. It is clear that, 'No one catches a fly with a single finger.' The same thing is true that it cannot be possible to bring the wanted change practicing the two teaching style strategies and techniques in teaching to physical education teachers. Therefore, physical education Teachers should play their best utmost in practicing a variety of strategies and techniques in order to help their students to learn the practical and theoretical class well of Physical education.
4. The school principals and the school management are advised to prepare rule and regulation to be followed in implementing physical education.
5. Blaming the government, school management for shortages of resources cannot bring any change for the limitations we have in teaching-learning the physical education. Blaming students for their lack of interests and being unable to be risk takers may not bring the desired alter. Blaming PE Teachers for their shortcomings in practicing the practical and theory teaching techniques cannot be the urgent solution. Therefore, all the stakeholders such as students' parents the subject teachers including the researcher work together in order that it is possible to bring a sustainable change in teaching-learning Physical education.
6. Curriculum designers ought to include all the important strategies and techniques which help students to be beneficiary rather than heavily rely on extracting some new physical education from texts and asking students to find their solution.
7. It is better to make teaching-learning process concrete as much as possible using teaching aids that can be afford them to do so rather than telling students each and everything orally.

Thus, Sport Department collaborating with the schools' management should facilitate the subject teachers to prepare teaching aids and use them in case they are needed. And again, they should encourage the subject teachers and students to have at least one 'Sport Day' per a week and Sport Minimedia should be organized well.

8. As shown in the findings the teachers were not using varied techniques to conduct PE practical and theoretical classes. Thus they are advised to apply many more techniques.
9. Large class size was one of the problems encountered during physical education in practical. Therefore, concerned body should work to minimize student teacher ratio as well as student class ratio building additional class rooms and also hiring more teachers
10. The Zone education office and the woreda supervisors should prepare seminars for both the students and teachers to create awareness about the importance of PE in the school.
11. The physical education teachers should consider and make interventions through providing sufficient material that will be used to teach physical education , provide aware the importance of physical education for them, training , encouraging and motivating all students to participate in the practical and theoretical on the continuous base.
12. Planning interventions to minimize the major factors that have affected the motivations of all students in the participations in the physical education is very important.

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APPENDIX I

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

POSTGRADUATE PROGRAM

DEPARTMENT OF SPORT SCIENCE

Dear student

First of all, I would like to thank you for your heartfelt cooperation to fill in this questionnaire. I am conducting a research on the challenges of physical education teachers in teaching learning process in case of some selected high schools of Ilu Aba Bor Zone. These questions are prepared to gather information from student's about the challenges of physical education teachers during teaching learning processes. The opinions you provide are very important to forward constructive suggestions to researcher data and there for your sincerity infilling this questionnaire is of great importance. It is not necessary to write your name on question paper. Indicate your response by making circle in one of the box provided. Thank you in advance for your cooperation. The information will be kept confidential.

Thank you very much!!!

A. Basic information

Sex: ____ Age: ____ School name: ____ year: ____ Grade ____ Number of periods in a week ____

B. Direction

- No need of writing your name
- Circle the letter of your choice

C. Questionnaire filled by students

Part I: For each of the following statements listed below, please give your responses based on your understanding and experience of learning PE. Please use a tick (√) mark in front of each statement concerning what makes a difficult for you to learn physical education class.

No	Items (Question)	Yes	No
1	Do you think PE is very important to lead a quality of life?		
2	Do You have practical class in your schools?		
3	Have you interest to learning physical education?		
4	Have you interest to learning PE in practical class		
5	Have you interest to learning PE in theoretical class		

6	Does physical education class reduce your stress?			
7	Does PE class allow you cover the annual lessen?			
8	Do you think PE class has a challenge/problems/?			
9	Were your marks improved because of PE class?			
10	Is there any challenge that hinders you to participate in PE class?			
11	How do you think the main role in PE?	Teachers	Students	Both
12	Which PE methods mostly used by your teachers?	Theoretical	practices	Test

Instruction II. From item 13 to 16 your responses could vary from “**Strongly disagree**” to “**Strongly agree**” based on teaching PE and techniques of teaching PE.

Please use a tick(√) mark to respond.

Key: 5. strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

No	Item	5	4	3	2	1
13	Does physical education period per week is enough for your school?					
14	Does your Physical education’s teacher motivate you?					
15	Do you have enough knowledge about the benefits of PE on the field and classroom?					
16	How do you feel about the teaching method of your PE teacher in Practical and theoretical class?					

Instruction III. From item 17 to 20 your responses could vary from “**Strongly disagree**” to “**Strongly agree**” based on practical class of teaching Field and systems of teaching PE. Please use a tick(√) mark to respond.

Key: 5. strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

No	Item	5	4	3	2	1
17	Does your school have enough teaching material for PE?					
18	How do you scale the participation of PE learning in both theoretical and practical class?					
19	What is your understand towards the principles of exercise and training?					
20	What do you think about cultural affect on learning practical class of PE?					

Instruction IV. From item 21 to 25 your responses could vary from “**Strongly disagree**” to “**Strongly agree**” based on meaning related filed of teaching PE and techniques of teaching PE. Please use a tick(√) mark to respond.

Key:5. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

No	Item	5	4	3	2	1
21	What is your attitude towards physical education?					
22	What are the materials to enough physical education for practical class?					
23	Does your physical education teacher mostly concerned about theory?					
24	Is your teacher to follow teaching equivalent method do you use on physical education practical and theoretical class?					
25	Is the adequate teaching learning resources to facility and equipments your physical education subject?					

Instruction V: There are statements here under. They describe strategies and techniques your physical education teacher may use to teach you practical and theory. Please, give appropriate responses for each item based on your understanding and experiences if the strategies and techniques are used/ practiced by your teacher. Your responses could vary from ‘Never’ to ‘Almost always’. They are provided in the columns right in front of the statement and are represented by numbers ranging from **26-30** as follows:

1. The teacher ‘**NEVER**’ uses the strategy. 2. The teacher uses the strategy ‘**RARELY**’.
3. The teacher uses it only ‘**SOMETIMES**’. 4. The teacher uses the strategy ‘**FREQUENTLY**’
5. The teacher uses the strategy ‘**ALMOST ALWAYS**’.

Please, use a tick (√) mark under one of the options (**1, 2, 3, 4 and 5**) and make sure that the answer is only one for each statement.

Key: 5 = Almost always 4 = frequently 3 = Sometimes 2 = Rarely 1 = Never

No	Item	5	4	3	2	1
26	Does your teacher response with reference to theoretical and practical class in teaching physical education?					
27	Teachers’ practice of using asking questions strategy in teaching PE?					
28	Is your teacher concerning practice of equivalent to practical and theoretical class to students’ appropriate according to the textbook?					
29	Do you have enough knowledge about the benefits of PE on the field and classroom?					
30	Do you have understood towards the principles of exercise and training depends on physical education?					

VI. The following questions are designed to make write your opinion with grade ten

Physical education Text book and Physical education Teachers.

1. What do you think about preparations of the physical education teachers?

2. How they evaluate the in which points is teachers emphasize in practical class?

3. Do you think a practical class helps you to improve your health?

4. What is the adequate teaching learning resources to facility and equipment your PE subject?

4. Is there any challenge that hinders you to participate in PE class?

APPENDIX II

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

POSTGRADUATE PROGRAM

Dear teachers

First of all, I would like to thank you for your heartfelt cooperation to fill in this questionnaire.

I am conducting a research on the challenges of physical education teachers in teaching learning process in case of some selected high schools of Ilu Aba Bor Zone. These questions are prepared to gather teacher's idea about the challenges of physical education teachers in teaching learning process. The opinions you provide are very important to forward constructive suggestions in the improvement of teacher's participation in PE class and to encourage student's attitude to physical education profession. There for your sincerity infilling this questionnaire is of great importance. It is not necessary to write your name on question paper. Indicate your response by making circle in one of the box provided. Thank you in advance for your cooperation. The information will be kept confidential.

Thank you very much!!!

A. Basic information

Sex: _____ Age: <25 ____ 26-30 ____ 31-35 ____ >35 ____

Qualification: Diploma ____ Degree ____ Masters ____ Phd ____

Your major subject: _____ experience: ____ Grade ____ number of periods in a week ____

B. Direction

- No need of writing your name
- Circle the letter of your choice

C. A Questionnaire to be completed by Teachers

Instruction I: What makes physical education difficult for you to teach practical and theoretical class? Please use a tick(√) mark to respond.

No	Items (Question)	Knowledge	Attitude	Skills
1	What do you focus on while continuously assessing your students learning?			
2	Who, do you think should conduct the interest in teaching PE?	Teachers	Students	Both
3	Which PE techniques do you implement in your class?	Theoretical	Practical	Both
4	What does your interest in teaching physical education?	Higher	Medium	Low
5	How much you participate in PE field equipments (material)?			
6	How many students to teaching during PE class?	31-40		
		41-60		
		above 60		
7	How many periods do you have in a week in your schools?	< 10 period		
		11-16 period		
		>21 period		
8	What are the major problems of teaching physical education for practical class?	Environment		
		Shortage of time		
		Lack of interest		

Instruction II. From item 9 to 13 your responses could vary from “Yes” or “No” based on meaning related strategies of teaching practical and techniques of teaching physical education.

Please use a tick(√) mark to respond.

No	Items	Yes	No
9	Do you think students are active in Physical education?		
10	Do you think PE contributes to improvement in the quality of education?		
11	Do you think applying Physical education is smooth in your schools?		
12	Is there to challenge affects physical education teaching for practical class?		
13	Does your school have enough teaching material for PE in practical class?		

Instruction III. The following questions are designed to make write your opinion with grade ten physical education text books and teaching Physical education.

1. Concerning the PE of grade ten text books is appropriate for the learning process?

2. Do you think about the method of delivery of physical education subject?

3. What are the challenges they come across in there to challenge affects physical education teaching for practical class?

4. What measures they have taken so as to tackle the challenges they encounter in teaching
(What are the major problems of teaching physical education for practical class)?

5. Those does your school have enough teaching material for PE in practical class?

6. Do your periods appropriate to finish PE text book at the end of the year?

7. What is your challenge to their experience that challenges that affects you to teach PE?

APPENDIX III

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Dear school administrators

First of all, I would like to thank you for your heartfelt cooperation to fill in this questionnaire.

I am conducting a research on the challenges of physical education teachers in teaching learning process in case of some selected high schools of Ilu Aba Bor Zone. There for your sincerity infilling this questionnaire is of great importance. These interviews are prepared to gather school administrator's opinions about the challenges of physical education teachers in teaching learning process for physical education. The information will be kept confidential.

Thank you very much!!!

A. Interview questions for school administrators for the questions are designed to make with Grade ten text books and PE Teachers.

1. Do you have physical education teachers for your schools?

2. What is your attitude about physical education subject?

3. Is physical education teachers participate in different sport activates?

4. You have participated in physical education club?

5. Do you have enough materials in your school for teaching PE in field class?

6. Can you say PE has an acceptance with the students?

7. What are the factors you think can affect the teaching learning of PE?

8. What are the solutions for those factors that affect teaching learning of PE?

9. How much do you cooperate to solve educational and personal Problems?

10. How much the schools appreciate to physical education teachers?

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4. Classroom Observation and Field Observation Checklist

School's Name _____ Date of Observation _____

Code Name Given for the Observed Teacher _____ Section ___ Unit ___ Topic ___ Page ____.

These observations are prepared to gather information from schools about challenges of physical education teachers during teaching learning processes. The observations provide very important to forward constructive information to researcher data.

1. Regarding the availability of your school material the department of PE practical class.

Key: 5. strongly agree 4. Agree 3. Undecided 2. Disagree 1 strongly disagree

Put (✓) this mark in box

No	Items	5	4	3	2	1
1	Equipment and facilities					
	Teaching field					
	Track and field					
	Teaching room					
	Gymnastics					
2	The school environment					
	Safety					
	Attracted					
	Well constructed					
3	Material for teaching PE					
	Basic teaching Aid					
	Basketball					
	Football					
	Handball					
	Volleyball					
	Facilitator manual					
	Learner books					
4	Teacher need					
	Staff					
	Material store					
	Shower					
	Dressing room					
	Locker					

Appendix V

Descriptive Statistics of student Respondent

Item (Question)	N	Mean	Std. Deviation	Variance	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
1. age of respondent	167	1.8383	.36926	.136	1.457	.374
2. sex of respondent	167	1.3832	.48764	.238	-1.787	.374
3. Do you think PE is very important to lead a quality of life?	167	1.00	.000	.000	.	.
4. Do you have practical class in your schools?	167	1.05	.214	.046	16.449	.374
5. Have you interest to learning physical education?	167	1.19	.395	.156	.507	.374
6. Have you interest to learning PE in practical class?	167	1.13	.339	.115	2.863	.374
7. Have you interest to learning PE in theoretical class?	167	1.24	.428	.183	-4.89	.374
8. Does physical education class reduce your stress?	167	1.37	.485	.235	-1.732	.374
9. Does PE class allow you cover the annual lesson?	167	1.57	.496	.246	-1.930	.374
10. Do you think PE class has a challenge (problems)?	167	1.16	.369	.136	1.457	.374
11. Were your marks improved because of PE class?	167	1.64	.481	.232	-1.670	.374
12. Is there any challenge that hinders you to participate in PE class?	167	1.07	.259	.067	9.306	.374
13. How do you think the main role in PE?	167	1.34	.587	.345	1.431	.374
14. Which PE methods mostly used by your teachers?	167	1.99	.576	.331	.074	.374
15. Does physical education period per week is enough for your school?	167	1.43	.681	.464	.337	.374
16. Do you think your Physical education's teacher to motivate you?	167	1.71	.982	.965	-1.182	.374
17. Do you have enough knowledge about the benefits of PE on the field and classroom?	167	3.74	1.161	1.349	-2.44	.374
18. How do you feel about the teaching method of your PE teacher in Practical and theoretical class?	167	3.56	1.009	1.019	.608	.374

19. Students' response with reference to teachers' practice of practical class in teaching PE?	167	1.57	1.061	1.125	3.161	.374
20. Does your school have enough teaching material for physical education?	167	1.60	1.202	1.445	2.267	.374
21. How do you scale the participation of PE learning in both theoretical and practical class?	167	2.59	1.168	1.363	-.486	.374
22. What is your understand towards the principles of exercise and training?	167	2.80	1.188	1.413	-.698	.374
23. What do you think about cultural affect on learning practical class of PE?	167	3.63	1.329	1.765	-.817	.374
24. Teachers' practice of using asking questions strategy in teaching physical education?	167	1.72	1.289	1.661	.981	.374
25. What is your attitude towards physical education?	167	1.66	1.185	1.405	1.282	.374
26. What are the materials to enough physical education for practical class?	167	2.02	.740	.548	-1.162	.374
27. Does your PE teacher mostly concerned about the two teaching style?	167	2.96	.921	.848	-.106	.374
28. Is your teacher to follow teaching equivalent method do you use on PE practical and theoretical class?	167	4.34	.923	.853	.476	.374
29. Is the adequate teaching learning resources to facility and equipments your physical education subject?	167	3.63	1.329	1.765	-.817	.374
30. Do you have enough knowledge about the benefits of PE on the field and classroom?	167	4.20	.995	.991	-.179	.374
31. Do you have understood towards the principles of exercise and training depends on physical education?	167	2.14	.727	.529	-1.080	.374
32. Students' response concerning teachers' practice of equivalent to practical and theoretical class to students' appropriate according to PE textbook?	167	4.19	1.039	1.080	.821	.374

Descriptive Statistics of Teacher Respondent

	N	Mean	Std. Deviation	Variance	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
1. What do you focus on while continuously assessing your students learning?	12	4.0000	.00000	.000	.	.
2. Who, do you think should conduct the interest in teaching physical education?	12	1.0000	.00000	.000	.	.
3. Which PE techniques do you implement in your class?	12	1.6667	.88763	.788	-1.269	1.232
4. What does your interest in teaching PE?	12	2.0000	.00000	.000	.	.
5. How many students to teaching during PE class?	12	2.3333	.49237	.242	-1.650	1.232
6. How many periods do you have in a week in your schools?	12	2.1667	.71774	.515	-.685	1.232
7. What are the major problems of teaching PE for practical class?	12	2.1667	.57735	.333	.655	1.232
8. How much you participate in PE field equipments (material)?	12	1.6667	.77850	.606	-.792	1.232
9. Which Physical education techniques do you implement in your class?	12	1.2500	.45227	.205	-.326	1.232
10. Do you think students are active in Physical education?	12	1.5833	.51493	.265	-2.263	1.232
11. Do you think Physical education contributes to improvement in the quality of education?	12	1.0000	.00000	.000	.	.
12. Do you think applying Physical education is smooth in your schools?	12	1.7500	.45227	.205	-.326	1.232
13. Does your school have enough teaching material for physical education in practical class?	12	2.0000	.00000	.000	.	.
14. Is there to challenge affects physical education teaching for practical class?	12	1.0000	.00000	.000	.	.

Declaration

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

Student Name: Demeke Belay

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.

Advisor Name: Samson Wendirad(Asst.Prof)

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Submission Date: _____

Co- Advisor Name: Tesfaye Damena(MS.c)

Signature: _____

Submission Date: _____

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